

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

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.

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.

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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.

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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.