

# **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.