

# 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:** God gave his people the Ten Commandments to show them what he was like. God wanted them to know him, how to be in relationship with others, and to demonstrate what God is like so everyone else could know him too.

## Lesson Plan

This is What I Am Like

**Bible Story:** The Ten Commandments • *Jesus Storybook Bible* p. 100-107 [Exodus 19:1-6 & 20:1-21]

**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:** Heart-shaped box with lid on it.

*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.*

*(see options at the door on the wall-CONNECT)*

*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 the ministry space, welcome them by name and introduce yourself if necessary.

Put the heart box into the center of the gathering circle. Allow the children to wonder what it means as the teacher connects with them about their week.

### **UNITE and DISENGAGE STRESS**

Stand and do breath prayers together.

God said:

(breathe in) **God was in the desert.** (breathe out)

(breathe in) **God is with us today. Right now.** (breathe out)

(breathe in) **God will go with us when we leave from here.** (breathe out)

Repeat as necessary.

### Storytelling:

**What we need:** heart-shaped box with commandments in it, desert box, rocks for mountain, 7-9 wooden figures (male, female and children)

*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.*

With minimal eye contact, retell the story from Godly Play:

*Bring the desert box to the circle. Leave the lid on it.*

*Once you have the material assembled, sit and look at the desert box for a moment. If the children are comfortable and settled, remove the lid and begin the lesson. If they are not yet ready, leave the lid on and begin to talk about the desert box before removing the lid.*

**This is the desert. It is a dangerous place. People do not go into the desert unless they have to. There is no water there, and without water we die. There is no food there. Without food we die.**

**When the wind blows, it changes the shape of the desert. People often lose their way.**

**In the daytime, the sun is so hot that people must wear lots of clothes to protect themselves from the sun and the blowing sand. The sand stings when it hits your skin. The sun scorches you by day. At night it is cold. You need many clothes to keep warm. The desert is a dangerous place. People only go there if they have to.**

*Put some of the people of God at your far right at the edge of the desert box.  
Arrange them in a circle.*

*Also, place Mt. Sinai in the left-hand corner of the desert box, the corner nearest you.*

**The people of God went through the Red Sea into freedom. They were free, and Miriam led the dancing!**

**Now that the people are free, they can go anywhere they want to go and do anything they want to do. Where will they go now? What is the best way?**

*Show the heart-shaped box as you say this, but don't open it yet.*

**God love the people so much that God showed them the Ten Best Ways to Live. Sometimes these ways are called the Ten Commandments.**

*Begin to move the people to your left. Mt. Sinai is in the lower left corner of the desert box, closest to you, so that most of the children can see what happens. If you put it in one of the corners closest to the children, it will block the view of many of the children.  
Move the People carefully until they are all at the foot of the mountain.*

**As the people traveled across the desert, they followed fire by night and smoke by day. They began to complain. Some even wanted to go back to Egypt. There was not enough food. There was not enough**

**water. God helped Moses find food and water. Finally they came to the great mountain.**

*Move Moses up to the top of the rock. As he moves up the mountain, hide the figure in your hand to show his disappearing in the smoke.*

**The People came close to the mountain, but they were afraid to touch it. Mount Sinai was covered with fire and smoke. Moses was the only one who had the courage to climb up into the fire and smoke to meet God.**

**When Moses was on top of the mountain, he came so close to God, and God came so close to him that he knew what God wanted him to do. God wanted him to write the Ten Best Ways to Live on stones and bring them down the mountain to the People.**

*Move Moses down the mountain, revealing him for your closed hand, and place him in the sand.*

**God gave the Ten Commandments to Moses. Moses gave them to the people and they gave them to us.**

*When the commandments are finally presented to the people, begin to lay them out.*

*Begin first with the summary. One tablet says, "LOVE God." The other one says, "Love People." A third triangular piece completes the shape of a heart and says, "God loves us." As you lay these pieces flat in the sand read them aloud:*

**Love God. Love people. God loves us.**

*Sometimes with three- to six-year olds, it is good to stop with the above summary and skip ahead to the wondering questions.*

*With older children, you can move through all of the commandments.*

*As you read each of the commandments, place that tablet upright in the sand with the writing facing the children.*

*The way the commandments are laid out is significant. There are the ones for being close to God, and the ones for being close to people, and there is one for both. It stands in the sand between the other two categories.*

*Place the first three tablets in a line, upright in the*

*sand next to “Love God.” Read each slowly.*

1. Don't serve other gods.
2. Make no idols to worship.
3. Be serious when you say my name.

*Read the fourth tablet and place it in a middle position in the and since it tells us how to love both God and people.*

4. Keep the Sabbath holy.

*Read the next tablets slowly and place them next to “Love People.” Say each one with kindness and understanding.*

5. Honor your mother and father.
6. Don't kill.
7. Don't break your marriage.
8. Don't steal.
9. Don't lie.
10. Don't even want what others have.

I know. These are all difficult. God did not say that these are the “ten easy things to do.” They are the Ten Best Ways to Live, the Ten Commandments. They are hard, perhaps even impossible, but we are supposed to try.

They mark the best way—like stones can show the right path.

*Important discussions can arise from each of the “best ways” or commandments. Take your time. Wait, so children can raise issues and misunderstandings.*

## **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 the Israelites felt when they heard the commandments?
- I wonder how you feel when you hear the list of commandments?
- I wonder if one of the commandments is especially important to you?
- I wonder if one of the commandments is especially important to God?
- I wonder why God wrote them on stone?
- I wonder how Moses felt on the mountain with God?
- I wonder if you would want to be on the mountain with God?
- I wonder what we can learn from this story that helps us today?

*[3-5th optional wondering questions/discussion]*

*With children about the age*

*of ten, you may want to put two commandments such as  
"Honor" and "Do not lie" side by side in the sand and ask  
how you can keep both if Mommy or Daddy ask you  
to tell a lie. Another suggestion is to ask how  
we can keep "Do not kill" and stay alive?  
Almost everything we eat is alive (from  
chickens and cows to carrots and lettuce).*

**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

Allow two or three children at a time to touch the story pieces to respond and retell the story.

**3rd-5th graders:** May want to continue placing two “best ways” side by side and discuss as suggested in the Wondering section. Puzzle out together the implications of these commandments.

### **2. Prayer**

**What we need:** 2-3 large rocks, black sharpies

Allow the children to write/draw their prayers on two or three large rocks. Encourage the children to use requests and thanksgiving, praise and listening.

3rd-5th graders: may add these rocks to the ones they already placed outside in the courtyard (facing Central Ave) earlier in the unit. If they don't remember this or didn't do it, head on outside and find a good place.

### **3. Recreate**

**What we need:** comic strip documents, colored pencils/fine-line markers

Encourage the kids to retell the story in comic strip form.

### **4. Art/Movement/Explore**

**What we need:** three large tablets cut out of poster board, One tablet reads: Love God; another reads: Love People; and the last one reads: God Loves Us; markers, crayons.

Place or post the 3 tablets around the room and on the floor. Allow the children to write, draw, and create how we might follow these commandments today. Encourage lots of discussion as the children share with one another how we can use the commandments to help us love God, one another, and notice how God loves us.

**“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:** Rice Chex Cereal, coffee filters (for plates)

*Have kids circle up again on the carpet with Teacher and Co-Teacher.*

*Pass around hand sanitizer, napkins, then the bowl with cereal.*

*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 wondering 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), the love of God is with you wherever you go.*