

Preparing to Teach

Story 2A: The Story 3 Basic Truth: God Made Me

Unit Intro

The Story of God and God's people is important because it is the story in which we find ourselves. It is the story that God continues to write today. In this unit we start all the way back at the beginning, taking a look at the Creation story. We journey together as we see God forming and calling a people to be set apart. We witness God forming something great out of nothing, forming people into God's likeness, gifting them for service, and drawing people to the Trinity. From the very beginning God has loved and remained faithful to us, even when we stray from God. We can trust God because God is the author of our lives and has demonstrated faithfulness to us throughout time. God continues to pursue us. Will we continue to pursue our God?

A prayer for teachers:

God, ground us in your story. Jesus, root us in who you are and who you call us to be. Holy Spirit, move us to help others find their place as children of God, as we continue to pursue our Lord who is always pursuing us. Amen.

Lessons in this Unit:

Lesson 1. September 10: Creation: "In the Beginning: a Perfect Home," Genesis 1:1-19; *JSB*

Lesson 2. September 17: God's Special Creation: Adam and Eve; Genesis 2, *JSB*

Lesson 3. September 24: The Story of Noah: Genesis 6-9; *Jesus Calling Bible*

Lesson 4. October 1: Abraham and Sarah: "Son of Laughter," *JSB*

Lesson 5. October 8: Joseph: "The Forgiving Prince," Genesis 37-46; *JSB*

Lesson 6. October 15: "Moses is Saved," Exodus 2; *Children of God Storybook Bible*

Lesson 7. October 22: The Ten Commandments: "Ten Ways to be Perfect," Exodus 20, *JSB*

Lesson 8. October 29: Joshua and the city of Jericho: "The Warrior Leader," Joshua 3, 6; *JSB*

Lesson 9. November 5: Joshua and the city of Jericho: "The Warrior Leader," Joshua 3, 6; *JSB*

Lesson 10. November 12: First Kings: David and Goliath: "The Young Hero and the Horrible Giant," *JSB*.

Lesson 11. November 19: David: Psalms, *JSB*

November 26th: THANKSGIVING WEEKEND. NO KID'S MINISTRY

Today's Lesson:

God gave his people the Ten Commandments to show them what he was like. God wanted them to know him, how to be in relationship with others, and to demonstrate what God is like so everyone else could know him too.

**All items in blue are transition elements to be maintained for each day.*

**All items in red are for 4/PreK class only*

Lesson Plan

Ten Ways to be Perfect

Bible Story: The 10 Commandments • *Exodus 20*

Memory Verse: God said, “**I am the First and the Last.** I am the Beginning and the End.” Revelation 22:13

Song: *Our God*

*Teacher, please put your photo on the outside of the room this morning.

Welcome:

Teacher at door welcoming kids, helping kids to recognize this space as sacred. Teacher with hands out and let kids respond/chose greeting, high five, “knuckles” or a hug.

Kids enter and engage in free play.

Children may play freely, but also have something out for children to do at the tables: color, bubbles, play doh, etc.

Guide distressed children to a preferred activity.

As children arrive assign helpers to play while Teacher gets kids signed-in. Use assistants/house church helpers to play with kids and console upset children.

Sing the clean-up song (“**clean up, clean up, everybody, everywhere. Clean up, clean up, everybody do their share**”). Encourage all children to participate in cleaning up.

Then:

2/3s: Teacher have a few help lay out the big blanket where they will sit for the song and lesson.

4/PreK: jump into transition song and ask all children to **grab a carpet square** to sit on as you come together in a circle on the floor.

To transition to story time, sing:

“If you’d like to hear a story come sit down. If you’d like to hear a story come sit down. Let’s all gather near so everyone can hear. If you’d like to hear a story come sit down. “

(To the tune of “If You’re Happy and You Know It”)

Children gather “**criss cross applesauce**” on the blanket/**carpet squares**.

Getting Ready:

*Teacher on floor in a circle,
getting kids ready (i.e. helping them prepare their hearts
and minds for today's time together and specifically the story).*

TEACHER: Good morning! My name is _____.

UNITE

As children gather on the blanket, acknowledge them by saying, "God made _____! And God made _____!" Call everyone's name. Encourage the children to join you as you review this basic truth.

DISENGAGE STRESS

Let's sing _____ together as we prepare to hear our story this morning.

*You may ask all children to stand and sing or to sit (Teacher, pick one or the other).
Sing a song with kids from those posted on the wall.
Pick one or two that goes best with the lesson.*

Storytelling:

What we need: Jesus Storybook Bible **and a NIV Bible.**

*I suggest that if kids try to talk to you during the story,
you simply put a finger up to your ear to indicate 'listen'.
If a child is persistent, then maybe
offer a "no thank you" or remind them that they'll
have a turn to talk when you finish the story.*

Transition: (If children are standing, have them) **"stand like a pencil, turn around, give a little wiggle, now sit down!"**

Then have them **"put on your special eyes, special ears and special thinking cap (go through motions), now you are ready to Look, Listen and Learn (point to eyes, ears & head)."**

4/PreK: Ask the children to **raise their hands high if they can see you.** Ask the children to **put their hands in their lap if they can hear you.**

Picking up Bible, **"What book do I get our stories out of?"**

(they will learn to say "the Bible!")

"Who's words are in the Bible?"

(they will learn to say "God's words!")

*For the 2/3's summarize the story using props or other activities listed in the curriculum. Expect to have the children's attention for 2-3 minutes. **Red portions are for 4/PreK only (expect attention for 5-6 minutes).**

And today we will read part of God's story in Exodus 20.

*Open your Bible to Exodus 20 and set it to your side.
With minimal eye contact, read Jesus Storybook Bible.*

*Begin on page 103 beginning with
"God's children didn't trust God or do what he said. They thought..."*

Toddlers end on page 106.

PreK read to page 107.

WONDERING:

**This section may be hard for 2/3s. Feel free to make this portion brief, but do give them time to respond to the story. 4/PreK kids may be able to engage a bit more.*

*While you may choose to use all of the questions,
be sensitive to the Spirit's leading as you move
into this phase. You may find that one or more
of the questions seems particularly important to spend
time with. Also, it is okay if the children speculate
inaccurately. They are processing the story. It is ok if you
don't go through all the wondering questions.*

*Teachers can share their wondering as well since
building relationship with the children is one of the goals.
It may be best for teachers to share after the kids
so kids aren't tempted to mimic the teacher.*

TEACHER:

- I wonder what your favorite part of the story is?
- I wonder why there was thunder and lightning?
- I wonder what rule is easiest for you?
- I wonder what rule is the hardest to follow?

Transition to prayer: **"open shut them, open shut them, give your hands a clap (clap clap) open shut them, open shut them, put them in your lap"**

TEACHER: "Will you pray with me? _____ (Prayer: thank God for each child here and say something about the focus of the lesson) Amen."

Before kids are released from the circle, pray with them.

Then remind children of our commitments.

These are our behavioral expectations, which they may be reminded of throughout the morning as needed.

Our Commitments: (see posters on the wall)

Teacher, remind kids of the following (and unpack any of these as needed):

It is “my job to keep you safe, and your job to keep it that way....so we commit to the following....

Helping hands

Listening ears

Quiet voices

Walking feet

Right to pass

After reviewing the expectations, please begin the response activities.

Tell them that over the next few minutes they get to work on something of their choosing as a response to today’s story (have activities at the tables or in a designated spot).

If children need to be reminded of our commitments, then use them for behavior modification.

Describe what materials or activities are available to them.

Remind the kids that they will have plenty of time to do their work (if they don’t finish something, they can take it home and finish it later or come back to it next week here). Also remind them that they’ll be coming back together for FEAST at the end.

RESPONSE:

Assistants help teacher with set up and clean up (i.e. helping kids clean up and get things back where they belong--give kids responsibility) of the response time. When it is about 11:10am you should enter Feast.

Any combination of the following--feel free to split up into small groups or move through the stations as a class. Adults can stay at each station to help the kids. **Don’t allow the final product to be more important than loving them and helping them love each other.** Take time to listen to them, look them in the eye, and smile at these little ones. Additionally, the process of learning to wait patiently, work together, and help each other is often more important than the final ‘product’.

1. Touch the Story

What you need: desert box, children of God wooden figures, mountain or rocks to build a mountain (watch for pinched fingers!).

Two at a time, allow the children to touch the story. Listen to how they retell the story. Encourage them to ask you some wondering questions.

2. Prayer: Help me to Obey, Jesus

What you need: small circle of children, adult

God gave us the Ten Commandments so that we would know how to live life best. But it can be difficult to obey. Ask the children which rules are difficult to obey (to follow or to do). Then pray together.

Simple prayers could include: "Jesus, help me to _____." or "God, help me to obey."

3. Recreate

What you need: playdough, playdough tools, picture of tablets on page 106 of *JSB*.

Let the children play with playdough. Show them how to fashion playdough into the shape of tablets. Rehearse the story together. Adults, share which part(s) were important to you today.

4. Art/Movement/Explore: 3 Basic Truths: God Made _____

What you need: blue foam core picture frame, approx 15 clothespins with small hands glued to the clothespins that read "God Made"

This will be a recurring response activity to reinforce the 3 Basic Truths. Every child will have a chance to stand hold up the picture frame around their face while their friends add the hands that read "God Made" to the picture frame. As each child adds a clothespin hand, encourage them to say, "God Made (child's name standing behind the picture frame)!"

Teachers, keep repeating this for the children until everyone has had a turn.

Transition to Feast:

Song/CD: playing in background is fine

Then say: "It is time to prepare for the feast! Please put your work in a safe place and come sit at the table."

*Gather items from children and place on counter (2/3s).
4/PreK Kids can put items in the cubby/shelf area by the door.*

FEAST:

*****Please use "Feast" language (not "snack time") during this section of the lesson and remind children why we feast together (you may even ask them why we have feast and what our feast together helps us remember). Feast is a time to engage in relationship building and**

fellowship around something to eat--in “communion” with one another. It should bring us back to the day’s story and God, but also into deeper community with one another.***

What you need:

Have kids sit around tables. Assistants help children with hand sanitizer, napkins, share Rice Chex (Allergen-free) cereal. Welcome them to the Feast.

Then ask them to "**hold your hands out for the magic soap**" (and give them each hand sanitizer). **OR** if you/parents prefer, have the kids line up at the sink and use soap and water.

Engage in discussion with the kids. This is a time for relationship building. Go around the circle and let kids all have a chance to respond.

Conversation starters for FEAST:

[Name of child], I noticed you made _____. What did that mean? Why, etc.?

Who else would like to share their work with us?

(Teacher can share his/her response as well.)

-What are you looking forward to this week?

-What are you thankful for today/what did you enjoy today? Is there anything you didn't enjoy?

Give each child an opportunity to share their work during the Feast and ask them how their work connects them to the story. Feel free to use any unused wondering questions (from the above “wondering” section if you’re looking for more conversation starters.)

BLESSING:

What You Need: Parent Cue sheets at the door, anything children worked on that they want to take home

Have children repeat the week’s (unit’s) blessing.

God Made Me!

Assistants, aim to keep kids in FEAST mode until their parents arrive. They may color or play with something at the table until parents arrive:

10 Commandments coloring sheet

Teacher can stand at door to dismiss children.

Notes:

-Only those with background checks on file (who work anywhere with our children) may assist a child in the bathroom or change diapers.

-Room Ratio (minimums): 2/3s, 1 Adult to 4 children; 4/PreK, 1 Adult to 6 children