



Paul Turner

# Crime Scenes from the Bible

## Part 2

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  
for helping solve these Crime Scenes,  
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# Table of Contents

Introduction.....	1
Oh Brother, Where Art Thou?.....	4
The Man Who Prayed Too Much.....	8
Gone to the Dogs.....	11
Oh, You Little Devil!.....	15

# 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](mailto:thediscipleproject@gmail.com) or visit my website at [thediscipleproject.net](http://thediscipleproject.net).

Sincerely,

Paul Turner  
Disciple Project Ministries



# Crime Scenes from the Bible

## Oh Brother, Where Art Thou?

### The Scene

Brothers and sisters are infamous for fighting. Have you ever had a knock-down-drag-out with one of your siblings? What was the fight about? Was it worth fighting for? Do you even remember what caused the fight? This tale is one of jealousy, sacrifice, faith, murder, and consequence.

### Sit Down Stand Up

Ask your students to stand up or sit down according to the phrases or questions.

- **Stand up** if you ever been jealous. (Everyone should be standing)
- **Sit down** if you've ever got into a fist fight over a girl.
- **Stand back up** if you won the fight.
- **Sit down** if you are an only child.
- **Sit down** if you have have had a knock down drag our with you brother or sister.
- **Stand back up** if you won.

- **Sit down** if you have ever wanted auction your brother or sister on ebay.
- **Stand back up** if you are currently taking bids.
- **Sit down** if you have ever wished you were an only child.
- **Sit down** if you are the oldest sibling
- **Sit down** if you sibling is not here with you tonight.
- **Sit down** if you lied about any of these things.



Feel free to make up you own as you go along and give out candy or other treat to those who are left standing.

### The Crime

Have the students examine the crime scene to see if they can determine which Biblical character is involved.



Consider the first two brothers on the planet. All they had was each other. They were living in low-income housing since their parents lost their other home. Now they had to work to support the family.

## 👁️ The Evidence

- A bowl of rotted vegetables
- A sheepskin or some other kind of animal fur.
- A bloody rock (rock dabbled with red paint)
- A journal of the events (The Bible)
- Journal sheets for the next week

Have a box marked “Evidence” and items labeled exhibit A-D. After examining the evidence piece-by-piece, and before reading the exact account, you may want to ask the students how they think or remember the crime going down. You could hand out the story found in Genesis 4 and let students reenact the crime for themselves. Continue on until you get to the written evidence of the crime. Read the account of Cain and Able or have students take turns reading it.

## 📄 The Facts

Read Genesis 4:1-16. Break up into small groups and use these discussion questions.

### For Investigation:

- What was Cain and Abel’s fight about?
- Have you and your sibling ever tried to compete for your parents attention or affection? How?
- What was Cain’s reaction to God’s choice?
- Have you ever tried your best and felt like it wasn’t good enough? Explain?
- Was God unfair in His judgment between Cain and Abel? Why or why not?
- What was God’s last piece of advice to Cain before he left God? Why was this important? What can we learn from what God told Cain?

**For further investigation** you can have several “bloody” rocks for small groups to hold and pass around. Use the following scenarios to encourage students to talk or pray.

- Is there anyone you are currently so jealous of that you speak ill of them?
- Are you jealous of someone else’s relationship with God? Do you feel God loves others more than you?

- Are you bringing your best offering to God or saving Him left-overs?

You can make up other questions. Have students consider the questions and when they feel like they should pray they can pick up the rock, pray a prayer of forgiveness, and place the rock back in the middle. When you feel like everyone has responded you can move onto the next question.

### The Lab

Make copies of the following scriptures or hand out the journal page to your students to examine the evidence up close. Ask them to use the Scriptures to discover the evidence of their faith in God, their dreams and what big plans God has for them if they trust Him.

- Monday: **1 John 4: 7,8**
- Tuesday: **Matthew 5:21, 22**
- Wednesday: **Matthew 5: 23, 24**
- Thursday: **Galatians 5:22, 23**
- Friday: **Proverbs 17:17**
- Saturday: **Psalms 133:1**







# Crime Scenes from the Bible

## The Man Who Prayed Too Much

### The Scene

This opening activity may need Senior Pastor clearance. You will also want to inform parents as well. Start your meeting out as a prayer meeting. Plan in advance to have a police officer from your church or another Christian police officer to stop by on “official business.” He interrupts the prayer meeting. Gather your students together and have the officer present an official document asking the students to cease and desist praying. After the officer leaves, ask the students what they should do. You may also wish to do this off-site in a public area, which would give cause for the officer to stop the prayer meeting.

### The Crime

Allow your students to examine the crime scene to see whether they can determine which

Biblical character is involved.

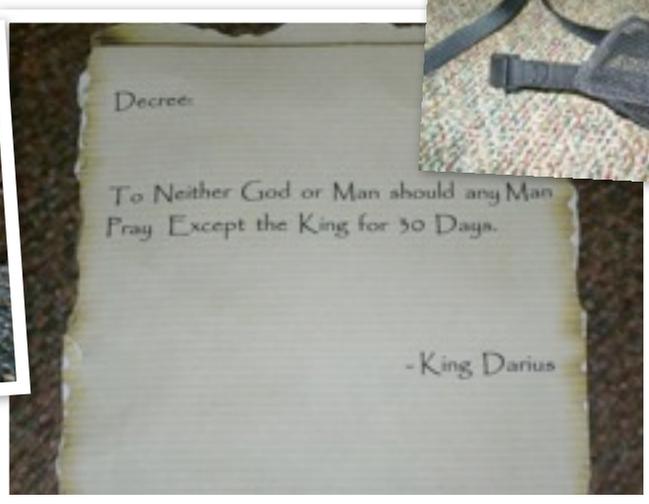
Daniel was warned not to pray to any other gods. Your students have been warned by a public official not to pray. What will they do? What did Daniel do? Men plotted to stop Daniel’s rise in the kingdom, a true frame up. Your students can look to Daniel as a godly example, unwilling to compromise his values.



### The Evidence

- A can of cat food and/or a bag of kitty litter
- A scroll of declaration “To neither god or man should any man pray except the King for 30 days” Signed, King Darius.

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, 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

Use this time to debrief the officers' initial orders.

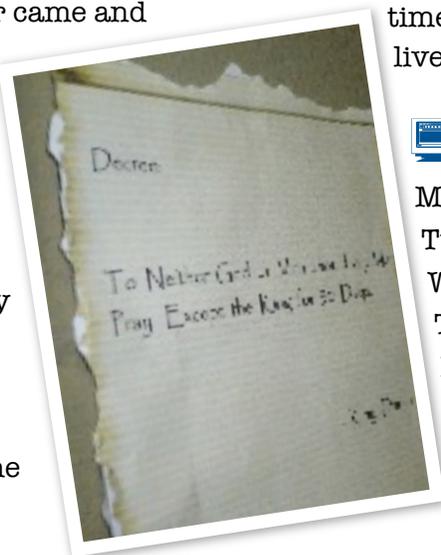
- How did you feel when the officer came and told us we had to stop praying?
- Did you even consider for a second to not going back to praying? Why or why not?
- According to Daniel 6:3 Daniel was sited and noticed by the King as having an extra ordinary spirit. What made Daniel extraordinary? Can we possess those same traits?
- How can we, like Daniel, stand the

tests of everyday life?

- Although Daniel was found innocent (**Daniel 6:22**) does God always rescue us when times are tough? Why or why not?
- Does standing up for the right things mean that we will always avoid consequences. Why or why not?

### 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: **Acts 5:17-32**
- Tuesday: **Psalms 26:1**
- Wednesday: **Psalms 84:11**
- Thursday: **Psalms 22:8**
- Friday: **Psalms 31:2**
- Saturday: **Psalms 91:14**



Decree:  
To Neither God or Man should any Man  
Pray Except the King for 30 Days.  
-King Darius

Decree:  
To Neither God or Man should any Man  
Pray Except the King for 30 Days.  
-King Darius





# Crime Scenes from the Bible

## Gone to the Dogs

### The Scene

This theme is rich with game ideas, so here are three to choose from.

**Biscuit Relay** - Divide into equal teams. Tie a long string or yarn around a dog biscuit or small bone, and give one to each team. On GO the first student has to thread the biscuit down his or her shirt and pants leg and hand it to the next person in line who does the same thing.

**Fetch** - Find several small items that could be picked up by a student by the mouth. Divide into teams. On GO the first student in line runs on all fours to the other end of the room, picks up an item (squeeze toy, bone, etc.) with his or her mouth, and then runs back. Keep going until one team has collected all of their items.

**Dog Pound** - Designate with tape four areas as “dog pounds.” Have four students play the role of lost dogs. They have to stay on all fours and cannot use hands or feet to fight back. Designate three pairs of “dogcatchers.” Each dog catching team is competing to get their “dogs” in the right pounds in less time. You may want to swap dogs and catchers to give the dogs a rest. The dog catchers who round up the strays and put them in their pounds in the shortest amount of time wins.



### The Crime

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



Jezebel was a wicked woman. Here crimes included:

- Mass Murder/Genocide (**1 Kings 18:4**)
- Death Threats (**1 Kings 19:2**)
- Conspiring to do Evil (**1 Kings 21:25**)
- Murder in the First Degree and Theft (**1 Kings 21: 1-16**)
- Prostitution (idolatry) and Witchcraft (**2 Kings 9:22**)

What do we do when evil people rule? What is God's attitude towards the wicked? Does God bring wicked people to justice? This is a tough case and blood is literally everywhere. Take your team carefully through and you better bring a pooper scooper, it's about to get messy.

## 👁 The Evidence

- A dog collar
- Small idols or statues
- A cluster of grapes (dark) in a bowl
- A bloody knife



Have a box marked "Evidence" and items labeled Exhibit A-D. 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.

## 📎 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.

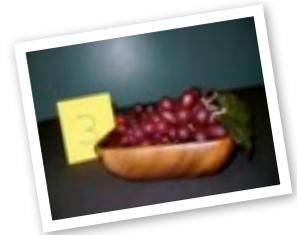
### For Investigation

Look at the story of Naboth's vineyard (**1 Kings 21:1-16**) as an example of Jezebel's wickedness.

- What was Ahab's offer to Naboth? Was this fair?
- What was Ahab's response to his answer?
- What did Jezebel do to get the vineyard for her husband?
- Why did God allow the murder of an innocent man over something so small and insignificant? Does this happen today? Explain.



- How did Elijah respond to Jezebel's threats? (1 **Kings 19:2-5**)
- How would you have responded?
- What eventually happened to Ahab? (**1 Kings 21:17-29**)
- What eventually happened to Jezebel? (**2 Kings 9:30-37**)
- Was God just in all His actions? Why or why not?
- How do you see God working his justice in our wicked world today?
- How can we be Elijah's and Jehu's in a world run by Ahab's and Jezebel's?



## 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 21:1**

Tuesday: **Romans 2:4**

Wednesday: **2 Chronicles 9:8**

Thursday: **Job 8:3**

Friday: **Psalms 1:4-5**

Saturday: **Psalms 1:6**





# Crime Scenes from the Bible

## Oh, You Little Devil!

### The Scene

Purchase a Tazmanian Devil stuffed toy and hide it somewhere in the church or youth room. Let the students know that if they find it there will be a reward. They can form Posse's and ride out to find the varmint.

### The Crime

The devil is the most unwanted/wanted villain in history. He has a long list of crimes to his credit that will be revealed. It all began as a hostile takeover. Satan, a.k.a. Lucifer, started a heavenly coo to overthrow God and place himself in the big cushy chair upstairs. Take your students through this crime scene of a villain still on the loose, so they must be careful.

Allow student to examine the crime scene to see if they can determine which Biblical character is involved.

### The Evidence

- A wire hanger made to look like a halo.
- News clippings set up on a poster board of crimes such as theft, war, murders, etc.
- Satan's log book (Black) filled with the names of your students (his hit list if he cannot hurt God he will try to hurt us.).
- A more colorful (gold, etc.) with the names of your students written in it. Luke 10:17-20
- A wanted poster with the devils picture on it.





- Some items such as a rubber snake, a toy lion, a devil mask and an angel mask to show the disguises he wears.

Have a box marked “Evidence” with the items listed above in individual plastic baggies marked exhibits A - F (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.

Since we do not have an exact recount as to how Satan fell from grace you may want to have the students take liberty with the re-enactment. Use these Scriptures to give them some ideas as to the nature and character of the devil if you choose to re-enact the “crime”: **1 John 3:8**, **Revelation 12:7-12** and **Luke 17:10-20**.

## The Facts

Read the key parts of the story to your group.



## For Investigation

- Do you see Satan at work in the world? Your school? Your family? Around you? How?
- Do you think Christian put too much or too little emphasis on Satan and his dealings?

## 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: **2 Corinthians 2:10-11**

Tuesday: **2 Corinthians 11:14**

Wednesday: **1 Peter 5:8**

Thursday: **Luke 17:10-20**

Friday: **Revelation 12:7-12**

Saturday: **1 John 3:8**

