

# TEACHER PREPARATION

## TEACHER INSIGHT

### Personal Preparation for the Study:

The most effective way to prepare is to experience the study first as a participant. Each of the studies center on Bible stories that have rich meaning that can have an impact on your life in deep ways.

Take at least an hour to go through the exercises as a participant. Make sure you spend time watching the videos, doing the reading, and engaging in the response activities. Write down your answers to the discussion questions. Try hard to not let your mind wander to how you will teach this! This will be an important time for you to discover your own insights and will help you anticipate your groups responses.

### Leading this Study:

After you go through the study for your own growth, then go through it from a teacher's perspective. Note activities and options that you feel will work well with you group, and ones you want to change or omit.

As this is the first study in the series, it's going to be a bit different from those in following weeks. Do your best to treat this opening study as the beginning of a wonderful adventure--which it is! Encourage your students to be open to learning and experiencing new things.

During the introduction, students will be asked to share in pairs about an event in their lives that was difficult, but later served a better purpose...maybe it protected them from more pain, or it taught them something they wouldn't have learned otherwise. It may be helpful to give your own personal example to help students understand what they should be sharing about.

This first story has a lot of detail right from the beginning, and is broken up into three major 'events,' each of which has its own unique themes and message. They are stories that you and your students are probably familiar with, but this time will be most meaningful if you encourage everyone involved to treat the stories as if they are being told for the first time.

## DON'T KILL THE CONVERSATION!

Youth ministry expert Grahame Knox suggests five sure-fire ways to avoid an embarrassing silence:

1. Don't ask questions that can be answered with one word (e.g., Do you agree that God loves you?)
  2. Don't ask loaded questions that suggest the answer (e.g., Our bodies are God's temple, so should we smoke?)
  3. Don't ask intimidating questions (e.g., If you really loved God, what you would do?)
  4. Don't ask embarrassing questions (e.g., What's your most frequent temptation?)
  5. Don't try to make people guess the answers you want (e.g., What are the three great truths from this passage?)
- I'll add one more:
6. Don't use "Why?" or "Why not?" in your follow-up questions (because they make people feel as though they're defending their answers).

[From *Creative Bible Study Methods for Youth Leaders*, an ebook by Grahame Knox, 2007, pp. 10-11]

The purpose of this study is to help students engage in these stories and to help them discuss the events within the boundaries of that narrative. Gently encourage them that discussion outside of these parameters is for another time. Encourage students that if they engage the story like a movie, allowing themselves to enter it, they will gain further insight.

## TEACHER PLANNING

### SUPPLIES:

- Copies for every participant of the **Chapter 1 Handout: Creation** (on curriculum DVD).
- 5 Copies of the **StoryReaders Script** for your storytellers (on curriculum DVD). See the StoryReaders Assignment section below for details. Make extra copies for students that would like to read along.
- Copies of the *Join the Story* Sections of this guide for **Small Group Leaders**.
- Show the **Chapter 1: Creation** video from the curriculum DVD.
- **Join the Story Activity:** Extra paper, pens, markers, paints, and clay for participants to create an imaginative response.
- **Creative Option:** big sheets of paper: one per 3 or 4 people. An assortment of different colored markers. OPTIONAL: Old magazines, scissors, glue and/or tape.
- **Optional:** THE STORY FOR TEENS—a Bible that corresponds with this study published by Zondervan.

### STORYREADERS ASSIGNMENT:

Give out StoryReader Scripts (from curriculum DVD) to student and adult volunteers as far in advance as you can. Ask for volunteers who are comfortable with and skilled at reading aloud. **Never force a student to read!** Mix this up and use different people each week. Often the best storytellers are those who have some dramatic training.

The StoryReader scripts are segments of scripture taken directly from Zondervan's THE STORY BIBLE FOR TEENS (TNIV). Each script takes 10 minutes or less to be read aloud. These segments have been formatted into a *Readers' Theater*. A Readers' Theater is an activity in which a few participants are asked to read directly from a script, with the intent of telling a story in a lively manner. Readers are **not expected to memorize or improvise** from the script, but use voice inflection and some gestures appropriate to their characters actions and words in order to bring the story to life.

(The major parts in this week's story are the Narrator and God. Make sure to pick students or leaders who won't mind reading large portions of the story.)

**LESSON OUTLINE**

Curriculum Outline for a session that is approximately 75 minutes:

**PART ONE: THE UPPER AND LOWER STORY** *(large or small group)* **5 minutes**

Introduction and prayer 2 minutes

Opening Activity 3 minutes

**PART TWO: SEE THE STORY** *(large or small group)* **10 minutes**

Explanation and handouts 1 minute

*Chapter 1: Creation Video* 3 minutes

Creating symbols for the story 2 minutes

Sharing about our symbols 4 minutes

**PART THREE: HEAR THE STORY** *(large or small group)* **25 minutes**

Explanation 1 minute

StoryReaders scripture telling 12 minutes

Response to scripture 7 minutes

*BREAK: teens move to small groups* 5 minutes

**PART FOUR: JOIN THE STORY** *(small group)* **35 minutes**

Discussion 15 minutes

Create responses to the story 10 minutes

Sharing responses to the story 5 minutes

Closing prayer 1 minute

# TEACHER LESSON SCRIPT

## PART ONE: THE UPPER AND LOWER STORY

(LARGE OR SMALL GROUP) 5 MINUTES

### Teacher Script (please personalize this):

Welcome! I am so excited to be together and to begin our discovery in God's Story. Let's take a moment and pray before we begin:

*God, as we begin this amazing journey through your Story, we pray that you will open our eyes to see ourselves within it. We pray that as we learn about ancient times, places, and people, we may discover new things about our own lives and about your dreams for the world that we live in today. Amen.*

I hope that this adventure through God's story is going to teach us a lot and allow us to have some fun while we experience it together. Before we begin, let me share a little bit more about how we can be thinking about these stories as we move through them.

In every Bible story that we go through together, there will actually be TWO story lines going on: we'll call them an **Upper Story** and a **Lower Story**. The Upper Story tells the big picture, the grand narrative of God seeking relationship with human beings as it unfolds throughout history. Every story in the Bible is a part of one, bigger story...the Upper Story.

The Lower Story are the smaller stories we will look at each week that tell the details of particular people and the events that happen in their lives. What will be eye opening is when we are learning about a (lower) story and we begin to see how it is connected to all the other stories.

When we look at each story with the Upper Story and Lower Story in mind, it helps up:

- 1) see that God and God's plans for the world are the central character in the story.
- 2) It's helps us put our own lives into the "bigger picture", and see how God's story continues with us.

Sometimes events like a break-up or failure at school leave us feeling like there is no hope. But when we see that God has a long-range plan and better story for our lives, we begin to see life with a bigger perspective. We might even see difficult circumstances as an opportunity for God to show us something better.

**DISCUSS:** Take the next few minutes, turn to the person next to you, and **share about an event in your life that was difficult for you**, but later you realized it had served a better purpose...maybe it protected from more pain, or it taught you something you wouldn't have learned otherwise.

**(Teacher, it may be necessary to give your own personal example to help students understand what they should be sharing about.)**

(Give students 1-2 minutes to discuss. As time permits, allow a few to share.)

As we can see, there seems to be an Upper Story and a Lower Story going on right here in our own lives. Let's keep those times and events in our mind as we move throughout each story.

**PART TWO: SEE THE STORY**

(LARGE OR SMALL GROUP)

**10 MINUTES****Teacher SCRIPT** (please personalize this):

Hopefully, you are ready to dive into the first chapter of this amazing story. I have a video that will give us a quick look at where our new story will take us this week. After the video we will take a moment to respond using these handouts.

Now, let's watch this week's video, *Creation*. Just to warn you, it is packed with action, so you have to pay careful attention so you don't miss anything. Ready?

[CUE: Play Chapter 1: Creation video from the curriculum DVD (2:44 minutes) ]

[CUE: Give each student the Chapter 1: Creation handout found on the curriculum DVD]

**Teacher SCRIPT** (please personalize this):

Get with a partner. The SEE the Story area in the upper left corner with the EYE on it is where you and a partner will now create an **image or symbol** for this story. It can be something simple, but put some thought into how it represents the story. In a couple of minutes we will share our creations.

[CUE: **DISCUSS** – After two minutes, ask a few students to share a briefly about the symbol they created. Ask them to explain the thoughts behind what they were drawing. After three or four minutes of sharing, go to the next part.]

**PART THREE: HEAR THE STORY**

(LARGE OR SMALL GROUP)

**25 MINUTES****Teacher SCRIPT** (please personalize this):

As you have noticed, this is a really interesting story--there is a LOT going on here! We want to spend some time diving deeper into this story, and I have asked a few of you to help us as *StoryReaders*.

While the story is being read, draw or write key events that stand out to you in the HEAR the Story section on your handout.

[CUE: Have preassigned student and adult volunteers read the StoryReaders script all the way through without stopping. (10 minutes) ]

**Teacher SCRIPT** (please personalize this):

Take the next minute to answer the questions in the HEAR section on your handout.

**[CUE: DISCUSS]** –After two minutes, ask a few students to share their responses with the entire group. Allow 5 to 7 minutes for sharing. Use these questions from the handout as a guide:]

–What were the key events from the story?

–What was most meaningful to you from this story?

**Teacher SCRIPT** (please personalize this):

Right now we are going to explore the story a bit further in small groups.

[CUE: send students into **small groups**. Make sure the discussion leaders have copies of the JOIN THE STORY segment of this study.]

## PART FOUR: JOIN THE STORY

**35 MINUTES**

**[CUE: DISCUSS]** – Adjust questions as needed and don't feel like your group must answer all of them.]

Not all of you got to share your responses from the HEAR the Story handout.

Would anyone like to share what you came up with?

In what ways was life different in the creation story from life today?

Why do you think God rested after he had finished creating? What could this mean for your life?

Why do you think God created humans in his own image? What does this mean for you?

What do you think motivated Adam and Eve to sin against God?

Why do you think God put the Tree of the Knowledge of Good and Evil in the garden?

Why did God flood the earth?

What does this act of judgment tell you about God?

In what ways do we see corruption and violence in our world today? How do we see it in our own lives?

### CREATIVE OPTION:

Have your teens get into groups of 3 or 4. Give each group a large sheet of paper. Say something like, "You are now going to draw a map of the world that you would create. Feel free to draw and name animals, people, and landscapes--anything you would like. Think about what you would put into it to make this world a place that is 'good.' Also think about what things would not exist in the world that you have created."

Take the next 10 minutes to create your new creation. Don't forget to create new names for the things and places that you have created.

(If students are struggling to come up with ideas for this, have them start by drawing their neighborhood or town, and ask them how they would change it to make it a better place.)

**Teacher Script:**

Pick ONE of the following questions and create a response: (questions are also on handout)

- *Which character are you most like in this story? How?*
- *In your own words, what does it look like for human beings to take care of God's creation like Adam and Eve were instructed to do?"*

**Create a sketch, collage, poem, prayer, journal entry, song or whatever you can come up with in the next 10 minutes!**

This is a very mature and creative group. The words and images in your mind are meaningful, so create or write something that honestly represents your thoughts. We can really learn from each other. In a few minutes, we will talk about your responses. I am really excited to see what you come up with!

*[While students are working on their responses, walk around and encourage them. Also, ask adult leaders to participate in this activity.]*

**[CUE: SHARE –** Ask a few students who are willing to share their response to the story. After 9 or 10 minutes of sharing, move to the closing prayer.]

**Teacher Script** (please personalize this):

I am impressed and encouraged by your insight and your willingness to share. The more we dive into these stories, the more we'll see that these stories have a way of connecting with us like nothing else can. I hope we'll begin to see this story can change all of our lives. Thank you for engaging in this and being so thoughtful in your responses. I wish we have more time to continue our sharing, but we can look forward to the next story!

Let's pray as we end our time together:

*God, thank you for this time together, and for allowing us to begin this incredible journey through this story. Help us to reflect on what we've experienced today in the week ahead. And may we look forward to learning about more about you and your wonderful, mysterious plan for the world in the weeks to come. Thank you for being a God who is creative, powerful, and true to Your promises. Amen.*

# The Story for Teens

## CHAPTER 1: CREATION

Discover more from this story:  
Read Genesis 1-4, 6-9



### SEE the STORY

DRAW: Create a simple image or symbol that you think best represents this story:



### HEAR the STORY

DRAW OR WRITE:  
What were the key events from the story?  
What was most meaningful to you from this story?



### JOIN the STORY .....

Pick ONE of the following questions and create a response:

- > Which character are you most like in this story? How?
- > In your own words, what does it look like to take care of God's creation like Adam and Eve were instructed to do?

*Create a sketch, collage, poem, prayer, journal entry, song or whatever you like!*

<< NEED MORE SPACE? USE THE BACK! >>