

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: Samuel anointed David to be the king over God's people in the future. While still young, David faced some scary enemies, leading God's people to victory, as he trusted God.

Lesson Plan

David

Bible Story: David and Goliath • *Jesus Storybook Bible* “The young hero and the horrible giant” [3-5th: “The teeny, weenie...true king”]

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: shield made of cardboard or posterboard

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 _____.

Welcome the kids by name. Notice the shield together. Talk about it, what it was used for, etc. Wonder about why we might have one with us today.

UNITE and DISENGAGE STRESS

We’ve been talking about the story of God for the past few weeks, and we will continue today. Did you know we are all in the middle of God’s story?! Listen again to our 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

Repeat as many times as necessary to calm the kids and prepare them for the story.

Storytelling:

What we need: Jesus Storybook Bibles, with the story marked, for each child to look at while the story is being read.

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, **PreK-2nd graders** read Jesus Storybook Bible p. 122-129 and allow the kids to follow along in their own copy. [**3rd-5th graders:** focus on the first kings by reading about Saul and David the *Jesus Storybook Bible* 116-121, and go directly to the wondering questions].

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 no one was willing to fight Goliath?
- I wonder why David wasn't afraid?
- I wonder what David's family and friends thought about his fighting Goliath?
- I wonder why God used an unlikely boy like David to defeat Goliath?
- I wonder if we can have faith like David to do what seem impossible?
- I wonder what God wants to teach us today?

[3-5th to focus on David's relationship to God and his anointing as King]

- I wonder why the people wanted a "real" king when they had God as their King?
- I wonder what God was looking for in a king? I wonder why God chose David to be the new king?
- I wonder what David's relationship with God was like before he was anointed? I wonder if anything changed with his relationship with God, after God chose him to be the new king?

- I wonder how David felt as he was being anointed by Samuel? What does it mean to be anointed?
- I wonder if God anoints people today?

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: clipboard, paper, colored pencils/fine-line markers, JSB Bibles (and Nlrv Bibles for **3rd-5th graders**).

PreK-2nd: Give kids space to sit with the Bibles and reread and/or look at the pictures from today's story. Be willing to read the stories aloud for those children who cannot read by themselves. Provide clipboards, paper and colored pencils for kids to respond to the story as they desire.

3rd-5th graders: take time to read--collectively or individually--1 Samuel 16 and 17 from the Nlrv. What else do you notice about the story. This can be discussed. Some may prefer to make notes or sketch their ideas from the earlier storytelling.

2. Prayer

What we need: cardboard/poster board shield from the Getting Ready activity, markers. **For 3rd-5th graders:** extra baby oil in addition to the container from the Getting Ready exercise, wipes, cardstock of various colors, q-tips

Encourage the kids to write/draw their prayers on the play shield from the Getting Ready activity. Allow the children to pray with praise, requests, and thanksgiving.

For 3rd-5th graders: People or inanimate objects were anointed to show they were set apart for religious service. Encourage the kids to write/draw something on cardstock with the oil from the Getting Ready activity as they think about the act of anointing. These can be prayers or even thinking through what can be set apart for God's work in their own life.

3. Recreate

What we need: a large assortment of wooden building blocks

Using the large wooden building blocks, allow the children to respond and retell the story.

3rd-5th graders: Ask the kids to think about the one thing that seemed to be the most important part of the story. Ask them to share--if they are comfortable. Notice the list. Are there any similarities? Why do we think so? Is there something God might be telling us as a group? Is there something listed that others' hadn't thought of? Why might this be so? etc.

4. Art/Movement/Explore

What we need: very large sheet of paper with the outline of a giant (8-9' tall), markers, crayons, paper scissors and glue

Encourage the kids to retell and respond to the story as they fill in the "giant's" outline. Remember to ask questions and listen for wondering. Get creative! What might have Goliath been thinking? What would be in his heart?

This is easier for kids when it is flat on a large table or on the floor. Hang it up after the work is completed.

"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: allergen-free SkinnyPop popcorn, coffee filters (for plates), hand sanitizer

*Have kids circle up again on the carpet with Teacher and Co-Teacher.
Pass around hand sanitizer, napkins, then the bowl with popcorn.
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), David served God even though he was a child. You can serve God too.