

# Sharing the Story

We all share stories. Personal stories. Family stories. Stories from our tradition. God did the same thing by sharing part of his story with us.

In this module, the objective is to help students listen well – to God’s biblical story of redemption and his story in their lives. Then to share God’s story we must understand how to make that story meaningful to others. The key is to listen well.

**Lesson 1: Noticing the Subtle** - Active listening is the key. How might students use this skill to be able to better hear from God and from others?

**Lesson 2: God’s Story – How It Has Been Told** - The Bible is a very particular way for God to communicate his message of hope and love to a needy world. How does God use the Bible to share his story, and how can we now share that story with others?

**Lesson 3: God’s Story – How It Can Be Told** - Jesus spoke in stories and images that would have been very meaningful to his listeners. How can I use appropriate contemporary metaphors, images and stories so today’s audience can better understand God’s story?

**Lesson 4: Everyone’s Story with God’s Story** - The call of Christ isn’t just understanding what Jesus did, but also helping others to see what God is already doing in their own lives and the lives of others. What things is God doing in my life? How can I help others to see what God is doing?

# **Yesterday. Today. Forever.**

## **Module: Sharing the Story**

### **Lesson 1: Noticing the Subtle**

#### **Objectives:**

Students will...

- be able to state why active listening is important
- be able to identify 5 ways to improve their active listening
- be able to practice their active listening skills

#### **Materials Needed:**

- ☐ white board/chart paper and markers
- ☐ pen/pencil and paper
- ☐ Post-it notes
- ☐ Bibles
- ☐ LCD projector, laptop and sound
- ☐ video clip (Julian Treasure)
- ☐ “Swan and Elephant” picture on overhead
- or
- ☐ Sharing the Story Lesson 1 Swan and Elephant PowerPoint and LCD projector
- ☐ Appendix A (set of 5 sound cards, 1 set for every 5 students)
- ☐ Appendix B: Bible passages (1 copy per student)

**Pre-lesson preparation:**

For Minds On, have a song softly playing on the sound system before the lesson begins and turn it off after the Minds On activity. Pre-select one person to gently clap and another person to gently whistle during the Minds On activity. The music, clapping and whistling should be just loud enough that it is possible to hear, but quiet enough that people would need to attend carefully to hear them.

## **Minds On**

*Approximately 10 minutes*

Have the students choose a location in the room where they feel they won't be distracted. When they are settled, equally distribute the five kinds of sound cards among them, asking the students to leave the cards face down until you give the signal.

**Prompt:** On the other side of your card there is a sound that you must identify. Once you have identified the sound, start to imitate the sound. You have one minute. Go!

**Think/pair/share:** Have students think about how they felt trying to identify and imitate their given sound (i.e. How hard was it to hear? How hard was it to concentrate? Was there a strategy you used to help you hear better?). Give the students a few moments to think through the question. Then students are to turn to a nearby partner and share how you felt about that experience. Each student should be prepared to share their partner's answer. After 2 minutes, have 3-4 students share their partner's experience.

## **Action**

*Approximately 45 minutes*

Give a copy of Appendix B to each student (they can also write down the passage on their iPod/smartphone, or use a Bible app). Take a moment and read the passage aloud twice. Ask the students "What is the main idea of this passage? Why? Give them 2 minutes to work, then have them share their answers with the whole group.

**Prompt:** Listening is something that may be easy to talk about but hard to do all the time. Just like we train our muscles by exercising, we need to train our listening. This video is by a guy named Julian Treasure who specializes in sound and hearing. He has five tips on how to improve listening. As you listen to the video, write down the five tips.

Show the video clip, then ask students to summarize the 5 tips, writing their answers on a piece of chart paper. If possible, place the chart paper or whiteboard opposite the video screen.

### **Active Listening Practice**

Returning to their partners, have the students label themselves 'A' or 'B'. Next have the students sit back to back, with the A students facing the screen and the B students facing away. Give the B students a paper and pencil. Tell the partners they are teams: partner A is the 'describer' and partner B is the 'drawer'. The describer (A) has 5 minutes to describe the picture using only words. The drawer (B) can ask questions to clarify (NO peeking!), and collectively their goal is to create a picture as much like the original as possible. Put the swan/elephant picture on the screen, and say 'Go!' As they dialogue, remind them what RASA is from the video clip (receive, appreciate, summarize, ask) and encourage the students to use all of those components.

Afterwards, have the pairs compare their drawing to the original (allow time for laughter and groans). Ask each person to rate the difficulty of this task from 1 (easy) to 10 (hard); have students give their rating by holding up the corresponding number of fingers.

**Tell the students:** "The passage in James can be hard for us to live out. Try to think of at least 3 specific examples of situations where we can practice being 'quick to listen, slow to speak, and slow to anger'. Write each situation on a separate Post-it note. You have 5 minutes." After the 5 minutes, have one representative from each pair post their answers on the wall. If you have time, categorize similar examples into groups. Afterwards, review their examples reading them aloud, and ask your students to listen carefully for an idea that resonates with them: something they might like to try.

## **Consolidate/Debrief**

*Approximately 5 minutes*

After reviewing all the examples, give students 1 minute to identify one example they will attempt to use this coming week. Encourage them to write it on the back of the Bible verse card and keep it in their wallet/purse (or write it in their smartphone if applicable). Then ask the students to identify one of the tips they want to apply from the Julian Treasure video.

**Prompt:** Over the next three weeks, we're going to keep practicing listening as we look into God's story and our own stories. Hopefully we'll learn to hear God better and listen to each other better as well.

Close in prayer.

Appendix A: Sound Cards

furnace/air conditioner/fan

clapping

one of the youth leaders breathing

someone whistling

song playing on iPod/mp3/CD player

furnace/air conditioner/fan

clapping

one of the youth leaders breathing

someone whistling

song playing on iPod/mp3/CD player

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## Appendix B

Understand this, my dear brothers and sisters: You must all be quick to listen, slow to speak, and slow to get angry.

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# **Yesterday. Today. Forever.**

## **Module: Sharing the Story**

### **Lesson 2: God's Story - How It Has Been Told**

#### **Objectives:**

Students will...

- identify the key components of God's story (he created us to share the joy he/Trinity experienced; humanity was separated when they chose to do their own thing; God's redemption via Jesus is to restore humanity to its original intent)

#### **Materials Needed:**

- ☐ chart paper or Bristol board and markers
- ☐ pen/pencil and paper for each student
- ☐ optional: Sharing the Story Lesson 2 Storyboard (1 per student)
- ☐ glue or tape
- ☐ Bibles
- ☐ LCD projector with laptop
- ☐ video clip on storyboarding (<http://www.youtube.com/watch?v=t3mAHQuBqQI>)

## **Minds On**

Approximately 5 minutes

**Leader's note:** If you did not complete lesson 1, skip the “Minds On” section.

**Recap:** Have students provide answers of what last week's lesson was about.

**Leader's note:** Answers include:

- defining active listening
- 5 ways to practice listening
- RASA
- James 1:19 reminds us to listen quickly and respond slowly
- each person was to practice one example this week

Students will choose one partner and share how their experience was with the one example they tried to live out this past week. Each student should be prepared to share their partner's answer. Students who were not present the previous week should pair with students who were. Have the new students attempt to listen actively to their partners.

After 3 minutes of discussion, gather 3-4 answers.

## **Instructional Note: Transitions**

Transitions are key in classroom management as most misbehaviours occur during this time. Think through the placement of materials and flow from one activity to the other to minimize traffic. Also, have appropriate supervision at “choke points” (i.e. where most traffic will coincide or bottle-neck).

Before having students move, you should:

1. relay all the instructions
  - a. specify when they will move (i.e. “When I say ‘go’, ...”)
  - b. define what they will be doing exactly
  - c. identify who will be involved in each part of the instructions

2. check for understanding (e.g. have them repeat the instructions)
3. then let them go to the next part of the lesson.

## **Action**

Approximately 40 minutes

**Prompt:** In this lesson, we're going to try storyboarding. You may have heard this term used in movies or TV shows. To give you an idea of what storyboarding is, here are examples from Finding Nemo and Lord of the Rings.

Show the storyboarding video clip.

Ask students to offer what elements need to be in a storyboard. Answers could include:

- inclusion of all the characters
- scene / setting
- what actions are happening for each character and between characters
- dialogue used
- specific emotions or thoughts that are being conveyed

## **Frame Groups and Story Groups (Jigsaw)**

In this activity, students will start in one group and move to another. The information they gather in their first group (the 'frame group' which will work on one frame of the storyboard) is essential for the second group (the 'story group' which will work on the entire storyboard). This structure makes sure that every student has a role and is important for accomplishing a group task.

Use 'numbered heads' counting off students from 1-5. Have the students identify what group they are in (e.g. ask all the 1s to raise their hands, 2s, etc. and ensure all students are part of a group: ask "Does any student NOT belong to a group?"). Before you say "go", indicate where each frame group will gather (e.g. all 1s in the far left corner, all 2s

in the far right corner, etc.). Have the students repeat that instruction. Then dismiss them to their frame groups. Provide each group with a passage.

- group 1: Genesis 2:7,15-25
- group 2: Genesis 3:1-19
- group 3: Matthew 6:9-13
- group 4: Romans 5:6-11
- group 5: Revelation 22:1-7

**Prompt:** One volunteer from each frame group will read your group's passage while the rest of the group listens. Who is present in the bible passage? What is happening? What important objects or landmarks are in the scene? After you listen to the passage, agree with your group what your frame in the storyboard will look like: how will people and object, be arranged and events portrayed? Take a few minutes to decide on how your group will represent this scene, then each group member will draw their own version of the frame to the best of their ability.

After allowing the groups to discuss for a few minutes, encourage them to start drawing. Give a warning when only 5 and then 2 minutes remain.

**Note:** Artistic competency is not the goal of this activity. Rather, the image needs to help tell the story in that given passage. Even stick figures are acceptable. Encourage students to ask you and each other "how could you draw....?"

After the time is up, have each student in each frame group label themselves with a different letter (A, B, C, etc.). It is important to have one person from each frame group in every story group (the story group must have five group members total). It is okay to have more than one group 1 or group 2 expert in the story group if the numbers don't work out perfectly.

Tell the students they will be moving to 'story groups' where each person will share their frame from the storyboard so they can assemble the entire storyline with new group

members. After each member has explained their frame, each group will collaboratively decide on the best order for the storyboard by posting their frames on chart paper or Bristol board with glue or tape. Each group will then present their storyboard to the large group and explain why they arranged it as they did. Check for understanding by having them repeat the instructions in their own words. Before you say “go”, specify where each story group will meet (“Story group A, by the window, story group B by the piano...” etc.). When ready, have them thank their frame group partners, and dismiss them to the activity.

After ten minutes, draw the students back into one large group. Ask each group to present their storyboard. Draw out what elements of all the storyboards are similar and which ones are different.

**Note:** The basic construct of the storyboard should be as follows:

1. God wanted to build a relationship with people by inviting them to participate in what he was already doing.
2. Adam and Eve decided to live their own way, not God’s way (this is what we call sin).
3. Jesus’ purpose in coming to earth was to help re-establish God’s kingdom i.e. to help people to live God’s way (not out of obligation but out of joy).
4. Jesus’ death and resurrection was to help “reset” us to live the life God intended if we follow Jesus unconditionally.
5. God’s kingdom will be re-established in its totality in the future.

Don’t be too quick to force this outline. Rather, allow students to develop toward it. Even if they haven’t landed exactly where this outline states, if they are moving on the right track towards this, allow that “progression of thought” to continue. If you find they have gone in a completely different direction, allow them to give their rationale for their direction. Gently redirect them back to this outline and see if they can make those connections based on the given passages. If they need a hint, remind them that their numerical sequence is a clue to the storyboard sequence.

**Note:** Make sure you keep these storyboards for the following week.

## **Consolidate/Debrief**

Approximately 10 minutes

Give each person 5 minutes on their own to review their storyboard and write it down (or take pictures of each frame in their storyboard). Challenge each student to share their storyboard/explanation with a friend outside of the group (Christian or non-Christian) this week (they can use the storyboard pictures if they want). If some students are shy, suggest an introductory line they can use (e.g. “Our youth group is trying to figure out God’s story. We put together this storyboard and wanted to see if it made sense to other people. Can I try to tell you about it and you let me know whether it makes sense or not?”). Another option is to have them share online (e.g. Facebook chat, etc.). Have them report back any parts that their friend didn’t understand.

Close in prayer.

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# **Yesterday. Today. Forever.**

## **Module: Sharing the Story**

### **Lesson 3: God's Story: How It Can Be Told**

#### **Objectives:**

Students will...

- retell God's story in everyday-language (i.e. minimal Christian jargon)
- identify key components from God's story with contemporary examples
- create a storyboard of God's story incorporating their contemporary examples

#### **Materials Needed:**

- ☐ paper, pens
- ☐ chart paper or Bristol board and markers
- ☐ optional: one 'storyboard' handout for each student
- ☐ one piece of chart paper with the words 'sin, atonement, save, believe/belief and repent' written on it in large print
- ☐ images (magazines, especially 'movie' magazines, books, a laptop with a printer)
- ☐ glue or tape
- ☐ the storyboards from lesson 2 in this module
- ☐ small prizes (e.g. small candies)



## **Minds On**

Approximately 15 minutes

**Think/pair/share:** In the previous lesson, students committed to sharing their ‘storyboards’ of God’s story with another person. Ask the students to think about their experience of sharing the story, then turn to a partner and share. After giving the student a few minutes to discuss, ask them to share something they heard a partner say, or something they said to their partner. Ask them to be sure to use their partner’s name. Take 3-4 answers.

### **Instructional Note: Keeping students on task**

While students are discussing, keep listening to what is being discussed. When you start hearing conversations moving off-topic, ask “Hands up if you need more time.” Gauge how much more time is appropriate e.g. if most people put up their hands, give them 2 minutes; if only a few, 30 seconds; if no one, move to the next instruction.

### **Game: Taboo**

Choose 3 volunteers (have at least one be an adult leader). Have all the volunteers leave the room. While the volunteers are out, put the chart paper with the taboo words on the wall, and tell the remaining students to make a buzzer noise every time the volunteer says one of the words on the list. Bring the volunteers back one at a time.

**Prompt:** Behind you on the wall is a list of five taboo words. Your job is to tell God’s story using as few of those words as possible. Every time you use one of the words, the audience will sound a buzzer. You must try guess the taboo word, and try to not use it again.

Count the number of buzzer noises. Give awards to volunteers who tell God’s story using the fewest “taboo” words, or if possible, none.

**Prompt:** As we see here, especially if you've grown up in a church, it's hard not to use these words that have a lot of meaning in our church context but are more confusing meanings outside our church walls. In this lesson, we'll take another look at God's story, trying to use everyday language.

Ask students to define each of the following words in everyday language: take call outs.

- sin
- atonement
- save
- believe / belief
- repent

## **Action**

Approximately 50 minutes

Tell the students they are going to take another look at the storyboards from last week, to remember the big points from the storyboard, and then to try to retell the stories using modern or contemporary representations from the news, from stories, TV or movies, without using Christian jargon words.

Tell them in a moment you will divide them into groups where they will recall the main points from the storyboard. Using numbered heads, divide students equally into the same number of groups as there are storyboards from the previous lesson. (If there are 4 storyboards, there will be 4 groups, so number students from 1-4) Before dismissing the groups, give one storyboard to a representative from each group. Before you say "go", specify where each group will meet. Ask students to repeat where you want each group to gather. Dismiss them into their groups.

After the groups have discussed for a few minutes, get the students' attention, and ask them to point out the main ideas or "non-negotiables" in God's story (i.e. what are parts

that are fundamental to the story). Check for understanding, and gently correct any errant thinking, using the overview from the previous week.

Next tell the students they will have 20 minutes to find contemporary representations for each element on the storyboard. (e.g. Someone might use the superhero character “Thor” to represent God. There may be a specific scene from a movie or book that is similar to one of the frames.) Their task is to create a new storyboard using the contemporary examples.

Circulate around the room as each group works and listen in on their ideas. If a group is stuck, offer questions to stimulate their discussion without taking over the conversation. Warn the groups when 5 minutes remain, and when two minutes remain. Ask for a volunteer (or two) from each group to be prepared to present their modernized storyboard. Give the students a few moments to negotiate who will present, then ask the groups to share.

**Note:** Images can come from a variety of sources (e.g. magazines, printed pictures, or hand-drawn, even if they are stick figures). The goal is to understand the message being conveyed, not artistic competency. If you offer use of a computer and printer, you will need to institute a policy for sharing so that one group does not monopolize it.

**Prompt:** The purpose of this exercise isn’t to replace God’s story in the Bible. Rather, it’s to help others not familiar with the Bible to understand God’s story with images and words they recognize. This is called an analogy. You use an image or concept the other person understands to help them understand the concept you’re conveying. In fact, Jesus did this a lot by telling stories people were familiar with in order to help teach a biblical principle. Using an analogy will also deepen your own understanding.

## **Consolidate/Debrief**

Approximately 5 minutes

Have students find a spot in the room by themselves. For a couple of minutes in silence, ask them to choose which part of the story stands out the most to them. Encourage them to ask God to hold that image in their minds this coming week so they can remember God's story.

Challenge the students this coming week to retell God's story to another person outside the group (it could be the same person as last week) with this "contemporary" version of God's story. Have them ask the person if there are any elements they don't understand and bring those items next week.

**Note:** For some students who are more comfortable using technology, an alternative is for them to create a digital presentation (e.g. on PowerPoint, PowToon (<http://www.powtoon.com/home/>) or Prezi ([www.prezi.com](http://www.prezi.com))). They can reconstruct their storyboard in their chosen format. After creating it, have them share it with a friend either on social media, by email (or even in person) as well as to you.

# **Yesterday. Today. Forever.**

## **Module: Sharing the Story**

### **Lesson 4: Everyone's Story with God's story**

#### **Objectives:**

Students will...

- pinpoint specific moments in the Bible of when and how God interacts with people
- identify specific moments when God interacts with them personally

#### **Materials Needed:**

- ☐ Bibles
- ☐ paper and pens/pencils
- ☐ Appendix A: Scripture Questions (one copy of separated into the different passages)

#### **Pre-lesson Preparation**

- Recall a story from your own life about how God spoke to you through prayer, or have a volunteer ready to share a similar story.

## Minds On

Approximately 10 minutes

You will use a structure called a ‘value line’. Students line up according to how strongly they feel about something, with the extreme feelings at either end. You can use it for fun things like ‘I love chocolate!’ vs. ‘I hate chocolate!’ or for more serious things. It provides a visual way to get a read of the group, and allows you to see subtle difference in student belief between two ideas. You may need to remind the students several times what side is ‘completely agree’ and ‘completely disagree’.

**Prompt:** In a moment, I am going to read a statement. If you “completely agree”, move all the way to the left side of the room, if you “completely disagree” move all the way to the right side of the room (show with your hands or by walking which side is which). If you partly agree, move to some point between the two sides to show how much you agree. This isn’t a test, and you won’t get in trouble no matter what you answer.

- I know God’s story better now than when we first started this module
- I feel more confident to share God’s story now than when we started
- My friend didn’t have any questions about what I shared with them
- The contemporary version (previous lesson) was easier to tell than the original story (2 lessons ago).

## Action

Approximately 50 minutes

Using freeze frames to illustrate listening to God. Your students will divide into groups to portray different scenes of listening to God based on key scriptures.

**Prompt:** In a moment, I will divide you into groups. In each group you will read a passage of scripture about listening to God, then create a tableau or “freeze frame” to

illustrate the passage. A good tableau uses levels of the space and helps the audience know where to look. Listen carefully to the number I will give you. You will have 20 minutes to complete the task.

### **Instructional Note: Grouping**

This module frequently uses “numbered heads” as a grouping strategy. You can use numbered heads carefully to make sure that you have a ‘leader’ in each group, or to keep adversarial or distracting students apart, or to make sure a weak or unpopular student has an ally.

Use numbered heads to divide the students into groups according to the following guide:

# of Students	# of groups	Scriptures to use
3-5 students	1	Luke 24:13-34
6-8 students	2	Luke 24:13-34, 1 Samuel 3
9-11 students	3	Luke 24:13-34, 1 Samuel 3, Acts 17:16-34
12-20 students	4	Luke 24:13-34, 1 Samuel 3, Acts 17:16-34, 2 Samuel 11-12:25
>20 students	students/5	Luke 24:13-34, 1 Samuel 3, Acts 17:16-34, 2 Samuel 11-12:25

Tell the students in a moment they will go to a location you will indicate. Say each group number and point to the location you would like them to use. When you say “go”, assign each group to a location. Call out each number and check that all students know which group they are in. Assign each group one of the 4 passages and distribute the appropriate sheet from Appendix A: Scripture Questions,

For the teachers:

- Luke 24:13-34 (Jesus uses Scripture to help them understand who he really is.)
- 1 Samuel 3 (God speaks to Samuel with Eli providing direction.)
- Acts 17:16-34 (Paul shares who God is in a context the Athenians were familiar with, like an object lesson.)

- 2 Samuel 11-12:25 (God sends Nathan to speak his message to David.)

Circulate among the groups, making sure they are on-task. At 5 minute intervals, warn groups about time remaining.

Each group will present their “freeze frame” to the large group. Ask the students what they think the freeze frame represents: how does this scene represent listening to God? Take a few answers from the audience, and then have the performing group give their answer. If the group’s answer is significantly different from the ones given above, ask for their rationale based on the questions they answered from the sheet and gently correct if needed. Look for connections between what students saw, and what each group did. Encourage showing appreciation for each other after the questions.

**Prompt:** As you can see God doesn’t always speak in a voice that we can hear like with Samuel. Instead, God uses his Scripture to help us understand him. He has other people come alongside us to discern what he’s trying to say, like with Eli, Paul and Nathan. There are other times when he “speaks” through prayer, again, not necessarily in an audible voice but through inner promptings. (Give an example from your life in how God has spoken to you.)

## **Consolidate/Debrief**

Approximately 10 minutes

Have students find a space in the room by themselves. Provide them with paper and pen/pencil. Give them 5 minutes to reflect on a time when they believe God might have spoken to them in the last 4 weeks. Remind them that it doesn’t have to be an audible voice; it could be through other people, through prayer, through nature, through the Bible or through a series of circumstances. Encourage them to write down as many specific moments they can think of.



**Prompt:** Let's pray together: Lord God, thank you that you have helped us understand your story the last few weeks. Thank you that you continue to want us to connect with you and the joy in what you're already doing. Help us to understand your story more and more every day. Help us also to see how we fit into your story and help others to see how they fit into your story too. Help us to hear you God more and more everyday as you've shared with us the last four weeks. In Jesus' name, Amen.

## Appendix A: Scripture Questions

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Luke 24:13-24

In this passage, answer the following questions to help understand the context:

1. Who did God want to speak to?
2. Why did God want to speak to the people?
3. How did God speak to those persons?
4. What was the reaction from those persons?

After answering these questions, create a “freeze frame” scene of the precise moment God speaks to the person in the passage. Present this to the large group and see if they can figure out how God is speaking to the individual based on your freeze frame.

A tableau or “freeze frame” is a dramatic structure that isolates the most important moment in a scene. Actors use their bodies to create the scene, and try to use low, middle and high levels in the space to create interest. The actors’ eyes, gestures and facial expressions should draw the audience’s attention to an important focal point. Some groups like to build the tableaux one actor at a time, so that the meaning is obvious only when the last actor is in place, and other groups like to have all actors move into place at once.

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## 1 Samuel 3

In this passage, answer the following questions to help understand the context:

1. Who did God want to speak to?
2. Why did God want to speak to the person?
3. How did God speak to that person?
4. What was the reaction from that person?

After answering these questions, create a “freeze frame” scene of the precise moment God speaks to the person in the passage. Present this to the large group and see if they can figure out how God is speaking to the individual based on your freeze frame.

A tableau or “freeze frame” is a dramatic structure that isolates the most important moment in a scene. Actors use their bodies to create the scene, and try to use low, middle and high levels in the space to create interest. The actors’ eyes, gestures and facial expressions should draw the audience’s attention to an important focal point. Some groups like to build the tableaux one actor at a time, so that the meaning is obvious only when the last actor is in place, and other groups like to have all actors move into place at once.

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Acts 17:16-34

In this passage, answer the following questions to help understand the context:

1. Who did God want to speak to?
2. Why did God want to speak to the people?
3. How did God speak to the people?
4. What was the reaction from those people?

After answering these questions, create a “freeze frame” scene of the precise moment God speaks to the person in the passage. Present this to the large group and see if they can figure out how God is speaking to the individual based on your freeze frame.

A tableau or “freeze frame” is a dramatic structure that isolates the most important moment in a scene. Actors use their bodies to create the scene, and try to use low, middle and high levels in the space to create interest. The actors’ eyes, gestures and facial expressions should draw the audience’s attention to an important focal point. Some groups like to build the tableaux one actor at a time, so that the meaning is obvious only when the last actor is in place, and other groups like to have all actors move into place at once.

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## 2 Samuel 11-12:25

In this passage, answer the following questions to help understand the context:

1. Who did God want to speak to?
2. Why did God want to speak to the person?
3. How did God speak to that person?
4. What was the reaction from that person?

After answering these questions, create a “freeze frame” scene of the precise moment God speaks to the person in the passage. Present this to the large group and see if they can figure out how God is speaking to the individual based on your freeze frame.

A tableau or “freeze frame” is a dramatic structure that isolates the most important moment in a scene. Actors use their bodies to create the scene, and try to use low, middle and high levels in the space to create interest. The actors’ eyes, gestures and facial expressions should draw the audience’s attention to an important focal point. Some groups like to build the tableaux one actor at a time, so that the meaning is obvious only when the last actor is in place, and other groups like to have all actors move into place at once.