

# Preparing to Teach

## Story 2A: The Story

3 Basic Truth: *I can trust God no matter what.*

### Unit Intro

*The Story of God and God's people is important because it is the story in which we find ourselves. It is the story that God continues to write today. In this unit we start all the way back at the beginning, taking a look at the Creation story. We journey together as we see God forming and calling a people to be set apart. We witness God forming something great out of nothing, forming people into God's likeness, gifting them for service, and drawing people to the Trinity. From the very beginning God has loved and remained faithful to us, even when we stray from God. We can trust God because God is the author of our lives and has demonstrated faithfulness to us throughout time. God continues to pursue us. Will we continue to pursue our God?*

### A prayer for teachers:

*God, ground us in your story. Jesus, root us in who you are and who you call us to be. Holy Spirit, move us to help others find their place as children of God, as we continue to pursue our Lord who is always pursuing us. Amen.*

### Lessons in this Unit:

**Lesson 1: September 10: Creation: "In the Beginning: a Perfect Home" Genesis 1:1-19, JSB; [Reviewing all of Creation; Genesis 1:1-2:3]**

Lesson 2: September 17: God's special creation—Adam and Eve; Genesis 2:4-3:7 [the original intent for Adam and Eve and our relationship with God]

Lesson 3: September 24: Noah builds an ark: Genesis 6:9-7:24; JSB, [God's response to sin; The flood and a promise; Genesis 8:15-22 and 9:8-17]

Lesson 4: October 1: Abraham and Sarah: "The Great Family" Genesis 12-15; *Godly Play Vol 2*

Lesson 5: October 8: Joseph: Genesis 37-46, *Godly Play Vol 6*

Lesson 6: October 15: God Rescues and Protects Moses, Exodus 2:1-10

Lesson 7: October 22: The Ten Commandments: "The Ten Best Ways," Exodus 20; *Godly Play*

Lesson 8: October 29: Entering the Promised Land: "The Warrior Leader," Joshua 1, 6; JSB

Lesson 9: November 5: Judges Rule: Deborah, Judges 4:1-5:31

Lesson 10: November 12: David and Goliath: "*The young hero and the horrible giant*," ["The teeny, weenie...true king"], JSB

Lesson 11: November 19: David: Psalms 23 [and 2 Samuel 7:18-29]

**November 26th: THANKSGIVING WEEKEND. NO KID'S MINISTRY**

**Today's Lesson:** Today we remember creation: the very beginning of God's story. We can trust God no matter what because from the beginning to the end, God is present.

## Lesson Plan

### In the Beginning

**Bible Story:** Creation • “In the beginning: a perfect home,” JSB; Genesis 1:1-19; [3-5th: Reviewing all of Creation; Genesis 1:1-2:3]

**Memory Verse:** God says, “I am the Alpha and the Omega. I am the First and the Last. I am the Beginning and the End.” Revelation 22:13

**Song:** *Our God*

### Welcome/Getting Ready:

**What we need:** ball of yarn (at least 20 feet long)

*Co-Teacher at door welcoming kids, helping kids to recognize this space as sacred. Co-Teacher with hands out and let kids respond/chose greeting, high five, “knuckles” or a hug. Teacher on floor in a circle on the carpet (K-2) or at the table (3-5th), getting kids ready (i.e. helping them prepare their hearts and minds for today’s time together and specifically the story).*

**TEACHER:** Good morning! My name is \_\_\_\_\_.

As the kids enter, welcome them by name. Introduce any new faces. Ask about their weeks. Allow the kids to notice your ball or yarn and guess what it might be used for today.

Once everyone has arrived:

### UNITE

Over the next few weeks we’re going to be talking about the story of God. We are all in the middle of God’s story! Listen to our new memory verse: “I am the Alpha and the Omega. I am the First and the Last. I am the Beginning and the End.” (Revelation 22:13) (You may need to explain that “Alpha” and “Omega” were the beginning and ending letters in the Greek alphabet. It’s like God is saying I am the A and the Z.)

Let’s repeat God’s words together (younger kids may need to repeat after you):

**God says, “I am the Alpha and the Omega.**

**I am the First and the Last.**

**I am the Beginning and the End.”**

**Revelation 22:13**

### DISENGAGE STRESS

I’m going to pass this piece of yarn around our circle and let it unravel. As it comes to you, I invite you to pray or talk to God.

*Holding the beginning of the yarn,*

*start the kids off in prayer.  
As you pass the ball of yarn to the next person,  
encourage them to add to the prayer.*

*Conclude by praying the scripture memory verse together:*

**God, you are the Alpha and the Omega.  
You are the First and the Last. You are the Beginning and the End.**

## **Storytelling:**

**What we need:** desert box, large piece of navy felt that covers the entire desert box, flashlight, blue felt for “sea” (needs to cover a 1/3 of desert box; approx 11”x11”), trees, grasses, flowers, stars, sun, moon, orange and purple and golden “planets” (any small sphere will do), basket to contain stars, sun, moon, and planets.

*I suggest that if kids try to talk to you during the story,  
you simply put a finger up to your ear to indicate ‘listen’  
and wait for quiet to start again. If a child is persistent, then maybe  
offer a “no thank you” or remind them that they’ll  
have a turn to talk when you finish the story.*

***Before the kids arrive, set up the desert box with the ‘water’ and the trees, grasses, and flowers. Cover it all with the navy felt.***

With minimal eye contact, read *Jesus Storybook Bible p. 18-23 only (stop before animal page)*. Note: It may be helpful to have the Co-Teacher read the story while the Teacher moves the elements around. Instead of the JSB, **3rd-5th graders** can read Genesis 1:1-2:3 from the NIRV.

*You may turn the lights down or off for the story.  
Use the desert box, cover the "land" with black cloth  
and use a flashlight/fake candle to illuminate  
the darkness then remove the  
cover to show water, land, and vegetation,  
As you mention the stars, sun, moon, and planets,  
lift them up out of the basket, ‘fly’ them through the air,  
and set them down on your other side.*

## **WONDERING:**

*While you may choose to use all of the questions,  
**be sensitive to the Spirit’s leading** as you move  
into this phase. You may find that one or more  
of the questions seems particularly important to spend*

*time with. Also, it is okay if the children speculate inaccurately. They are processing the story.*

*Teachers can share their wondering as well since building relationship with the children is one of the goals. It may be best for teachers to share after the kids so kids aren't tempted to mimic the teacher.*

**TEACHER:**

- I wonder what your favorite part of the story is?
- I wonder how you feel knowing that God spoke the universe into existence?
- I wonder if God still speaks to create things?
- I wonder what it would have been like to see God creating the universe?
- I wonder what God was thinking when calling all creation "good"...the sky, sea, night, day, stars, sun, moon, planets....all the things God spoke into existence?
- I wonder how God felt while creating these things?

3-5th grade only (additional questions):

- I wonder if you think any part of this story could have been left out?
- I wonder what it means for us to be made in the *image* of God or in God's *likeness*?
- I wonder why God rested on the 7th day? I wonder why, for the first time in Scripture, something is declared holy and it's the 7th day?
- I wonder what your favorite and least favorite creature on Earth is?

**TEACHER:** "Will you pray with me? \_\_\_\_\_ Amen."

*Tell them that over the next few minutes they get to work on something of their choosing as a response to today's story. Describe what materials or activities are available to them and encourage them to think of how they will respond before they leave the circle. Let each child think about it for a second and then share what they have chosen to do (with the group) before releasing them. Remind the kids that they will have plenty of time to do their work (if they don't finish something, they can take it home and finish it later or come back to it next week here). Also remind them that they'll be coming back together for FEAST at the end.*

*At this time, remind children of our commitments. These are our behavioral expectations, which they may be reminded of throughout the morning as needed.*

**Our Commitments:** (see posters on the wall)

*Teacher, remind kids of the following (and unpack any of these as needed):*

It is “my job to keep you safe, and your job to keep it that way....so we commit to the following....

PreK-2nd Grade	3rd-5th Grade
Helping Hands	Acts of Service
Listening Ears	Reflective Listening
Quiet Voices	Respectful Speech
Walking Feet	Considerate Movement
Right to Pass	Personal Choice

After reviewing the expectations, please dismiss the children to their chosen response.

## **RESPONSE:**

\*During response time you may play the cd with *Our God* in the background.

*Co-Teacher should be responsible for oversight, set up, clean up (i.e. helping kids clean up and get things back where they belong--give kids responsibility) of the response time. When it is about 11:10 you should enter Feast.*

**TEACHER/Co-TEACHER:** During Response, we believe God is present and is accomplishing good work in the hearts of teachers and kids alike. **Wait and watch for the Spirit as you interact with the kids.** Have faith that parts of the story, if not all of it, did catch in their minds and hearts. Have faith the story will stick with them even after they leave this morning.

For the times when their Response work may not seem to connect with the story, first ask probing questions or remark on what you notice about their work. Perhaps they are connecting in a way we would never anticipate! If it appears this is not the case, then please help the kids focus on responding to the story **by asking them how their work helps them remember and/or understand today’s story. Alternatively, ask the Spirit to inspire you with thoughts and questions that will connect with the kids and help them along with their response.** (We include a few thoughts to get your started after each Response Activity, but by no means are these exhaustive or meant to be a strict guide.)

**Ultimately, the kids have the right to pass when it comes to responding to the story. They are still required to be respectful of others who are working, but we cannot force a response from them. Faith journeys--for adults and children alike--are rarely efficient and often circuitous.**

All of what is outlined above is meant to keep **relationship** (with God and others) as an important and sacred part of the morning. **Pray and believe God will honor this and is honoring this desire--even when faced with apparent mess and disarray.**

## 1. Touch the Story

**What we need:** Storytelling props, JSB; comic strip doc for 3rd-5th graders

Encourage the kids to retell the story to an adult or friend.

### 3rd-5th grade option:

Retell the story as a comic strip. Some may want to imagine what would have happened if one day was left out. What would be different?

## 2. Prayer

**What we need:** yarn “flower” (with 20-25 pieces of yarn “petals” of various lengths)

Use a large “flower” of yarn all tied to a central point with various lengths of yarn attached to allow the kids to “start” a prayer at the center, God, and see how all their prayers attach to the same loving Creator

## 3. Recreate

**What we need:** white craft/newsprint paper covering a very large portion of the wall (for a mural), tape (may need to be duct tape), markers, crayons

Encourage everyone to contribute during this time. Allow the kids to create the first few days of creation as a mural.

**Please leave the mural on the wall for next week.**

## 4. Art/Movement/Explore

**What we need:** yarn of various colors, scissors

Allow kids to make their own yarn “flower” with the knot at the center representing God. They can craft petals by securing both ends of varying lengths of yarn to the center. Encourage them to take it home use it for prayer times.

**“It is time to prepare for the feast! Please put your work in a safe place and clean up your work space.”**

## **FEAST:**

**\*\*\*Please use “Feast” language (not “snack time”) during this section of the lesson and remind children why we feast together (you may even ask them why we have feast and what our feast together helps us remember). Feast is a time to engage in relationship building and fellowship around something to eat--in “communion” with one another. It should bring us back to the day’s story and God, but also into deeper community with one another.\*\*\***

*Water and cups are available in the rooms each Sunday morning.*

**What you need:** hand sanitizer, napkins, small bowls, baby carrots.

*Invite kids to circle up again on the carpet with Teacher and Co-Teacher.  
Have everyone use hand sanitizer. Pass out napkins and the \_\_\_\_\_.  
Welcome them to the Feast.*

*Engage in discussion with the kids. This is a time for relationship building.  
Go around the circle and let kids all have a chance to respond.*

Possible discussion questions:

[Name of child], I noticed you made \_\_\_\_\_. What did that mean? Why, etc.?

Who else would like to share their work with us?

(Teacher can share his/her response as well.)

-What are you looking forward to this week?

*Give each child an opportunity to share their work during the Feast  
and ask them how their work connects them to the story. Feel free  
to use any unused wondering questions (from the above “wondering” section  
if you’re looking for more conversation starters.)*

## **BLESSING:**

**What You Need:** Parent Cue sheets at the door, anything children worked on that they want to take home

**Co-Teacher, help dismiss kids from the circle. Teacher, keep kids in FEAST mode until their parents arrive. Bless them as they leave saying:**

*(Child’s name), I am thankful God created you.*