

# TEACHER PREPARATION

## 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 center on Bible stories that have rich meaning that can have an impact on 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 to not let your mind wander to how you will teach this! This will be an important time for you to discover your own insights and will help you anticipate your groups responses.

### Leading This Study:

After you go through the study for your own growth, then go through it with from a teachers perspective. Note activities and options that you feel will work well with you group, and ones you want to omit.

This story has a lot of detail. Moses is traveling up and down the mountain several times. It may be hard to for students to keep track of the action, so it is important that you encouragement to really pay attention.

The purpose of this study is to help students engage in this story and help them discuss the events within the boundaries of that narrative. Gently encourage them that discussion outside of these parameters are for another time. Encourage students that if they engage the story like a movie, allowing themselves to enter it, they will gain further insight.

### Kinds of Questions Provided in This Study:

**Imagination Questions:** (See, Hear and Explore the Story Sections) These questions help participants think deeply and share what they are noticing about the story. Imagination question are not searching for a correct answer, but rather for observation and participation in the story.

*Example: How do you think you would have felt if you were standing at the base of the mountain wen it started to shake?*

### DON'T KILL THE CONVERSATION!

Youth ministry expert Grahame Knox suggests five sure-fire 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 you would 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]

**Integration Questions:** (Hear and Explore the Story Sections)

These questions help us explore meaning in the story. They challenge us to make connections and communicate what we understand about the story.

*Example: What do you think these commands and Laws show us about God?*

**Implementation Questions:** (Join the Story Section) These questions stir us to think about how the story connects with our own lives, and how we might begin to apply it in real-world situations.

*Example: In your own words, what could it mean for you to live as a “modern-day priest”?*

## TEACHER PLANNING

### SUPPLIES:

- Copies for every participant of the Chapter 5 Handout: New Commands
- 4 Copies of the StoryReaders Script for your storytellers (make extras for students that would like to read along)
- Copies of the *Explore the Story* and *Join the Story* Sections of this guide for **Small Group Leaders**.
- **Join the Story Activity:** Extra paper, pens, markers, paints, clay for participants to create an imaginative response.
- **Creative Option:** big sheets of paper: one per 3 or 4 people. An assortment of different colored markers.
- Optional: THE STORY—a Bible that corresponds with this study published by Zondervan

### STORYREADERS ASSIGNMENT:

Give out StoryReader Scripts (from curriculum DVD) to student 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 student 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 Bible (TNIV). 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.

## LESSON OUTLINE

*Curriculum Outline for a 75-to 90-minute session:*

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

Introduction and prayer	2 minutes
<i>The Story So Far: Part 1 Video</i>	1 minute
Brief responses to video	2 minutes

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

Explanation and handouts	1 minute
<i>New Commands Story Video</i> (2:44 minutes)	3 minutes
Response to video	6 minutes

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

Explanation	1 minute
StoryReaders scripture telling	12 minutes
Response to scripture in groups	12 minutes

### **PART FOUR: EXPLORE THE STORY** **20 minutes**

Discussion: imagination questions	5 minutes
Discussion: integration questions	10 minutes
Discussion: implementation questions	5 minutes

### **PART FIVE: JOIN THE STORY** **20 minutes**

Create responses to the story	10 minutes
Sharing responses to the story	9 minutes
Closing prayer	1 minute

# TEACHER LESSON SCRIPT

## **PART ONE: REWIND THE STORY** (large or small group)

**5 minutes**

**Teacher Script** (please personalize this):

Welcome back! I am so excited to be back together and to continue our discovery in God's Story. Let's take a moment and pray before we begin:

*God, we are challenged and encouraged by the things you are showing us in your story.  
I've been blown away by the things these students are seeing.  
May you continue to bring your story alive to us and help us to know you more.  
Amen.*

I hope that this adventure through God's story is really connecting with you. So much has happened in this story in just five chapters! I thought it would be good for us to take a look back in *The Story So Far*. In just 31 seconds this video will give us a quick summary of all the stories we have looked. It will go by fast, so watch and listen carefully.

**[CUE: Play The Story So Far: Part 1 Video from the curriculum DVD (31 seconds) ]**

**Teacher Script** (please personalize this):

So what did you think of that video? What parts stood out to you?

*[Get a few quick responses to these questions, don't spend more than a minute or two discussing.]*

**PART TWO: SEE THE STORY** (large or small group)**10 minutes****Teacher Script** (please personalize this):

Hopefully, this video has put you in “story-mode”, ready to dive into another chapter of this amazing story. I have another 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.

**[CUE: Give each student the New Commands handout found on the curriculum DVD]****Teacher Script** (please personalize this):

The area in the upper left corner with the eye on it is where you can draw and write a response to this video. Now, let’s watch this week’s video, *New Commands*. Like the first video we watched, it is packed with action, so you have to pay careful attention so you don’t miss anything. Ready?

**[CUE: Play New Commands Story Video from the curriculum DVD (2:44 minutes) ]****Teacher Script** (please personalize this):

Take the next two or three minutes and respond to questions next to the SEE the Story section on your handout. Draw or write a thoughtful response, and then we will discuss them soon.

**[CUE: DISCUSS – After three minutes, ask a few students to share a brief response to the questions on their handouts. After about 3 minutes of sharing, go to the next part. ]**

–How do you think you would have felt if you were in this story? Why?

–What scene from the video stood out to you the most? Why?

**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. We want to spend some time diving deeper into this story, and I have asked a few of you to help us as StoryReaders.

Instead of watching the story visually unfold, we are going to use our image-making abilities—our imaginations—to enter the story as it is being read. This takes some real concentration. If it helps you, close your eyes, write or draw key details as you hear them.

After the story has been told, we are going to create responses on our handouts and then discuss our observations further in small groups. Are you ready?

**[CUE: Have preassigned student and adult volunteers read the StoryReaders script all the way through without stopping. (10-12 minutes) ]**

**Teacher Script** (please personalize this):

Get with a partner. Take the next 5 minutes to draw or write what you think about the story in the HEAR the Story section on your handout. Use the questions provided as a guide.

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 will talk about your responses.

I am really excited to see what you come up with.

*[While students are working on their responses, walk around and encourage them. Also, ask adult leaders to participate in this activity.]*

**[CUE: DISCUSS –**After [five minutes, ask a few students and an adult to share what they created with the entire group. Allow 5 to 7 minutes for sharing. Use these questions from the handout as a guide:

–What was the most meaningful scene from the story? Why?

Describe it with words or draw it here:]

**Teacher Script** (please personalize this):

Right now we are going to explore the story a bit further in small groups.

**PART FOUR: EXPLORE THE STORY****20 minutes**

[CUE: DISCUSS – Adjust questions as needed and don't feel like your group must answer all of them.]

**IMAGINATION QUESTIONS: (5 minutes)**

- Not all of you got to share your responses you just created for the HEAR the Story part. Would anyone like to share what your group came up with?
- How do you think you would have felt if you were standing at the base of the mountain when it started to shake?
- What does this story make you wonder about? Did anything surprise you?
- How do you think Moses felt in this story? Where in the story did you notice that?
- What do you remember about the Tabernacle—the tent the Israelites built at the end of the story? Why do you think God wanted to live with the Israelites if they would not listen?

**INTEGRATION QUESTIONS: (10-12 minutes)**

- If you had to use one word to describe this story, what would it be? Why?
- Why do you think God gave the Israelites commands? Why were they needed? Why do you think God is so specific about these things? Do you think they were difficult to follow?
- Why do you think the people did not want to live within God's commands?
- What do you think these commands and Laws show us about God?
- Why do you think the Israelites created a "god they could see"? Where do we see a people put the highest value on material objects? Why do you think we tend to do this as humans?

**IMPLEMENTATION QUESTIONS: (3-5 minutes)**

- God said the to Israelites, "you will be a kingdom of priests"? What do you think of when you hear the word priest? If God is saying, "All of you are now priests", what do you think that meant for the Israelites? What could that mean for us?
- What do you think it means to live in God's ways? What are some of the characteristics of someone who is doing this?

**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 create a current version of the 10 commandments. You can look them up in Exodus 20. Your version needs to use language that teens relate to and understand. Tell us what you think each of these commands mean.

Take the next 10 minutes to create your new commands. Don't forget to write them on a current communication device. God wouldn't give them to us on tablets...what would God use today?"

(If students are struggling to come up with ideas for this, have them think about what God might put on a billboard, in an email or tweet to communicate these commands.)

**PART FIVE: JOIN THE STORY****20 minutes****Teacher Script:**

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

- > Which character are you most like in this story? How?
- > In your own words, what could it mean for you to live as a “modern-day priest”?
- > How did this story challenge or inspire you to live differently?

**Create a sketch, collage, poem, prayer, journal entry, song or whatever you can come up with in the next 10 minutes!**

*[While students are working on their responses, walk around and encourage them. Also, ask adult leaders to participate in this activity.]*

**[CUE: SHARE** – Ask a few students who are willing to share their response to the story. After 9 or 10 minutes of sharing, move to the closing prayer.]

**Teacher Script** (please personalize this):

I am encouraged and amazed by your creativity and depth. Stories have a way of connecting with us like nothing else does, and I am seeing this story begin to change all of our lives. Thank you for engaging in this and being so thoughtful in your responses. I wish we have more time to continue our sharing, but we can look forward to next week.

Let's pray as we end our time together:

*God, we are so grateful for the time we have had together, and for your meeting us through your story. We are learning so much about you, and it is changing our own stories. May we continue to seek you as our source of life and strength this week. Amen.*