

# Yesterday. Today. Forever.

## Module 3: Living the Story

### Lesson 1: Following the Big Duck

#### Objectives:

Students will

- be able to articulate the meaning of the word “Christian”
- examine the lives of disciples in the Bible
- identify avenues of transformation of our lives to Christ’s likeness

#### Materials Needed:

- white board/chart paper and markers
- Bibles
- pens/pencils
- tape to affix signs to students’ backs
- Living the Story Lesson 1 Animal Signs
- Appendix B: Disciple Groups Handouts (one set for every 15 students)
- Living the Story Lesson 1 Duck Crossing Sign
- or
- projector and computer with Living the Story Lesson 1 Duck Crossing PowerPoint
- Duck Crossing Bookmark (see provided file)
- cardstock for bookmarks, preferably yellow or gold like the sign

### **Pre-lesson preparation:**

- Print the Living the Story Lesson 1 Animal Signs, and cut them in half, separating the top, black word from the bottom gray word: the top for one student, the bottom for another. If your group is larger than 20 some animals will be duplicated. Make sure that every student will have a sign and that there is a corresponding parent or offspring for them to find. If necessary (if numbers are uneven), have more than one offspring for a parent.
- Print and cut bookmarks, one for each student

## Minds On

Approximately 20 minutes

Have students stand in a circle facing the centre. Walk around the outside of the circle taping signs to the students' backs. While you are doing this, ask the students what a baby dog is called? (puppy), baby cat? (kitten), baby horse? (foal), baby cow? (calf) etc. until you have finished. Appendix A has a comprehensive list of animals and offspring.

**Prompt:** Each of you now has the name of an animal parent or baby on your back. In a moment, when I say, "Go" using only 'yes' or 'no' questions, you are to find out what is written on your own back and then find the person or people in the room who are part of your animal family. If someone asks a question that cannot be answered 'yes' or 'no', say, 'I'm sorry, I can't answer that.' When you find your animal family, sit down together: make sure you are not missing any family members! You may continue to answer others' questions to help them find out who they are. Does anyone have any questions? (**Leader's Note:** Clarify any confusion, and when you are ready say, "Go!")

While students are trying to figure out what is on their back and who they "belong" to, circulate around making sure students are only asking yes/no questions. Feel free to play along. When everyone has found their animal families, have students take their signs off each other and put them on the board/wall in front of the group so everyone can see the pairings of parent and offspring names.

**Prompt:** Unlike the examples I used while putting the signs on your backs, these parent and offspring names have a certain pattern to them. What is it? (The offspring name is the same as the parent name with a suffix of -let or -ling ) What do you think -let or -ling means? (small, literally "little")

## Action

Approximately 40 minutes

**Prompt:** Let us take this pattern and stretch it a little further. (Write the words “Christ” and “Christian” on the board). The relationship between the words is the same as we’ve seen with the animal baby names. A Christian is a little-Christ. “Christian” is not a name that Jesus made up, neither did the disciples. Jesus and the disciples used the term “disciples” because that is what people who followed a teacher/rabbi were called back then. Many teachers had disciples: it wasn’t specific to Jesus. The first time the word “Christian” was used to describe the disciples was in a city called Antioch, in what is now Turkey. Paul and Barnabas spent a whole year there teaching and starting a new church. During that year, the non-believers saw disciples living lives that were so much like the life of Jesus that they called the disciples **little-Christ**s.

Ask for two volunteers to read the following verses:

1. John 14:12
2. Luke 6:38

**Prompt:** This is a remarkable thing for the Son of God to say to his disciples: it means they would have the same power, but be subject to the same struggles. In a moment I will divide you into smaller groups so you can look at the lives of specific disciples. This will help us to understand why the disciples were called little Christs in Antioch. Your group will be given a sheet about a particular disciple, and you will read bible passages to look for clues about how that disciple did what Christ did, but still was not above his teacher. Once you are in your group you will have about 15 minutes to gather your information on your disciple, and prepare to share your information with the rest of the group.

Divide your group into 3 smaller groups by numbering them off 1, 2, 3, 1, 2, 3, etc. Ask if any student does NOT have a number. When all students are in groups, tell them where you want them to meet, then say ‘go!’ When the groups are gathered, distribute the

appropriate Appendix B: Disciple Groups Handout sheet to each group. If the groups have six or more students, break each group into two as you are passing out the sheets. Group 1 will be Peter, group 2 will be Stephen and group 3 will be Philip.

While the groups are working on their questions, circulate around to keep them on task and to see if they need more time. Warn the students when 5 minutes remain. When only two minutes are left, tell them they need to prepare their 'disciple' to share with the group. When time is up, have each group introduce their disciple, and have the disciple explain what they did that was Jesus-like and how they did not go above their teacher (Jesus).

**Prompt:** We have just looked at a few examples from the lives of only 3 of the disciples. In Acts 11 where the account of the Church in Antioch is told, "a great number of people" is mentioned 3 times. Because the Bible doesn't give us more detail, we can only imagine what a great number of people living like Peter, Stephen and Philip would have been like.

Peter and Philip actually knew and experienced life with Jesus and Stephen might have been around to see and hear Jesus in the flesh. In some respects, they had the advantage of following Jesus around everyday learning from Him all the time.

### **Consolidate/Debrief:**

Approximately 15 minutes

Show the picture of Duck Crossing Sign either printed from the PDF or on the PowerPoint.

**Prompt:** Ducklings follow their parent around all the time. That's how they learn to find food, evade predators and eventually to fly. Just like duckling, those early disciples followed Jesus around watching everything He did and listening to everything He said

and eventually growing to resemble Christ so much they were called Christians. Jesus made sure that there were ways for those of us who don't live in the first century can also learn to be like Him. What ways can you think of that God uses to transform us to be more like Jesus?

Give the students a moment to think, then take some answers. Collect answers on the board. Ones to particularly look for: Bible, Prayer, Worship, Community, Holy Spirit.

**Prompt:** One of the most obvious ways to learn to resemble Jesus is to learn about His life from the Bible. Many of us can vaguely recall Sunday School stories from the life of Jesus, but all too often we are partially remembering it from our childhood rather than reading and living it. I am going to give you a bookmark for you to keep in your own Bible. It is my hope that you will read about Jesus for yourself, so you can see and hear for yourself what He did and how He lived. I would recommend starting with one of the Gospels, try Luke.

Hand out the bookmarks. Take a moment to pray for the students. See if there are any prayer requests for the week. Ask for volunteers to pray for those requests. Close with a prayer that we would learn to better follow Christ, and truly become little Christs... Christians.

## Appendix A: Animals and offspring

Antelope – calf

Bear – cub

Beaver – kit

Birds - fledgling, nestling

Cat – kitten

Codfish - codling, sprat

Cow – calf

Deer - fawn, yearling

Dog - pup, puppy

Duck – duckling

Eagle – eaglet

Eel – elver

Elephant – calf

Fish – fry

Fowl - chick

Fox - cub, pup

Frog - polliwog, tadpole, froglet

Goat – kid

Goose – gosling

Grouse – cheeper

Hawk – eyas

Hen – pullet

Hippo – calf

Horse - foal, yearling, or colt (male), filly (female)

Kangaroo – joey

Lion – cub

Owl – owlet

Partridge – cheeper

Pig - piglet, shoat, farrow, suckling

Pigeon - squab, squeaker

Quail – cheeper

Rabbit - bunny, kit

Rat – pup

Rhino – calf

Seal – pup

Sheep - lamb, lambkins

Swan – cygnet

Tiger - cub, whelp

Turkey – poult

Whale – calf

Zebra – foal

## Appendix B: Disciple Groups Handouts

### **Group 1: Peter**

John 14:12 “Very truly I tell you, whoever believes in Me will do the works I have been doing, and they will do even greater things than these, because I am going to the Father.”

Luke 6:38 “The student is not above the teacher, but everyone who is fully trained will be like their teacher.”

Read:

Acts 3:1-8

Acts 4:5-10

Acts 5:12-16

What Jesus-like things does Peter do?

What does Peter do/say to not be “above his teacher” Jesus?

Choose one member of your group to be Peter. When you return to the large group, your “Peter” will introduce themselves to the group by sharing their “name” and telling the group what Jesus-like things he did and how he managed to not be “above his teacher” Jesus.

## **Group 2: Stephen**

John 14:12 “Very truly I tell you, whoever believes in Me will do the works I have been doing, and they will do even greater things than these, because I am going to the Father.”

Luke 6:38 “The student is not above the teacher, but everyone who is fully trained will be like their teacher.”

Read:

Acts 6:8-10

Acts 6:51-53

Acts 7:59-60

What Jesus-like things does Stephen do?

What does Stephen do/say to not be “above his teacher” Jesus?

Choose one member of your group to be Stephen. When you return to the large group, your “Stephen” will introduce themselves to the group by sharing their “name” and telling the group what Jesus-like things he did and how he managed to not be “above his teacher” Jesus.

### **Group 3: Philip**

John 14:12 “Very truly I tell you, whoever believes in Me will do the works I have been doing, and they will do even greater things than these, because I am going to the Father.”

Luke 6:38 “The student is not above the teacher, but everyone who is fully trained will be like their teacher.”

Read:

Acts 8:5-8

Acts 8:26-40

What Jesus-like things does Philip do?

What does Philip do/say to not be “above his teacher” Jesus?

Choose one member of your group to be Philip. When you return to the large group, your “Philip” will introduce themselves to the group by sharing their “name” and telling the group what Jesus-like things he did and how he managed to not be “above his teacher” Jesus.