

FOCUS OF *THE STORY*, TEEN CURRICULUM

Why use this curriculum? What's different about it?

We're so glad you're taking your group on a journey into *The Story*! We hope this curriculum provides an engaging and effective framework for your journey. Our hope is that this in-depth study will guide your teens to discover their role in God's redemptive plan.

The Story, Teen Curriculum has been designed with the hope that your students will...

- See the big picture of God's great Story
- Listen for God's direction through Scripture and insights from their leaders and peers
- Learn deep truths about the character and nature of God
- Express their learnings and thoughts through discussion and creative mediums
- Discover new insights and directions for their lives in light of God's Story
- See how their story is a part of God's bigger Story

DISCOVERING OUR STORY IN GOD'S STORY

When we step back and look at the entirety of the Bible, we see that it's interconnected...it is truly *one big story*. This grand narrative is the true account of God's pursuit to redeem and restore God's beloved creation. Looking at the big-picture view of the Bible is what we'll call the **Upper Story**.¹

Within this Upper Story are many smaller stories, which we call the **Lower Story**. The Lower Story contains the details of particular people and the episodes we've become familiar with: *Adam and Eve, Cain and Abel, the flood, and so on*. When we look at each story with the Upper Story and Lower Story in mind, it helps us to:

- See that God and God's dreams for the world are central in the Story
- See how all of the events, places, and people of the Bible (the Lower Story) are connected to each other and to a greater purpose
- See how our own lives fit into the "bigger picture" and realize how God's Story continues with us as active participants

Most of the Bible—as much as 75%—was written in narrative form. Even parts that are more didactic, such as the epistles, contain strong narrative elements and are part of the context of the bigger Story.

By putting all that we read and hear from Scripture into a larger picture, we can make application from the Bible that takes into account the grand, mysterious ways of God and guards us from misapplications that can result from an isolated "what this verse says to me" approach. In other words, **the Upper Story creates the context for the Lower Story**.

As we journey through *The Story* together, the Bible's events and characters found in the Lower Story will point us to the larger purpose of the Upper Story: *God's desire to restore and build a relationship with creation*.

1. Adapted from the *Upper Story Explanation* © Zondervan 2009.

LEARNING APPROACHES

FACILITATE DISCOVERY

Central to this curriculum is the belief that Scripture is living and active, and that God illuminates them for us in order to move us toward transformation and Christlikeness. The hope is then for the teacher to become a facilitator of discovery, a co-learner guiding students to explore the Bible in deeper ways. This requires the teacher to trust that God's Spirit is at work and to encourage participants to listen and look for God to bring illumination. It also requires the teacher to believe that, given a safe environment, each person will provide meaningful insights into the biblical story.

REPETITION AND RHYTHM

One of the first things you may notice about this curriculum is that it uses a lot of the same elements from lesson to lesson. This wasn't done for the sake of simplicity or ease. This was done because research continues to reinforce the importance of repetition in learning.² We are creatures that need to experience things over and over before they really stick. So the structure of the curriculum repeats different activities each week—drawing, reading, discussing—and in the same order. This allows participants to move beyond the anxiety of trying to figure out a new activity every week, and instead focus their imagination and reason on the biblical story. When encouragement is provided toward this end, most participants will thrive in an environment where there is a consistent rhythm of activities.

MULTIPLE MODES, METHODS, MEDIUMS

While this curriculum does use a lot of repetition, the methods and learning modes are diverse. Participants are encouraged to see and hear the story and then respond using varied mediums at different points. This approach is used in order to connect with participants of all different learning styles. Groups are given the opportunity to engage with Scripture using both sides of their brain, as activities move them through analysis, reason, reflection, imagination, emotion, and creativity.

EXPERIENTIAL PROCESS³

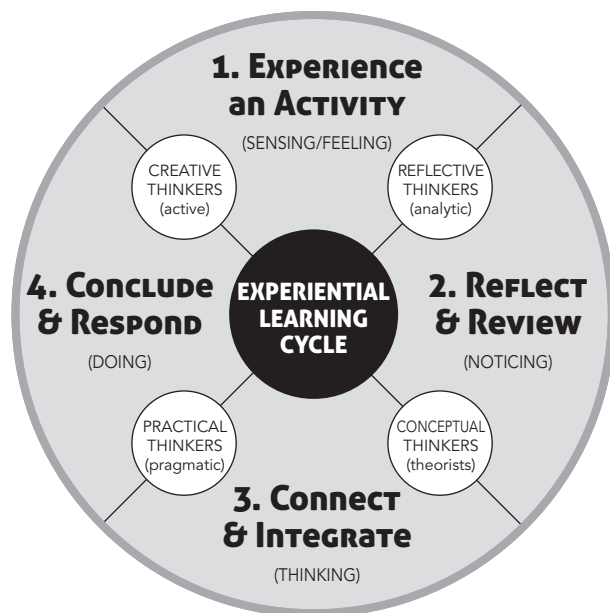
Learning that transforms doesn't happen simply by gaining knowledge; it occurs by experiencing and integrating that knowledge into our own identities (our own stories). Experiential Learning is the process of making meaning from direct experience—*learning by doing*.

The underlying structure of this curriculum is rooted in the work of educator David Kolb and the process he identified as *The Experiential Learning Cycle* (sometimes called the Applied Learning Cycle).⁴ This approach effectively helps learners to integrate information and experiences—in other words, *to be transformed by them*.

2. <http://txtwriter.com/Onscience/Articles/repetitionlearn.html>

3. Adapted from Michael Novelli's *Enter the Story* © 2010, Zondervan.

4. Chart adapted from David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (Upper Saddle River, NJ: Prentice Hall, 1984), 41.



The heart of Kolb's model proposes four stages that move us toward applied learning: *Experience, Reflection, Integration, and Conclusion*. We've adapted the wording and descriptions of these stages to offer some additional clarity and usefulness.

Though it may not be immediately evident, we cycle through this process more than once in each lesson of the curriculum. We've found that giving participants space and intentional activities that help them process and assimilate what they're learning fosters the most effective environments for learning and transformation.

IMPLEMENTING *THE STORY, TEEN CURRICULUM*

What is the structure of this curriculum? How do I use it effectively?

USES OF THE CURRICULUM

Our hope is that you'll find this curriculum flexible enough to use with any size group and in varied contexts—Sunday school, youth group meetings, Bible studies, and more. Many of the segments of the curriculum depend on the use of the accompanying DVD. So you'll definitely need a TV or video projector and a DVD player!

This material was designed with a large group/small group format. This means that some segments will work in either a large group or small group, and other segments will work best in a small group setting. Indication of which segment will work with a small or large group is provided in the lesson outline.

BASIC LESSON OUTLINE

Curriculum Outline for a session that's approximately 75 minutes long. These segments may vary from lesson to lesson.

PART ONE: REWIND THE STORY (5 minutes — large or small group)

Introduction and Prayer

Watch *StoryRecap* Video (or *StoryRewind* Video every fourth lesson)

Brief Responses to Video

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

Explanation and Handouts
Watch *StoryView* Video
Create Symbols on Handout
Share Symbols and Observations

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

Tell the Story from Scripture Using *StoryReader* Script (additional options provided)
StoryReader Scripture Telling
Give Responses to Scripture on Handout and Briefly Discuss
BREAK: Teens move to small groups

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

Engage in Discussion about Story Using Provided Questions
Create Responses around Application of the Story
Share Responses
Prayer Time

CURRICULUM COMPONENTS

PRINT (PDFS):

Teacher's Guide: This group leader's script covers all areas of the curriculum lesson for the week, including:

- **Teacher Insight:** Tips on how to best prepare for the study, and alerts to potential issues that may surface from the story.
- **Teacher Planning:** A list of supplies needed for the lesson and things to remember while preparing. This section also gives ideas for different options for telling and exploring the Bible story.
- **Lesson Outline:** This gives a suggested time allotment for each element in a 75-minute lesson.
- **Teacher Lesson Script:** This gives a complete walk-through of the lesson, including scripted transitions, instructions, and prayers. It also gives cues as to when you are to use the videos, handouts, and other materials.
- **Creative Option:** A story-specific idea for an additional creative exercise is provided in the *JOIN the Story* section. These activities involve students in a hands-on activity, such as drawing or acting, designed to help them use a different (and often fun!) mode to engage the story.

StoryReader Script: The *StoryReader* scripts are segments of Scripture taken directly from Zondervan's *The Story: Teen Edition*. Each script takes about 10 minutes to read aloud. These segments have been formatted into a *Readers' Theater*. A *Readers' Theater* is an activity in which a few participants read directly from a script with the intent of telling a story in a lively manner.

Student Handout: Each week a one-page PDF is provided for students to help them interact with the story in different ways. The areas of this handout include:

- *SEE the Story*: An area in which to create an image or symbol for the story
- *HEAR the Story*: An area to write down or draw key events that stand out
- *JOIN the Story*: An area to give a response to some application questions (Students will have options to create a sketch, collage, poem, prayer, journal entry, etc.)

VIDEO:

StoryRecap Videos: One-to-two-minute look at the previous week's story using stop-motion animation or time-lapse photography. These videos are used in every lesson except during every fourth week when they're replaced by a *StoryRewind* video.

StoryRewind Videos: Two-to-five-minute fast-paced 2D animation giving a quick overview of ALL of the stories you've covered so far. These videos are used during every fourth lesson and replace the *StoryRecap* video.

StoryView Videos: A creative telling of each week's story, told in two to three minutes. These videos incorporate stop-motion animation or time-lapse photography (depending on the week) and are used in every lesson.

TIPS FOR LEADING THIS CURRICULUM⁵

- 1. It's the inside that counts.** Sincerity, honesty, and authenticity are key qualities for any group leader. Your openness will set the tone and direction. Remember, trust is the foundation for building significant relationships in your group.
- 2. Ask good questions.** The key to leading a good discussion is asking good questions. A key step in asking a good question is to patiently wait for someone to answer. Good questions produce an interchange of ideas and insights so we can learn from each other and deepen relationships. Be sure to focus on the questions that encourage personal reflection and application to daily life.
- 3. Work at listening and being present.** Listen with your heart, your eyes, and your ears. Good listeners draw information from the group. Rephrase what's said to make sure you heard correctly. Ask them to expand on their comments to clarify what was said. Understand what people are feeling as well as what they're saying.
- 4. Transformation, not just information.** The goal isn't learning the facts and details about the stories in the Bible, but being transformed by them. Share with your group how *The Story* is reshaping your own life.
- 5. Make prayer a priority.** Praying for your group members and your study time is the best way to prepare. Make prayer a part of your study time. Also, be careful about asking others to pray before they are ready for such a step.

5. Adapted from Grace Church's vision for using *The Story Curriculum* © 2009, Zondervan.

CREATION: THE BEGINNING OF LIFE AS WE KNOW IT

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 centers on Bible stories that have rich meaning and can impact 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 not to let your mind wander to how you will teach this lesson! This will be an important time for you to discover your own insights, and it will also help you anticipate your group's responses.

Leading this Study:

After you go through the study for your own growth, go through it from a teacher's perspective. Note activities and options that you feel will work well with your group and ones that 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 the following weeks. Do your best to treat this opening study as the beginning of a wonderful adventure—which it is! Encourage your teens to be open to learning and experiencing new things.

During the introduction, teens 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 teens understand what they should be sharing about.

This first story has a lot of detail right from the beginning, and it's broken up into three major "events," each of which has its own unique themes and message. They are stories that you and your teens are probably familiar

Chapter 1: "Creation: The Beginning of Life as We Know It" can be found in Genesis 1–4; 6–9.

DON'T KILL THE CONVERSATION!

Youth ministry expert Grahame Knox suggests five surefire 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 would you 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.]

with, but this time will be more meaningful if you encourage everyone involved to treat the stories as if they're being told for the first time.

The purpose of this study is to help teens engage in these stories and discuss the events within the boundaries of that narrative. Gently encourage them that discussion outside of these parameters is for another time. Encourage teens 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)
- Provide 5 copies of the **StoryReader** for your storytellers (on curriculum DVD). See the StoryReader Assignment section below for details. Make extra copies for teens who'd like to read along.
- Copies of the JOIN the Story section 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 for every 3 or 4 people), an assortment of colored markers; **OPTIONAL:** Old magazines, scissors, glue or tape
- **Optional:** *The Story: Teen Edition*—a Bible that corresponds with this study (published by Zondervan)

STORYREADER ASSIGNMENT:

Give out StoryReader scripts (from curriculum DVD) to teen 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 teen 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: Teen Edition* Bible (NIV). Each script takes about 10 minutes 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 teens or leaders who won't mind reading large portions of the story.)

LESSON OUTLINE

Outline for a session that is approximately 75 minutes long:

PART ONE: THE UPPER AND LOWER STORY <i>(large or small group)</i>	5 minutes
Introduction and Prayer	2 minutes
Opening Activity	3 minutes
PART TWO: SEE THE STORY <i>(large or small group)</i>	10 minutes
Explanation and Handouts	1 minute
<i>Chapter 1: Creation</i> Video	3 minutes
Create Symbols for the Story	2 minutes
Share about Our Symbols	4 minutes
PART THREE: HEAR THE STORY <i>(large or small group)</i>	25 minutes
Explanation	1 minute
StoryReader Scripture Telling	12 minutes
Response to Scripture	7 minutes
<i>BREAK: Teens move to small groups</i>	5 minutes
PART FOUR: JOIN THE STORY <i>(small group)</i>	35 minutes
Discussion	15 minutes
Create Responses to the Story	12 minutes
Share Responses to the Story	7 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 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 consists of the smaller stories we'll look at each week, which tell the details of particular people and the events that happen in their lives. It will be an eye-opening experience when we're learning about a (Lower) story and we begin to see how it's connected to all of the other stories.

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

- 1) See that God and God's plans for the world are the central characters in the story,
- 2) 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's no hope. But when we see that God has a long-range plan and a 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.

[CUE: 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 you from more pain or taught you something you wouldn't have learned otherwise.]

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

[CUE: Give teens 1 to 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 minds 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).]

[CUE: Give each teen 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'll share our creations.

[CUE: **DISCUSS**—After 2 minutes, ask a few teens to share briefly about the symbol they created. Ask them to explain the thoughts behind their drawings. After 3 or 4 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've asked a few of you to help us as *StoryReaders*.

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

[CUE: Have preassigned teen and adult volunteers read the StoryReader 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 2 minutes, ask a few teens 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're going to explore the story a bit further in small groups.

[CUE: Send teens 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 section of the handout. Would anyone like to share what you came up with?
- In what ways was life in the creation story different from life today?
- Why do you think God rested after he 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?

Teacher Script:

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

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

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 like. Think about what you'd put into it to make this world a place that is good. Also think about what things wouldn't exist in the world you've created."

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

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

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'll talk about your responses. I'm really excited to see what you come up with!

(While teens are working on their responses, walk around and encourage them. Also ask adult leaders to participate in this activity.)

[CUE: SHARE—Ask a few willing teens to share their responses 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 how this Story can change all of our lives. Thank you for engaging in this and being so thoughtful in your responses. I wish we had 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 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.

CREATION: THE BEGINNING OF LIFE AS WE KNOW IT

Bible Verses: Genesis 1–4; 6–9

Important Details: The StoryReader scripts are segments of Scripture taken directly from Zondervan's *The Story: Teen Edition* (NIV). Each script takes approximately 10 minutes 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.

Characters:

- Narrators 1, 2, and 3
- Adam's words
- Serpent's words
- God's words
- Eve's words

Tweaks to the Text:

Ellipses = words omitted within a sentence for the sake of conciseness. NOTE: No need to slow your reading when you see an ellipsis.

Words in brackets = added words for context

Words in italics = summary sections from Zondervan's *The Story: Teen Edition* Bible

NARRATOR 1: In the beginning, God created the heavens and the earth. [When] the earth was formless and empty, God said,

GOD: "Let there be light."

NARRATOR 1: And there was light...He separated the light from the darkness [and] called the light "day," and the darkness..."night."

NARRATOR 2: [He created] the sky...and the land...and the seas...[the] plants...and [the] trees. And [then] God said,

GOD: "Let there be lights in...the sky to separate the day from the night, and let them serve as signs to mark sacred times and days and years, and let them...give light on the earth."

NARRATOR 2: God made two great lights...to govern the day and...to govern the night. He also made the stars...

NARRATOR 1: [Then] God created the great creatures of the sea...and creatures [of the land.] [Finally,] God created mankind in his own image...[He] blessed them and said to them,

GOD: “Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.”

NARRATOR 1: And it was so. God saw all that he had made, and it was very good...

NARRATOR 2: By the seventh day God had finished the work he had been doing; so...[He] blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done...

NARRATOR 1: Now the LORD God had planted a garden in the east, in Eden; and there he put the man he had formed. In the middle of the garden were the tree of life and the tree of the knowledge of good and evil. God took the man and put him in the Garden of Eden to work it and take care of it. And the LORD God commanded the man,

GOD: “You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat from it you will certainly die.”

NARRATOR 2: [Then] God said,

GOD: “It is not good for the man to be alone. I will make a helper suitable for him.”

NARRATOR 2: So the LORD God caused the man to fall into a deep sleep; and while he was sleeping, he took one of the man’s ribs and then closed up the place with flesh. Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man. The man said,

ADAM: “This is now bone of my bones and flesh of my flesh; she shall be called ‘woman,’ for she was taken out of man.”

NARRATOR 1: That is why a man leaves his father and mother and is united to his wife, and they will become one flesh. Adam and his wife were both naked, and they felt no shame.

NARRATOR 2: Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman,

SERPENT: “Did God really say, ‘You must not eat from any tree in the garden’?”

NARRATOR 2: The woman said to the serpent,

EVE: “We may eat fruit from the trees in the garden, but God did say, ‘You must not eat fruit from the tree that is in the middle of the garden, and you must not touch it, or you will die.’”

SERPENT: “You will not certainly die...for God knows that when you eat from it your eyes will be opened, and you will be like God, knowing good and evil.”

NARRATOR 1: When the woman saw that the fruit of the tree was good for food and pleasing to the eye, and also desirable for gaining wisdom, she took some and ate it. She also gave some to

her husband, who was with her, and he ate it. Then the eyes of both of them were opened, and they realized they were naked; so they sewed fig leaves together and made coverings for themselves.

NARRATOR 2: Then the man and his wife heard the sound of the LORD God as he was walking in the garden in the cool of the day, and they hid from the LORD God among the trees of the garden. But the LORD God called to the man,

GOD: “Where are you?”

ADAM: “I heard you in the garden, and I was afraid because I was naked; so I hid.”

GOD: “Who told you that you were naked? Have you eaten from the tree that I commanded you not to eat from?”

ADAM: “The woman you put here with me—she gave me some fruit from the tree, and I ate it.”

NARRATOR 1: Then the LORD God said to the woman,

GOD: “What is this you have done?”

EVE: “The serpent deceived me, and I ate.”

NARRATOR 1: [Then, because they disobeyed,] the LORD God banished them from the Garden of Eden.

NARRATOR 2: [Adam’s wife] Eve [soon] became pregnant and gave birth to Cain. Later she gave birth to his brother Abel. [As they grew older,] Abel kept flocks, and Cain worked the soil. In the course of time Cain brought some of the fruits of the soil as an offering to the LORD. And Abel also brought an offering—fat portions from some of the firstborn of his flock. The LORD looked with favor on Abel and his offering, but on Cain and his offering he did not look with favor. So Cain was very angry.

NARRATOR 1: Then the LORD said to Cain,

GOD: “Why are you angry? Why is your face downcast? If you do what is right, will you not be accepted? But if you do not do what is right, sin is crouching at your door; it desires to have you, but you must rule over it.”

NARRATOR 1: Now Cain [went with his brother Abel] out to the field. While they were in the field, Cain attacked his brother...and killed him.

NARRATOR 3: The tragic accounts of the mistakes and poor choices of Adam and Eve and of their firstborn son, Cain, are echoed in the later stories of hardship and tragedy for their children and their children’s children. As people began to populate the globe, leaving the area of Eden and traveling as far as feet and beast could carry them, humanity’s legacy of hate, anger, murder, and deception play out as people continue to neglect their relationship with God. Eventually, nearly everyone just plain forgets their Creator and the whole point of being alive. For most people, life becomes one big party with no thought of the consequences...except for one man.

NARRATOR 2: Noah was a righteous man...[who] walked faithfully with God. [The rest of the] earth was corrupt in God's sight and was full of violence...So God said to Noah,

GOD: "I am going to put an end to all people, for the earth is filled with violence because of them... So make yourself an ark of cypress wood; make rooms in it and coat it with pitch inside and out...I am going to bring floodwaters on the earth to destroy all life under the heavens. But I will establish my covenant with you, and you [and your family] will enter the ark...You are to bring into the ark two of all living creatures, male and female, to keep them alive with you..."

NARRATOR 2: [And] Noah did everything just as God commanded him.

NARRATOR 1: When the floodwaters came on the earth....Noah and his [family] entered the ark to escape the waters of the flood. Pairs of...animals came to Noah and entered the ark, as God had commanded Noah. And after the seven days the floodwaters came on the earth.

NARRATOR 2: For forty days...the waters rose and increased greatly on the earth, and the ark floated on the surface of the water...Every living thing on the face of the earth was wiped out. Only Noah was left, and those with him in the ark.

NARRATOR 1: The waters flooded the earth for a hundred and fifty days....At the end of the hundred and fifty days the water had gone down, and on the seventeenth day of the seventh month the ark came to rest on the mountains of Ararat...So Noah came out, together with his sons and his wife and his sons' wives. All the animals and all the creatures that move along the ground and all the birds—everything that moves on the earth—came out of the ark, one kind after another.

NARRATOR 2: Then God said to Noah and to his sons with him:

GOD: "I now establish my covenant with you and with your descendants after you and with every living creature that was with you...Never again will there be a flood to destroy the earth."

NARRATOR 3: The earth recovered from this great flood. Animal and plant life flourished. Noah's family repopulated the earth. The cycle of life continued, and people remembered God. It was time for God's next move, time to build a nation in a land that would become the cultural and ethnic home to...well, that part of the story is yet to come.

The Story, Teen Curriculum

CHAPTER 1: Creation

Discover more FROM THIS STORY:
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 in this story are you most like? How?
- > In your own words, what does it look like to take care of God's creation as 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! >>