

# 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:** Though God's people were in the promised land, they didn't keep their promise to follow God. The people appointed judges to rule to help them followed God. Trusting God completely, judge Deborah leads her people in defeating the evil army led by Sisera.

## Lesson Plan

### Deborah Leads the People

**Bible Story:** Deborah • *adapted from Judges 4:1-5:31*

**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:** variety of musical instruments

*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 \_\_\_\_\_. I'm so glad you are here this morning.

Welcome each child by name. Ask about their weeks. **[3-5th Grade Teacher:** then skip down to the Unite and Disengage Stress section.]

**PreK-2nd:** Place some musical instruments in the middle of the gathering circle for the children to observe and wonder about.

I wonder what these instruments are for?

### **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:** figure of Judge Deborah, 10-15 wooden figures, tan felt underlay, small palm tree

*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, read/recite story below from Judges 4:1-5:31.

*Smooth out the felt underlay and set up the people in a group as you say:*

**After Joshua died, God used people called judges to rule the children of God. They guided the people in times of peace and in times of war. They helped make sure the people made wise choices and followed God.**

*Place your hands over the people when they are defeated by their enemies.  
Remove them when they ask God for help.*

**When a judge died, the people stopped following the 10 Best Ways. Each time God would allow their enemies to defeat them. When God's people were in trouble, they always came back to God and asked for help.**

*Set up Deborah and the palm tree.  
Move two people toward her as you say:*

**A woman named Deborah became the judge and rule over the children of God. Deborah would sit near a palm tree and hold court, listening to God and helping people with their problems--she would help people settle fights between each other.**

*Return the people to the group.  
Remove a male figure from the group and place him near Deborah.*

**God gave her a message to tell a man named Barak (Ba-rock). Barak was the head of the army. She told him that God commanded him to take 10,000 men to Mount Tabor. God would give Deborah the power to lure an evil enemy named Sisera and his 900 troops into the area and God would help them win the battle.**

*Motion to the correct figures as the story mentions them.*

**Barak was afraid. He told Deborah that he would not go unless SHE went with him!**

**Deborah agreed to go because she trusted God's plan. But told Barak that because of his cowardness,**

a woman would get the credit for defeating the evil army Sisera.

*Slowly begin lining up Debrah and the rest of the children of God in a line spanning the felt underlay as you finish:*

**Just as God commanded, Barak gathered 10,000 men and God took care of his people and helped them win the battle. God took care of all their needs. God is faithful.**

**In response to God's faithfulness in rescuing the Children of God, Deborah sang a song to God to thank him for helping them and watching over them. God heard their words of thanksgiving and they had peace in the land for 40 years.**

## **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 why Barak didn't want to go with Deborah?
- I wonder if we can have the faith Deborah had?
- I wonder if God still speaks to us like he did to Deborah and the other judges?
- I wonder if we sing to God, like the Israelites, when God takes care of us?
- I wonder why the Israelites kept returning to sin again and again?
- I wonder what God wants us to learn from this story?

### **3-5th Grade additional questions:**

- I wonder what you found most important about this story?
- In *Galatians 3:25-28* we read:

*"So in Christ Jesus you are all children of God through faith, 27 for all of you who were baptized into Christ have clothed yourselves with Christ. 28 There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus."*

Deborah lived in a culture [before the Galatians passage was written] where women were treated differently

than they are today. I wonder what God wants to teach us through this story?

**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...."

<b>PreK-2nd Grade</b>	<b>3rd-5th Grade</b>
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

Encourage the kids to retell the story to a friend. Listen to the parts they remember instead of what they forgot. Discuss as appropriate. Encourage the kids to ask you Wondering questions.

**3rd-5th Graders:** Think about your favorite part of the story and why. Collect the answers on the whiteboard. Notice any commonalities and differences. Use these as a starting point for discussion as a means of reviewing the story.

## **2. Prayer**

**What we need:** white/tan sheet, wooden post to create a tent over the top of the prayer corner

In a "tent", encourage the children to write/draw their prayers in their prayer journals. Help guide the children to look at God's continual faithfulness in their lives as they both ask and thank God for all he has done and as they praise God for who he is.

**3rd-5th graders:** Take some time to think about a woman you respect and why. Share with each other about why this is so. Collectively, pray for these women. Adults, be sure to respond alongside the kids.

### 3. Recreate

**What we need:** sturdy paper cups, construction paper, lots of rubberbands, paper plates, stapler, markers, dried beans, colorful duct tape.

Encourage the children to respond to the story by creating musical instruments to celebrate God's faithfulness. Two cups can be taped together with dried beans inside, one cup with dried beans inside can be lidded by putting the paper on top with a rubberband; rubber bands can be stretched over the opening of the cup to be strummed, paper plates can be stapled together with dried beans inside, paper towel rolls can be filled with dried beans and contained on both sides by paper and rubber bands. Kids can decorate as desired.

**3rd-5th graders:** write a song of praise together. What would the verses say? What would the chorus be? If everyone needs help getting started, brainstorm ways God has been faithful. See how you can turn the list into a song.

### 4. Art/Movement/Explore

**What we need: PreK-2nd:** musical instruments from Getting Ready activity, CD player and CD with upbeat praise music. **For 3rd-5th graders:** white cardstock, pencils, fine-line markers, light-colored tempera paint, box lid for painting leaves, foam brushes, hand wipes, smocks, palm leaves (or leaves that resemble palm leaves)

In a separate room, allow the children to use and sing and dance with the musical instruments as they respond and retell the story or let them make a joyful noise as they sing along to the song on cd.

**3rd-5th graders:** make a note or drawing about the part of the story that was most important to you--or the thing God seems to be speaking to your heart today. This can be personal and will not be shared (though some can if they choose). Add the palm leaves to your paper in some fashion (physically, trace them, make a palm leaf print with paint). As you do this, remember God still speaks to us--as God spoke to Deborah under the shade of a palm tree--and God speaks to us through the Spirit.

**“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:** individual boxes of raisins

*Have kids circle up again on the carpet with Teacher and Co-Teacher.  
Pass around hand sanitizer, napkins, then the bowl with raisins.*

*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), remember God always loves you.*