



## GETTING READY

### 1. Welcome/Opener

#### What You Need:

- Host
- Trivia questions (cross out which are used from week to week to avoid repeats)
- Over-sized die (See “What You Do” below)
- Small whiteboards and markers for each group to write their answers on (or pieces of paper on clipboards) *Note: You will use these each week.*
- Scoresheet to keep from week to week

#### *Music and Sound Effects (SFX):*

- Upbeat music to use as kids enter the room
- Serious game show music

#### *Large Group Visuals:*

- Theme Slide
- Trivia Questions (Printable)

#### What You Do:

- The Opener is “The Big Quiz,” which is a five-question quiz that builds from week to week throughout the entire month of January. Ideally, it would be fun to have small groups against small groups and keep the same groups throughout the month (even if kids come and go). Each group will have running tally of 20 total questions for the

whole month, and a winner will be announced week four. An option could be for the Host to take on a game show persona (Bob Barker, Steve Harvey).

- Make the large die by using a cardboard box. Cover the box with white paper and label the six sides with the following:
  - History & Geography
  - Arts & Entertainment
  - Science
  - Sports & Games
  - U PICK
  - HOST PICK

## 2. Communicator Script

### What You Need:

- Communicator
- Bible
- Keyboard or piano set up on stage (should play)
- Basketball

### *Music and Sound Effects (SFX):*

- Upbeat music to use as kids exit the room

### *Large Group Visuals:*

- One Big Story Intro Video
- Video clip: Piano player
- Video clip: Harlem Globetrotters
- Key Question Slide

### What You Do:

- Download the slides and have them ready to use. If you do not have CG capabilities, you have Orange's permission to enlarge and print the slides on paper.
- The One Big Story Intro Video is available with the monthly download. You can find it in the "Prelude" folder under "Monthly Planning."
- Search for a video clip of a master piano player. Have it ready to show during the communicator script.
- Search for a video clip of the Harlem Globetrotters doing a complicated series of tricks. Have it ready to show during the communicator script.

## 3. Worship

### What You Need:

- Alive Again
- Good Grace

# The Boy Is Back in Town

**Bible Story:** The Boy Is Back in Town (The Boy Jesus at the Temple) • Luke 2:41-52

**Bottom Line:** Knowing God is the most important thing.

**Key Question:** How do you know God?

**Memory Verse:** *The LORD gives wisdom. Knowledge and understanding come from his mouth.* Proverbs 2:6 (NIRV)

**Life App:** Knowledge—Learning something new so you can be better at whatever you do

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

## **Story: Communicating God's Truth in Engaging Ways** (Large Group, 35 minutes)

Engage kids' hearts through a dynamic and interactive Bible story, worship, and prayer experience in a Large Group setting.

**SFX:** Play high-energy music as kids enter.

**CG:** Theme Slide

*Host enters.*

### **Welcome**

*Host has lots of energy as he or she welcomes everyone to [Name of Environment]. Host is relatable and inviting. Host can talk about something that happened culturally throughout the week like a big sports game (Winter X Games, NFL Playoffs), movie opening (The Voyage of Doctor Doolittle), or a viral video on YouTube, etc. Host tells them how excited he or she is that they're there and briefly runs through what they can expect. This is especially helpful for first-time guests to make them feel like they know what's happening.*

*\*Note: If the Host is taking on a game show persona, you may consider skipping the traditional welcome and moving right into the game show.*

## Opener

**HOST:** “Hey everyone! I am so pumped for another month here at *[Name of Environment]*. This month, get ready to stretch those noggins as we explore knowledge and what it means to learn something new so you can be better at whatever you do. Now speaking of something new, let’s try something new to start things off. Now we’ve played games before, and we’ve even done trivia, but for the first time, we are going to play a head-to-head, Small Group vs. Small Group trivia game that will last all month long! That’s right, get ready for . . . The Big Quiz.”

**CG:** *Theme Slide*

**SFX:** *Serious Game Show music*

**HOST:** “Here’s how it works: Each week, your Small Group will compete against all the others by answering a series of five questions. Whichever team has the most right out of 20 by week four will be the winner and crowned reigning champs of the Big Quiz.”

“After I read the question, each group will have 30 seconds to write an answer down on their board. Then I’ll reveal the correct answer and award points. Questions will come from one of four categories: History and Geography. Science. Arts and Entertainment. And Sports and Games. We’ll choose the category by rolling this!”

*Host reveals large die.*

“There is also a U PICK, which allows you to pick the category you want, and a HOST PICK, which means the Host, A.K.A. me, gets to pick whatever question I want from my list.”

“Does everybody understand? Are we ready to play? Awesome! Then, let’s play . . . the BIG QUIZ!”

*Each round, do the following: Have a group roll the die. Choose the appropriate category. Read a question. Give 30 seconds. Markers down. Give the answer. Awards points. Cross of the question you used.*

*(After five questions)* **HOST:** “That was a riveting first round, and wow! Seriously, I’m riveted. I can’t wait to test your knowledge again next week. But for now, let’s stand and worship together!”

## COMMUNICATOR SCRIPT

### INTRODUCTION

**VIDEO:** *One Big Story Intro*

*During the One Big Story Intro video, have someone set up the keyboard on stage. Be sure it’s plugged in and works.*

**COMMUNICATOR:** “Hey everybody! Great to see you as we begin another month together. So, I have a question for you as we get started. How many of you have ever learned to play a new instrument, like this piano/keyboard here?”

*Sit down at or stand behind the keyboard and pause for reaction.*

**COMMUNICATOR:** “Alright for those who don’t know about this instrument here, let me show you something . . .”

*Communicator searches up and down the keys before landing finding middle C.*

“This . . . *(play note)* is middle C. And . . . *(raising hands in victory)* I know how to play the piano!”

“Do you all agree? Do I know how to play the piano? *(Pause for response.)* Okay, so I know *about* the piano, but maybe haven’t really shown that I know EVERYthing. But check this out . . . if I play C but then also play the note two above it and the note two above that, *(play all three to make a C chord)*, I now have not just a note but a chord. And *(raise hands in victory)* that is how you play the piano!”

*For this next part, if the Communicator doesn’t know how to play piano, you can use a volunteer who does to demonstrate.*

“But there is more, right? We can actually take that chord, and put it with other chords . . .”

*Start to play multiple chords together in a song.*

“Is that everything you can do on a piano?” *(Pause for reaction.)*

“What about this?”

**Video clip: Master piano player**

*Optional: Instead of the video, have a volunteer play a more complicated song on the keyboard.*

“Yeah . . . I can’t do that. But let me ask you . . . can this person still learn something? Can a person who has mastered that instrument still learn something about playing the piano?”

“Or how about this . . .”

*Hold up a basketball.*

“How do you dribble a basketball?”

*Pause for response. Communicator begins clumsily bouncing the ball with one hand.*

“I’m doing it. *(Raise other hand in victory)* I know basketball!”

*Ball bounces away while Communicator is raising hands.*

“But we know that there is more to dribbling a basketball than that, right? We have to be able to *(demonstrating)* MOVE with the ball while we dribble, too. And then *(demonstrating)* CROSS to the other hand. And then *(demonstrating)* GO BETWEEN the legs . . . And then *(demonstrating)* SPIN around while dribbling.”

*Stop and grab ball.*

*(Holding hands up in victory)* “I know basketball!”

“But is that EVERYthing you can do? What about this?”

**Video clip: Harlem Globetrotters**

*Optional: Rather than showing a video, have a volunteer who can do basketball tricks demonstrate what he or she knows.*

“But here’s the question—can those with expert ball skills still learn something basketball? Do they know everything there is to know?”

“Last question: what does it take to go from this—*(run over and hits the middle C)*—to that crazy master piano player? Or from this—*(dribble ball one-handed)*—to the skills of the Globetrotters?”

*Pause for responses.*

“Time. Practice. Effort. All of those things . . . yes, yes, and yes.

## TENSION

**COMMUNICATOR:** “But what about our relationships with God? For some of you, you show up here every week, and we hear stories from the Bible and learn more about God. But do you ever wonder if we’ll ever really KNOW God? Will we ever learn it all? Is that even the point?”

## TRUTH

**COMMUNICATOR:** “Our Bible truth today has a lot to teach us about this! today’s Bible truth comes from the Gospel of Luke, which is one of four recordings we have in the Bible of Jesus’ life. Now these stories tell us about the birth of Jesus, and they also tell us a lot about what happened when He was older. Unfortunately, we have very few stories about Jesus as a kid. Those would be pretty cool, right? What was Jesus like in school? Or when He was with His friends? But today we are going to look at one of the stories that we do have about when Jesus was a kid—when Jesus was twelve years old. Luke records it for us in his book, the Book of Luke. Check this out from Chapter 2.”

*“(Read directly from Luke 2:41-43, NIV) ‘Every year Jesus’ parents went to Jerusalem for the Passover Feast. When Jesus was 12 years old, they went up to the feast as usual. After the feast was over, his parents left to go back home. The boy Jesus stayed behind in Jerusalem. But they were not aware of it.’”*

“Okay, let’s explore a few things here. So, in Jesus’ day, and for hundreds of years before, the Jewish people would travel to Jerusalem for the three major holiday festivals. This wasn’t just a vacation to Grandma’s house. There is a bigger . . . much fancier name for this event. A pilgrimage! This was a big deal, when the ENTIRE family . . . parents, grandparents, cousins, neighbors . . . would all WALK together, sometimes for days. So, picture this big group of people from Jesus’ family walking to the festival. And afterwards, they turned around and walked home. But what was the problem?”

*Pause for response.*



“That’s right! They forgot Jesus! How could this happen?”

*“(Read directly from Luke 2:44-45, NIV) ‘They thought he was somewhere in their group. So they traveled on for a day. Then they began to look for him among their relatives and friends. They did not find him. So they went back to Jerusalem to look for him.’”*

“Now before we are too tough on Mary and Joseph, this was quite easy to do. They were a large group traveling together, and it would have been easy to think Jesus was just hanging out with His cousins or something. So once they realized Jesus wasn’t with them, Mary and Joseph headed back to Jerusalem to find Him.”

*“(Read directly from Luke 2:46 NIV) ‘After three days (THREE DAYS!) they found him in the temple courtyard. He was sitting with the teachers. He was listening to them and asking them questions.’”*

“Turns out Jesus was hanging out in the temple, which was the center of the whole city. It was where people went to pray, to offer sacrifices, and to learn from rabbis and teachers. So when His parents found Him, Jesus was hanging out with the teachers and asking them questions.”

“Now we often think questions mean you are asking for the answers to things you don’t know. But in Jesus’ day and in the schools where they learned, questions weren’t necessarily a sign that you didn’t know the answer. In fact, questions could actually show just how much you knew. Your questions were actually your answers . . . showing how well you understood something.”

“Now we don’t know the questions or the topic that day in the temple, but I can tell you that the most frequent and the most important conversations they had in Jesus’ day were about the Scriptures—what we know today as the Old Testament of the Bible. So it is pretty safe to say that Jesus was going back and forth with the leaders, questions . . . answers . . . questions . . . and check out the response. *(Read directly from Luke 2:47, NIV) ‘Everyone who heard him was amazed at how much he understood. They also were amazed at his ANSWERS.’ (emphasis ours)* They were AMAZED at His understanding. Jesus demonstrated that He truly understood God’s Word.”

“Well, Mary and Joseph found Jesus and took Him home, but there is an interesting verse at the end of the story. *(Read directly from Luke 2:52, NIV) ‘Jesus became wiser and stronger. He also became more and more pleasing to God and to people.’”*

“This verse seems to imply that there was still more for Jesus to learn! Even though He AMAZED the teachers with what He knew, there was still more for Him to know—and He’s Jesus!”

“For Jesus, knowing God and His Word was the MOST important thing . . . and He never stopped learning. He spent time learning, asking questions, studying, praying . . . which ultimately was a reason why He was able to later live out what He knew.”

## APPLICATION

**COMMUNICATOR:** “Have you ever thought about our pastor? Our pastor, *[name of pastor]*, gets up in front of the church week after week and teaches us something about who God is or what God’s done.”

*Hold up Bible.*

“I’d say that *[Name of Pastor]* is an EXPERT on the Bible. *[He/she]* knows a ton about it. But do they know everything? Think about it. Does *[Name of Pastor]* know every single thing there is to know about God? No way! No one can know everything about God. But they had to start somewhere, right?”

“The same is true for us. No matter how much we might know about God already, there’s always more to learn. And I don’t know about you, but for me, the more I learn, the more I want to know!”

*(Walking over to the piano)* “It’s like the piano. As cool as it was to learn where middle C is . . . the more you know about how to play the piano, the more you love the piano and want to play the piano because you know what the piano can do!”

*(Picking up the ball)* “Or the basketball. As impressed as you might have been by dribbling the ball the first time, the better you got with the ball, the more you loved basketball and wanted to play basketball because you knew there was so much more you could do and learn and explore!”

“God is like this. The more we spend time with Him, the more we read about God in the Bible *(pick up Bible)*, the more we learn who He is through His story, the more we will love God and see just how amazing He is. At the same time, we’ll see that there’s so much MORE for us to know.”

“The more we seek to know Him, the more God will keep showing more and more of who He is. I think that is pretty cool.”

## LANDING

**COMMUNICATOR:** “Today as you go to groups, I want you to think about this question.

**CG: Key Question Slide**

**“How do you know God?”** How can you learn more about God? Think about all the different ways you can keep learning about God and His plan for your life. And don’t worry, if you’re having troubling thinking of some different ways you can know God, you’ll talk more about all of this in Small Group. Before we head there, let’s pray and thank God that He makes it possible to know Him and have a relationship with Him through Jesus. Let’s pray.”

*Communicator leads group in a prayer related to what they just heard.*

*After prayer, Communicator dismisses kids to Small Group.*

**SFX: Play high-energy music as the kids exit.**