



Paul Turner

Crime Scenes from the Bible

Part 1

Paul Turner is a 20-year youth ministry veteran, ordained minister, camp/retreat speaker, youth pastor, conference speaker, and writer. He has...

- Taught the D-Project at the National Youth Workers Conference for Assembly of God youth workers.
- Organized and taught the youth track for the Alabama State CE Conference for the past three years.
- Been a long-time writer and contributor to Interline's Youth Leader Only Music Resource that reaches 7,200 youthworkers nationwide.
- Authored the **D-Project** and **Crimes Scenes From The Bible** studies.

Paul would love to come to your group to share the vision of The D-Project, or to just bless your youth ministry or church. Give him a call (205-260-7229) or email.

Thanks to the youth ministry of
Garywood Assembly of God in Hueytown, Alabama
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Crime Scenes from the Bible

Introduction

Welcome to the crime scene. Feel free to touch everything. Handle, hold, and examine all you want. That is what this material is designed to do. This series of interactive Bible studies based on popular crime television shows gets your students on the scene of some of the Bible's most memorable stories. Each lesson will get your students thinking about "the crimes" and investigating the story that surrounds them. Have fun, be creative and lead your students to not only finding clues to the crimes but to getting a clue to answering some of their toughest questions.

How To Use This Material

Whether you are a full-time youth pastor with a big staff or a volunteer working alone, these studies are easily doable. These are supposed to be fun. Let your imagination run wild. These studies can take many directions so don't feel like you have to follow the script to the letter. These studies could be used as:

- A series for your weekly meetings
- A one-night event or
- As part of a lock-in or retreat

Here are some quick tips before beginning any of the lessons.

- Examine each segment of each lesson. There is no order to the lessons so feel free to shuffle them as needed.
- Part of the fun is the set up and preparation. Get your students involved in the set up the crime scenes for maximum involvement and enthusiasm.
- Have your crime scene set up in a separate room so the evidence cannot be tampered with. Having it separate also adds to the suspense.
- Check around with parents and students to see about collecting your evidence.
- Be sure to download all the pictures that go with the lessons.

The Scene

The Scenes is an opening activity to get your students thinking. It could be a clue to what the main lesson will be further in the night. You could let your students guess or keep up the suspense.

The Crime

The crime and the evidence segments go hand-in-hand. For this segment you could explain as much or as little of the crime scene as you want, or you could lead them into the crime scene and begin sharing the back ground.

A Break In the Case Idea

Divide your group into three CSI teams. They could be CSI NY, Miami, Vegas, or thee towns right around you. Let each team get together and examine the scene separately and keep that as a theme for the night. Each team would also act as your small group discussion groups during The Facts segment. They could also compete during The Scene warm up activities. You could also add activities as needed.

The Evidence

We have provided photos for each crime scene. They are for your students to examine. Build suspense by printing them and putting them in envelopes marked Crime Scene Photos. If you are using the CSI teams be sure to have three sets.

- The evidence section can be used many different ways.
- As described in the lesson.
- If you cannot find the physical evidence, just use the pictures.
- Let each group discuss the photos before seeing the actual crime scene.
- Duplicate the crime scene in the photos in your special room or area.
- If you have a projector, use the photos as part of a mock briefing.

The pictures are just one of the props you can use. Feel free to take more pictures you think would fit into your lesson.

The Facts

This is where you get to crack the case wide open. We've provided the Scriptures that give clues to answering your students' toughest questions and solving their toughest problems. Use this section as a springboard to more discussion. Here are a few ways to enhance this section:

- Have a Case Journal (notebook) for each student to use and take notes in.
- Ask students to refer to other cases in their Bible that may have a similar M.O (Modes of Operation or characteristic patterns and style of committing crimes)
- Copy this section and give it to your CSI Teams for small group discussion.
- Consider calling Biblical witnesses as to the events that happened.

Don't let your students squeeze out of a tough case. Use open-ended questions and let students struggle through to the "Aha!" moment - where they come up with answers and even more questions.

The Lab

Finally, you reach The Lab. This is where the evidence that has been collected is tested. Testing can take months, days or hours. This is why we have given you a week's worth of daily Scriptures. Here are a few tips for your students to investigate the Scriptures (magnifying glass is optional):

- Read the whole chapter or passage.
- Read the key verse several times.
- Circle any words or phrases that stick out to you.

Have them use their Case Study notebooks to consider their daily Scriptures. Have them make notes using these questions:

- What is this Scripture saying?
- How does this verse inform me?
- What does it challenge me to do?
- How can I connect this truth to my daily activity?

You could make a weekly sheet that has all these questions.

I hope this lesson will be as much of a blessing to your youth ministry as it was to ours. If you have any questions feel free to e-mail me at thediscipleproject@gmail.com or visit my website at thediscipleproject.net.

Sincerely,

Paul Turner
Disciple Project Ministries



Crime Scenes from the Bible

Can I See Some ID Please?

The Scene

Ask your students to produce as many forms of ID they can. Award a prize to the one who can off the most proofs of their identity.

The Crime

Ask your students what they believe was the first crime of the Bible and they may think it was the murder of Abel. Congratulate them on a great guess and explain that is what most people do say. Explain that if they go back a little further they will discover that the first crime was identity theft.

Identity theft is the online crime of the new millennium. Stealing someone's identity and then racking up bills in his or her name has become lucrative business.

The effects of the crime were devastating. The victims lost their fellowship with God, they had an unhealthy fear of God, and they became aware of what they were lacking. In a close relationship with God, they had everything and knew who they were. Because of their sin, they were thrown into confusion and a useless attempt to get their life back on their own merits.



The Evidence

- a half-eaten apple
- a piece of snake skin
- a fig leaf
- a written journal of the events (The Bible)



Have a box marked “Evidence” that contains the items listed above in individual plastic baggies marked Exhibit A-D. As you take your students through the story of Adam and Eve, refer to the evidence bags and how they played into the story. Continue until you get to the journal. The journal is the written evidence of the crime – as well as the solution to getting their identity returned to them through Christ.

The Facts

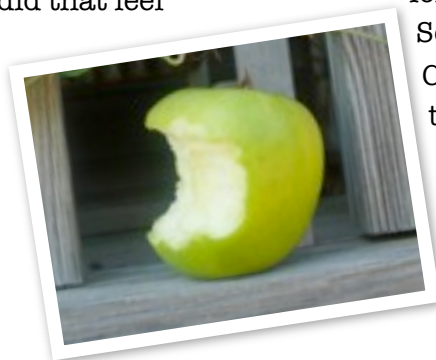
Take your students through the following Scriptures and discussion questions to help solve their own identity struggles.

For Investigation:

- Remember being picked last for a team sport or at recess for a game. What did that feel like?
- Do you ever feel as though you don’t know who you are? Why do you think that is?

Ephesians 1 gives us clues to our true nature.

v.3 We’re blessed with every spiritual blessing



- v.4 God chose us to holy and blameless
- v.5 God chose us to be sons and daughters
- v.6 God gives us grace when times are tough
- v.7 We have freedom and forgiveness through the blood of Christ
- v.9 He reveals the mystery of His will to us
- v.12 We were chosen to bring God praise through our lives
- v.13-14 We were given the deposit of the Holy Spirit to mark us for future blessing.

- How does being chosen feel to you?

The Lab

Make copies of the following Scriptures or hand out a “journal page” (with the Scriptures on them) to your students to examine the evidence for themselves. Ask them to use the Scriptures to discover who they are in Christ, what blessing they have and how they can act on it.

- Monday: **Colossians 1:16**
- Tuesday: **Romans 5:17**
- Wednesday: **Romans 6:11**
- Thursday: **Romans 6:23**
- Friday: **Romans 8:1-2**
- Saturday: **Romans 8:38-39**





Crime Scenes from the Bible

Gideon's Initiation

The Scene

There are several ways to begin this lesson.

Discussion: Ask students to share a favorite prank they have pulled, or that was played on them;

Game: A simple game of freeze tag will get your Jr. High kids going. To avoid being tagged they can shout out the name of a famous statue;

On Site: Take your students to a statue in town and read this lesson's Scriptures there

...or do all the above.

The Crime

Allow your students to examine the crime scene to see whether they can determine which Biblical character is involved.

Gideon performed the equivalent of a fraternity initiation. He snuck out at night with his buddies to turn over a

community idol called Baal. God was sending a strong message: "I am God. Baal is not." God was also preparing Gideon and Israel for greater victories to come - but first, all idols must go.



The Evidence

- A broken statue (consider having images of pop culture scattered all over the floor (CD's, DVD's, tech items such as iPods and Gameboys)
- A makeshift altar from rocks and wood
- A note that reads, "Thou shalt have no Gods before me." - Love, Gideon



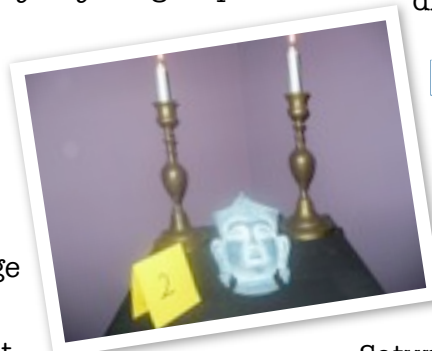
Have a box marked “Evidence” with the items listed above in individual plastic baggies marked Exhibits A – E. (Feel free to add other pieces of evidence as needed.) In this case, you may want students to bag the evidence themselves. Let them offer comments as they collect the evidence on why these things are idolized in our culture.

After examining the evidence piece by piece, and before reading the exact account, you may want to ask the students how they think the crime went down. This would be a good time for a crime re-enactment. Have the groups break up into small groups and have them act out the story found in **Judges 6**. Have each group come back and act out their rendition of the facts.

Read the key parts of the story to your group.

For Investigation

- Who committed the greater crime: Gideon for knocking down the idol, or Israel for putting it up?
- If you could send a message to America by toppling a symbol of our society, what would it be and why? (If you feel



adventurous, discuss the reasons Al Qaeda might have had for attacking the World Trade Center and the Pentagon.)

- When is social disturbance appropriate or not?
- In order for God to bring greater victory to Israel they had to get rid of their idols. How can holding on to idols keep us from greater victories God has in store?

The Facts

Make copies of the following Scriptures or hand out a journal page to your students to examine the evidence themselves. Ask them to use the Scriptures to discover who they are in Christ, what blessings they have, and how they can act on what they learn. Encourage them to take time every day to examine their own lives and draw closer to God.

The Lab

Monday: **Exodus 20:1-4**

Tuesday: **Romans 1:21-23**

Wednesday: **Romans 13:1-7**

Thursday: **Romans 14:11**

Friday: **Revelations 22:12-16**

Saturday: **1 John 5:21**



Crime Scenes from the Bible

Put Your Hands Up and Step Away From the Dream

The Scene

What if thoughts, and especially dreams, were a crime? What if any thoughts or aspirations of achievement were against the law? At the beginning of your meeting have your students fill out an index card with a dream they have for their life. Ask them to describe their dream vividly. Have them put their name on the card. Continue with the meeting -- possibly play a game and forget the Dream Cards. Have a few of your students or adult leaders take on the role of the Dream Police. The Dream Police have read the cards and will arrest one of your students for having his or her dream. Play it up real big and have the Dream Police read the "Perp" the charges (charged with wanting to become and world class athlete, model, singer, etc.) Then they should say, "You have the right to remain silent. Any dreams you dream that interfere

with reality of others or the bettering of yourself will be held against you in the court of public opinion." Then gather all the students together to examine the "crime."



The Crime

Say, "Join us as a young man is kidnapped, falsely imprisoned, and sold into slavery because of his dreams. Joseph was thrown into a pit and then sold into slavery. This would have been murder if it were not for a family member stepping in. Dreams can be powerful and unsettling. They can disturb the status quo. The study of this crime scene will encourage us to dream and stick with it through hard times."



👁️ The Evidence

- A blood- (ketchup) stained multicolored coat (or shirt)
- A cut-out sun, moon, and 11 stars
- 20 silver coins
- A journal of the events (The Bible)

Have a box marked “Evidence” and items labeled Exhibit A-C. After examining the evidence piece by piece, and before reading the exact account, ask the students how they think or remember the crime going down. You could hand out the story found in **Genesis 37** and let students reenact the crime for themselves. Continue with your evidence until you get to the written evidence of the crime. Read the account of Joseph or have students take turns reading it.

📄 The Facts

Following the evidence, break up into small groups and use these discussion questions. You may also wish to continue to read the whole story and finish up with the dreams fulfillment in **Genesis 45**.



For Investigation

- What would our lives be like if we had real “Dream Police”?
- Who does your life dream affect besides you?
- Will your dream make anyone angry or upset?
- What price are you willing to pay to have your dreams become reality?
- Did Joseph’s brothers have a good reason for their plan? Why or why not?
- Why was Rueben important to the story?
- Is there a “Rueben” that can keep your dreams alive? Who would that be? Why is he or she important to your dreams?

💻 The Lab

Ask the students to use these Scriptures to discover the evidence of their faith in God, their dreams, and what big plans God has for them.

Monday: **Jeremiah 29:11**

Tuesday: **2 Chronicles 16:9**

Wednesday: **Psalms 20:4**

Thursday: **Proverbs 16:3**

Friday: **Proverbs 16:9**

Saturday: **Acts 2:17**





Crime Scenes from the Bible

Flirting With Disaster

The Scene

Tell your students that you are developing a “Power Team” and are looking for the strongest members to join. Provide these tests of strength for your kids to do:

- A weight bar or bench press
- Blow up a balloon until it pops
- Bend metal such as a coat hangers or even a thin piece of re-bar
- Tear in half magazines or phonebooks
- Arm wrestling

After you’ve worn your group out, head over to the crime scene.

The Crime

Before going right into the story let students examine the evidence and let them guess what Biblical Character might be in this crime scene.

Ask, “Has a crime been committed if you give something away rather than have it stolen from you? Samson gave away his strength by flirting with the wrong woman. How many times do we get close enough to be tempted and fall into the trap of giving away what God has given us?”





👁️ The Evidence

- Picture of a beautiful woman
- Rope
- A razor or a pair of scissors
- A Bible
- Locks of hair

Have a box marked “Evidence” with the items listed above in individual plastic baggies marked exhibits A - E (Feel free to add other pieces of evidence as needed). After examining the evidence piece-by-piece, and before reading the exact account, ask the students how they think or remember the crime going down. This would be a good place to put a crime re-enactment scene. Have the groups break up into small groups and have them act out the story found in **Judges 16**. Have each group come back and act out their rendition of the facts.

📄 The Facts

Read the key parts of the story to your group.

For Investigation

- What crime do you think was committed here?
- What could “flirting with the world” mean?

- Have you ever been tempted to trade something you knew was valuable for something less valuable? Explain.
- What did Samson trade? What did he get?
- Samson thought he gave away the secret to this strength. According to Scripture what was the real source of his strength? Have someone read Judges 14:6,19; 15:4
- Have you ever felt like Sampson—sapped of strength—after you gave in to sin?
- If you were Sampson’s friend what would you say to him?

🖥️ The Lab

Have the students use these Scriptures to discover who they are in Christ, what blessings they have, and how they can act on those facts. Encourage them to examine their lives daily and draw closer to God

Monday: **Proverbs 6:8,9**

Tuesday: **Romans 12:1-2**

Wednesday: **Matthew 16:26**

Thursday: **Psalms 46:1**

Friday: **1 John 2:15-17**

Saturday: **2 Timothy 2:22**



