

PAUL'S MISSION

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 from a teacher's perspective. Note activities and options that you feel will work well with you group, and ones you want to change or omit.

As always, continue to encourage your students to give their full attention while engaging with this story. Remind them that discussion outside of the parameters of the story is for another time. Encourage students that if they engage the story like a movie or a novel, allowing themselves to enter it, they will learn things they never have before.

Chapter 29 is a quick overview of Paul's early ministry, as found in the book of Acts. If time allows, spend some time with your students reading through some of Paul's earlier letters to the churches that he visited on his journey. (Recommended: Romans 1; 3–6; 8; 12; 15; 1 Corinthians 1; 3; 5–6; 10; 12–13; 15–16; Galatians 1; 3; 5–6; 1 Thessalonians 1–5)

Because this part of the story contains so much activity, the StoryReaders telling will rely heavily on the narrators. For these parts, be sure to choose more capable readers who will be able to carry the story in a lively way, given its many details.

"Paul's Mission" can be found in:
Acts 13–14; 16–20; Romans 1; 3–6; 8; 12; 15; 1 Corinthians 1; 3; 5–6; 10; 12–13; 15–16; Galatians 1; 3; 5–6;
1 Thessalonians 1–5

ENCOURAGE PARTICIPATION

Making your students feel valued can lead to greater engagement.

During a group discussion, it is important to remember to verbally affirm every student who shares an answer or an opinion. As a leader, it is easy to become distracted by listening for a "correct" answer or by thinking about what question you are going to ask next. Following up every student's response by saying something positive like "that's a good point" or "I like your point of view"--or even something as brief as "Thank you for sharing."--can boost a student's confidence and encourage the student to participate again in the future.

Even if a student's answer is incorrect, off-track, or different from your own opinion, it's important to thank the student for sharing. In doing this, you are not necessarily affirming the student's answer. You are, rather, affirming the student's willingness to share--a trait that you want to cultivate and encourage as much as possible for healthy discussions.

Don't miss the opportunity to encourage students to connect the story to not only their own, but also to that of their corporate faith community (small group, youth group, church) and the larger picture of the worldwide Church today.

TEACHER PLANNING

SUPPLIES:

- Copies for every participant of the **Chapter 29 Handout: Paul's Mission** (on curriculum DVD).
- 8-10 Copies of the **StoryReaders Script** for your storytellers (on curriculum DVD). See the StoryReaders Assignment section below for details. Make extra copies for students that would like to read along.
- Copies of the *Join the Story* Sections of this guide for **Small Group Leaders**.
- Show the **New Beginnings Recap video** and the **Paul's Mission video** from the curriculum DVD.
- **Join the Story Activity:** Extra paper, pens, markers, paints, and clay for participants to create an imaginative response.
- **Creative Option:** For each student: One (1) index card and a pen.
- **Optional:** THE STORY FOR TEENS—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 FOR TEENS (TNIV). Each script takes 10 minutes or less 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**

ADDITIONAL STORYTELLING OPTIONS:

1. TWO LENSES

- Using copies of the StoryReaders scripts (or the actual passages from the Bible), have students read the selection quietly on their own. Have them read it with this particular question in mind: *What stands out to you as most important or most unusual in this story?*
- When they finish, have the students read the story again. This time, have them focus on the question: *What does this story mean for your life?*
- Encourage students to take notes of things that stood out to them during each reading.

2. RE-TELLING THE STORY

- Divide students into 2-3 groups, depending on the length/complexity of the story and size of your group. Assign a different part of the story to each group. Have each group read their part of the story amongst themselves.
- After 3-5 minutes, have members from each group re-tell what happened in their section of the story in front of the rest of the large group. Encourage them to recount as many details from the story as they can.
- **OPTIONAL:** Encourage group members to act out what happens while

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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.

ADDITIONAL STORYTELLING OPTIONS

For each lesson, three additional storytelling options have been suggested, in order to provide some optional variety to your students' experience of the scripture. You may use them to either supplement or replace the Readers Theater experience. For each of the three options, you may either use the StoryReaders script provided or have students read directly from scripture. (Scripture references are noted at the top of the StoryReaders script.)

NOTE: Additional Storytelling Options may take longer than the allotted 10 minutes, depending on the type of exercise and number of students.

ANOTHER CREATIVE OPTION

A story-specific idea for an additional creative exercise has also been provided with this lesson. You may use and adjust the instructions for the exercise (see the "Creative Option" sidebar under the "JOIN THE STORY" section of the Teacher Lesson Script) to fit the needs of your group.

(Please note that additional materials may be required for this exercise, and the exercise may take longer than the allotted time for the JOIN THE STORY section, given the type of activity and the size of your group.)

ADDITIONAL STORYTELLING OPTIONS CONTINUED

the story is being re-told. For a fun element, limit re-tellings to 1 minute each, so that students are forced to do a fast-paced reenactment.

3. STORYBOARD

- Divide students into groups of 3-4. Have each group read through the StoryReaders script within their groups.
- At the front of the room, hang 6-8 large pieces of paper. After 10 minutes, have one volunteer at a time (one from each group) come up and draw a major "scene" from the story on each large piece of paper. (Encourage students to use stick figures--just enough to represent what is happening in the scene.)
- When the storyboard outline is complete, review the series of events and ask the students to share if they feel that any major events from the story have been left out.

LESSON OUTLINE

Curriculum Outline for a session that is approximately 75 minutes:

PART ONE: REWIND THE STORY <i>(large or small group)</i>	5 minutes
Introduction and prayer	1 minutes
<i>New Beginnings Recap Video</i>	2 minute
Brief responses to video	2 minutes
PART TWO: SEE THE STORY <i>(large or small group)</i>	10 minutes
Explanation and handouts	1 minute
<i>Paul's Mission Video</i>	3 minutes
Creating symbols for the story	2 minutes
Sharing about our symbols	4 minutes
PART THREE: HEAR THE STORY <i>(large or small group)</i>	25 minutes
Explanation	1 minute
StoryReaders scripture telling	12 minutes
Response to scripture	7 minutes
<i>BREAK: teens move to small groups</i>	<i>5 minutes</i>
PART FOUR: JOIN THE STORY <i>(small group)</i>	35 minutes
Discussion	15 minutes
Create responses to the story	10 minutes
Sharing responses to the story	5 minutes
Closing prayer	1 minute

PAUL'S MISSION

PART ONE: REWIND THE STORY

(LARGE OR SMALL GROUP)

5 MINUTES

Teacher Script (please personalize this):

Welcome, everyone! I'm so glad you're back with us for what I hope is going to be another great time together. Before we dive into our story for today, let's take a moment to pray before we begin:

God, Thank you for bringing us back together to continue this journey of discovery. You have pulled us all in to such an unbelievable, life-changing story of grace, forgiveness, and restoration through Jesus. We ask that, over the next couple hours, you would continue to open our eyes to see ourselves as characters in this story. Help us to focus, to listen, and to fully understand the things you have to say to us today. Amen.

We have another amazing story to look at today. But before we do, and to remind us of what happened last in the story, let's take a look back at last week's chapter. As always, this recap will move pretty quickly, so be sure to watch and listen carefully!

[CUE: Play the *New Beginnings Recap* video from the curriculum DVD (2 minutes)]

Teacher Script (please personalize this):

So what did you think of that video? What parts stood out to you? Was there anything that you had forgotten about?

[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, that helped remind you of where our story has left us. Now I have the next video that will give us a quick look at where our story is headed this week. After the video we will take a moment to respond using these handouts.

Now, let's watch this week's video, *Paul's Mission*. This part of the story gets pretty intense, so you will want to pay close attention. Ready?

[CUE: Play the *Paul's Mission* Video from the curriculum DVD (3 minutes)]

[CUE: Give each student the *Chapter 29: Paul's Mission* handout found on the curriculum DVD]

Teacher SCRIPT (please personalize this):

Get with a partner. The SEE the Story area in the upper left corner with the EYE on it is where you and a partner will now create an image or symbol for this story. It can be something simple, but put some thought into how it represents the story. In a couple of minutes we will share our creations.

[CUE: DISCUSS – After two minutes, ask a few students to share a briefly about the symbol they created. Ask them to explain the thoughts behind what they were drawing. After three or four minutes of sharing, go to the next part.]

PART THREE: HEAR THE STORY

(LARGE OR SMALL GROUP)

25 MINUTES**Teacher SCRIPT** (please personalize this):

As usual, there's a lot to take in from this story. We want to spend some time diving deeper into it, so I have asked a few of you to help us as *StoryReaders*.

While the story is being read, I encourage you to draw or write key events that stand out to you in the HEAR the Story section on your handout.

[CUE: Have preassigned student and adult volunteers read the *StoryReaders* script all the way through without stopping. (10 minutes) NOTE: For alternate ways of interacting with the text, see the "Additional Storytelling Options" section under *TEACHER PLANNING*.]

Teacher SCRIPT (please personalize this):

Take the next minute to answer the questions in the HEAR section on your handout.

[CUE: DISCUSS –After two minutes, ask a few students to share their responses with the entire group. Allow 5 to 7 minutes for sharing. Use these questions from the handout as a guide:]

–What were the key events from the story?

–What was most meaningful to you from this story?

Teacher SCRIPT (please personalize this):

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

[CUE: send students into **small groups. Make sure the discussion leaders have copies of the JOIN THE STORY segment of this study.]**

PART FOUR: JOIN THE STORY**35 MINUTES**

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

- Not all of you got to share your responses from the HEAR the Story handout. Would anyone like to share what you came up with?
- After his conversion to Christianity, how would you describe Paul's passion and mission in life?
- What would you say is your unique passion and mission in life?
- When in a new city, why do you think Paul always began his outreach at the Jewish synagogue?
- Why do you think Paul and his fellow prisoners stayed in the prison when they could've escaped?
- What do you learn from the story of the jailer?
- In what setting or environments is it difficult for you to talk about Jesus? Why?

Teacher Script:

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

- *Which character or part of the story did you see yourself in?*
- *How could you courageously live out your faith?*
- *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!

Hopefully one of these questions will spark a something creative in your mind. If you're having trouble finding a way to respond, try to approach it from another angle by trying creating something that you never have before. In a few minutes, we will talk about your responses. I am really excited to see what you come up with!

CREATIVE OPTION:

Give each student an index card and a pen. Explain that they are going to have the opportunity to create their own **MISSION STATEMENT** for their lives. Emphasize that just as Paul had a clear vision of what he was supposed to do with his life, it is important for us to be continually asking ourselves where God wants to use us.

Have each student spend a few minutes thinking of the thing that makes them most passionate in life or the way that they feel God is calling them to do good for their communities or the world. Once the students have their ideas, tell them to write their personal mission statement on their index cards. The form of many mission statements is: My mission is to ____ (what) ____ by ____ (how) _____. (An example might be: "My mission is to love those in need by volunteering to serve hot meals at a local homeless shelter.")

Remind your students that they don't need to have the mission of their entire lives figured out yet. Their mission statement can simply be one area of their lives that they are particularly passionate about, or through which they feel that they are doing what God created them to do. Also remind them that their mission doesn't necessarily need to be "church"-related, and that God can use people who are passionate about many things, from playing rock

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[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):

Thanks everyone for these great responses. I am always challenged and inspired by what you come up with for these questions. I wish we had more time to continue our sharing, but we can look forward to finding out what happens in our story next week!

Let's pray as we end our time:

God, We thank you that your gospel of redemption and salvation is for everyone, and that it has spread to us here today. We are also grateful that we get to participate in spreading this Good News through the gifts and passions that you have given us. May we continue to see that each of our stories is significant, and that you give us opportunities every day to be Good News to others. We ask these things in the name of Jesus, the hero of the story. Amen.

CREATIVE OPTION CONTINUED

music to making movies to creating designer clothing.

Once students have had 5-8 minutes to come up with their mission statement, invite willing volunteers to share their mission statements with the rest of the group. Be sure to applaud those who have the courage to share.