

The Bible Story of God

Children's Ministry Leadership Institute



Bible Story of God Institutes

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Bible Story of God

Doctrinal Statement

1. We believe the Bible to be the inspired, the only infallible, authoritative Word of God.
2. We believe that there is only one God, eternally existent in three persons: Father, Son, Holy Spirit
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return to power and glory.
4. We believe that for the salvation of the lost and sinful man, regeneration by the Holy Spirit is absolutely essential.
5. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a Godly life.
6. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life and they that are lost unto the resurrection damnation.
7. We believe in the spiritual unity of believers in Christ.

BSOG Leadership Institutes



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The Bible Story of God

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BSOG Leadership Institutes

This Bible storying and storytelling Institute has been developed for laity as well as established pastors and leaders who desire to learn practical techniques and strategies for Bible teaching and telling. Studies remind us that 70% of the world population either has literacy issues or prefers learning the Bible through auditory approaches, i.e., storytelling.

This institute emphasizes not only a storytelling approach but teaching God's Word through a chronological system of stories that not only tells the stories of God but tells and teaches the Story of God, the Bible, so that the listener and learner fully understands God's story and plan for mankind.

This program has been taught in three U.S. colleges and universities, as well as at Millar College of the Bible in Saskatchewan, Canada, The Bible College of Malaysia, and the Asia Pacific Nazarene Theological Seminary in addition to dozens of world locations through mission organizations and other ministry projects.

Each class is 1 ½ - 2 hours and are offered according to the host church or organization's schedule and location. Classes can be provided individually or in one program over a full day. .

Relational Training – Small Group Break-Out Approach

This training uses two major approaches that may be different from other training formats; a tag team teaching approach and a small group break-out hands-on application process. This is what we call "relational training," as unlike other training formats this encourages those in the training classes opportunities to share their thinking and processing the course content with others "during" the training rather than reflecting or debriefing at a later time.

In relational training each person in the class brings to the discussion a wealth of information, perspectives and input from their own past experiences and backgrounds.

You will also find in this seminar program a major reduction on media supportive technology and extensive printed material. This is also intentional and in many settings advanced teaching technology is not always readily available and one of the purposes of this training is for it to be duplicable and expandable. That means those who have taken these classes would be very capable of serving on a training team and teaching this same content to others at a later time.

In order for this to occur, this seminar cannot depend on technology or extensive printed material that could possibly need translation and printing or equipment that others may not have. The content must stand alone as much as possible as a training unit that can easily be duplicated and retaught by others.

Hosting a Leadership Institute

BSOG offers this institute free for use by churches, ministries and international missions. Orientation of the institute content by one of the BSOG instructors, if desired, is available for expenses only of the instructor to train prospective mission teams and others. Currently there are several BSOG trainers available in the U. S. and Canada. BSOG trainers can also be involved in a church or mission organization mission initiatives on request and accompany teams, also for expenses only.

Kurt Jarvis, Founder

Leadership Institutes

A word about the “Small Group” process

This leadership training is structured through an interactive small group process of study. Groups should be 3-5 students, then multiple groups of this structure. The total class is unlimited. Whatever the total class size, groups of 3-5 are formed. In most small group activities the group, as a group, will work through the page directions and then complete the required written information.

Group Leader: The instructors either designate a group leader or the group should designate one person of their group to facilitate the group sessions. Most group sessions are 10-15 minutes. This will require that the group not waste time. The group leader should review the session directions with the group and attempt to keep the group on task in order to complete the assignment within the allotted time.

When planning the teaching time, review each class content and set a time frame for teaching each segment. For example, 5, 8 or 10 minutes. Then set time allowance for the following break out small group session, again, 5, 10 or 15 minutes. Then add all your times to determine where you need to extend or reduce segment times. The total class time should be about 1.5 hours. Where translation will be needed add another half of the time allocated for presenting. For example, 5 minutes of teaching might require 8 minutes when translation is needed.

Group Session Answers: In most instances since groups work “as a group” the descriptions or answers within each group may be similar. This is quite acceptable

Children's Ministry Leadership

1. Ministry Resources Bible
2. Spiritual Formation
3. Individual Characteristics & Personalities
4. How Memory Works
5. Bible Teaching for Mixed Ages and Abilities
6. Multi-sensory Teaching
7. Bible Teaching Ideas
8. Intro to Chronological Bible Storying
9. Bible Storytelling Techniques
10. Ministry Master planning & Program Planning

Session 1: CMRB

The Children's Ministry Resource Bible Thomas Nelson Publishers

"Everything in the Scriptures is God's Word. All of it is useful for teaching and helping people and for correcting and showing them how to live. The Scriptures remind God's servants to do all kinds of good deeds."

II Timothy 3:16 CEV

Ministry abounds with a variety of teaching tools. Options for curricula, supplemental teaching aids, storybooks, games, songs and other materials seem endless. New teaching tools are always being developed and existing ones revised.

The essential and indispensable tool is the Bible: The Word of God.

1. Ministry Resource Bible Overview

- A. Getting started - The Ministry Resource Bible lesson outlines.
 - Old Testament lesson listing p. xxxi, xxxii
 - New Testament lesson listing p. xxxii
- B. Resource Bible Teacher-Leader Helps p. xxxiii, xxxiv

2. The Ministry Resource Bible lesson outlines CMRB pp. xv-xvii

3. Teaching Biblical Principles

- p. 923 Salvation hand
- p. 1499 The Prayer Hand
- p. 1541 The Promise Hand
- p. 1549 The Growth Hand

4. CMRB symbols: See lesson on pp. 1172-1176 how these symbols are used in lesson outlines

Group Session: Each member of the group should study one of the object lessons listed in Section II, Individual Training, for about three minutes. (see pp 923, 1499, 1541, 1549) Then, each person presents the object lesson they selected to their group.

5. Other CMRB Helping Articles

- A. Counseling those with Special Needs CMRB p. 1150

B. Counseling in Large Groups

CMRB p. 1151

C. Teaching Aids

pp. xxxiii-xxxiv

- p. 107 The Ark of the Covenant – (covering colors)
- p. 111 The High Priest
- p. 122 The Tabernacle
- pp. 512, 513 The Temple
- pp. 650, 1614 Creation vs. Evolution
- p. 914 Names of God
- p. 1490 The Armor of God
- p. 1482 The Fruit of The Spirit

D. Teacher Development

p. xxxiii

#2: Spiritual Formation

Spiritual Formation

In any society we know that people often have a worldview or world viewpoint that conflicts with a biblical worldview. The “world” (parents, siblings, friends, extended family, parent(s) may advocate or model life values or principles that conflict with biblical teaching. Without knowledge of God’s principles or standards the individual may come to the story encounter with worldview concepts that are inaccurate. In order to teach a biblical worldview we must know the conflicts, misinformation or non-biblical thinking processes, which are teaching obstacles we will face.

It is essential that we ask ourselves these questions in teaching the Bible and salvation?

1. Foundational Skills

A. Counseling Students for salvation

1. Determine why the individual responded
2. Be sure the individual understands his/her need for salvation.
3. Be sure the individual understands the pathway of salvation.
4. Use Scripture to help the individual understand the steps of salvation.
 - a. Everyone is born with sin
“All have sinned...” Romans 3:23
 - b. God loves us and gave His Son, Jesus, to take away our sin.
“For God so loved the world ...” John 3:16
 - c. If we ask God to forgive us our sin, He will.
“If we confess our sins...” 1 John 1:9
 - d. When we are forgiven, we become part of God’s family.
John 1:12

B. Young children (ages six and younger): Children younger than seven or eight years old do not mentally process in abstract terms or thinking. The Wordless Book is too difficult a concept for young children to understand and process, i.e., attaching colors to segments of God’s plan of Salvation. For young children they need to be told the story of Jesus in simple terms so that they understand the following:

- God created the world and everything in it.
- People are separated from God because of sin
- Everyone has sin in his or her life. Everyone, at some time, has disobeyed God
- Jesus is part of God, He is God’s Son
- God sent Jesus to earth to take away our sin
- If we ask Jesus to forgive our sin He will do that
- If we ask God to help us not disobey Him, God will help us be obedient to Him
- Jesus loves us and is our friend
- If we love Jesus and let Him help us to be obedient to God, He will help us

- If we know and love Jesus we will be with Him in Heaven

C. The Wordless Book

CMRB p. xxvii

Teaching Salvation Demonstrations

It is unfortunate when church teachers and workers take all the time to teach Bible stories but never tell the most important message of God's Word – God's Plan of Salvation for every individual. Children and teens need to be intentionally and purposely taught God's plan of Salvation. Keeping in mind age level appropriateness of presenting God's Plan of Salvation, the following ideas may be of help:

- **The Wordless Book:** This approach was developed by Rev. Charles Spurgeon in the late 1800's and has been heavily used by Individual Evangelism Fellowship and other Students' ministry organizations. Use the Wordless Book color-coded approach as a guide for remembering the key points in God's Plan of Salvation. The colors can be made into construction paper booklets or into color beaded bracelets or necklaces, or a variety of other ways to use colors to teach this concept.
 - **Gold color** – This color represents heaven where the "streets are paved like gold." It reminds us that heaven is a perfect place. This is where God lives and He desires that after we die that we come there and live with Him for all eternity.
 - **Dark page** - a soiled page or black color page can be used, but it should be called the "dark" page. This page reminds us that sin came into the world through the disobedience of Adam and Eve and that everyone is born into sin. We cannot be in heaven with God when we have sin in ourselves. We cannot get rid of sin by doing good things.
 - **Red page** – This color tells us that God loved us so much that He sent His only Son, Jesus to die as a sacrifice for our sin. Jesus was the perfect Son of God and that He was the sacrifice on our sin.
 - **Clear page** – A white page can be used for this, or a transparent film page, but either way this page should be called the "clear" page. This page indicates when we ask God to forgive our sin He forgives us and removes all the dark sin in our life.
 - **Green page** – This page reminds us that we grow in God as we read the Word of God, pray and spend time with others who also believe in Christ as their Savior.

Activity: In break out groups of 3-5 each person should present God's Plan of Salvation to their group using the color system.

- **The Evangecube or Square Box** – The Evangecube resource (www.E3Resources.com) is an excellent way to tell about God's Plan of Salvation using pictures. This resource is only available by purchasing but a similar tool can be made from a square box and gluing on pictures that represent the following parts of teaching Students God's plan of Salvation:
 - **Side 1:** Can be a picture to depict heaven. Heaven is described as where God lives, the one and only living God who created the world. Heaven, where God lives, is a perfect place. There is no sin in heaven.
 - **Side 2:** A picture depicting the Garden of Eden and/or Adam and Eve. Telling children or teens how sin and death came into the world through the disobedience of Adam, and Eve and from then all into all mankind. Because of sin man was separated from God because God is perfect. We cannot enter heaven with sin.
 - **Side 3:** A picture depicting Jesus can be a baby, nativity scene, etc. The

students are told that God loved everyone so much He sent His Son, Jesus, as a baby to earth to live and then to die for the sin of all mankind.

- **Side 4:** Can be a picture that denotes cleanliness. This could be a heart that is white or just a white side. Students are told that we can only become clean inside from our sin when we ask Jesus to forgive us and...when we do ask God to forgive us, all our sin is forgiven and our spirit or soul is then clean. The Bible tells us if we ask God to forgive us and tell Him we are sorry for our sin that He does and will forgive us.
- **Side 5:** Second picture of heaven. God tells us that once we are forgiven of our sin, that after we die we have His promise that we will be with Him in heaven. If our sin is not forgiven we are separated from God forever and placed in hell, a place for those who have not become part of God's family.
- **Side 6:** Picture depicting things that grows. Students are told that once we become part of God's family by having our sin forgiven that we need to grow in what we know about God and others who are Christians too. We grow by listening to His Word, reading the Bible, being with other Christians, praying and living each day to help others know Him too.

Activity: Making a Salvation cube or box. Using a square box class members can make a Salvation cube with colors, symbols or pictures. Pictures or symbols can be drawn on plain paper, cut to size and attached to the cube sides.

Activity: In break out groups of 3-6 group members should present God's Plan of Salvation to their group using a picture cube.

Session 3: Student's Characteristics & Personalities

	<u>Physical</u>	<u>Mental</u>	<u>Social</u>	<u>Spiritual</u>	<u>Hints for teaching</u>
Ages 4-5	Energetic	Asks “why, and how “	Self-centered	Easily led	Give simple short answers
	Wants to do for self	Likes rhymes	Likes games	Can be taught to pray	Cannot use small muscles well
	Talks constantly	Enjoys stories	Learning to share	Can thank God	Needs activity change every 5-10 minutes
	Poor finger control	Can memorize short verses Has literal mind	Desires to please	Can believe in Jesus Understands disobedience	Encourage group play Likes to touch everything
<hr/>					
Ages 6-8	Likes to run jump & play	Learning to read	Likes Students own age	Knows right from wrong	Plan activities with movement
	Wants program variety	Very literally minded	Wants adult approval	Trusts people	Vary program activities every 10-15 minutes
	Wants to help	Can memorize words easily	Has a best friend	Likes action stories	Use real life stories to spiritually challenge
	<u>Physical</u>	<u>Mental</u>	<u>Social</u>	<u>Spiritual</u>	<u>Hints for teaching</u>
Ages 9-11	Wants to go places	Inquisitive	Likes to be recognized by peers	Can understand basic doctrine	Teach to look at the Bible for life answers
	Active, likes adventure	Excellent memory	Enjoys competition	Has heroes	Encourage high standards
	Not too tidy	Collects things	Very loyal	Asks about Christianity	Present God's Plan of Salvation
	Becoming Independent	Enjoys jokes and tricks	Interested in fairness	Interested in people	Challenge for personal devotions
<hr/>					
Teens	Awkward in growth	Have keen minds	Wants to be accepted by peers	Asks why, where, what and how	Help build positive self image
	Embarrass easily	Have sense of humor	Teacher is VIP	Sincere & serious	Encourage group activities
	Girls mature faster than boys	Can be moody	Beginning to be attracted to opposite sex	Needs guidance	Use their talents for ministry to others
	Fatigue follows high energy	Overreacts emotionally	Looks up to older teens	Needs to be involved in Christian service	Challenge for example setting

The Four Basic Personality Styles

A. The Leader - The Producer

- Is daring and unafraid in new situations.
- Likes to be a leader. Often tells others how to do things.
- Ready to take on any kind of challenge.
- Is firm and serious about what is expected.
- Makes decisions quickly.

B. The Perfectionist - The Planner

- Is neat and tidy and notices little details.
- Sticks with something until it is done.
- Asks lots of questions.
- Likes things done the same way.
- Tells things just the way they are.

C. The Peacemaker - The Peacekeeper

- Always loyal and faithful to friends.
- Listens carefully to others.
- Likes to help others.
- Feels sad when others are hurting.
- Is a peacemaker. Doesn't like it when others argue.
- Patient and willing to wait.

D. The Fun Lover - The Promoter

- Talks a lot and tells wild stories.
- Likes to do all kinds of fun things.
- Enjoy being in groups.
- Likes to perform.
- Full of energy and always eager to play.
- Always happy and sees the good part of everything.

Activity: Age level characteristics, personalities and observing and noting effective approaches

Girl - Teen: This girl comes from a family of five siblings. She is the youngest. She is extremely shy and quiet. She never volunteers to be a classroom helper or to answer any questions. She never creates any classroom problems but doesn't seem to have many friends because she is so shy.

What strategies and ideas could help nurture this student? Consider things that could be planned for her for the pre-session, during class or as follow up activities:

Boy - 4 Years Old: This boy is extremely active for his age. He is very loud and has very little self-control. He often touches or plays with classroom materials that he has been told many times not to touch. He does not follow teacher directions very well. He often bothers other students.

What strategies and ideas that could help nurture this student. Consider things that could be planned for him for the pre-session, during class or as follow up activities:

Working with Students of different age levels and personalities

Build positive relationship with each student - ask questions

1. Ask questions that will NOT provide for a “yes” or “no” answer
2. Ask Students about themselves, their friends their family, their interests
3. Provide students with some sort of task to help during the class.

Connect with students outside the classroom setting

1. If possible, once a month make contact with each individual always with parent knowledge and never with an individual alone.
2. Remember their birthday or other special event

Make the learning environment a pleasant place to be (room decorations)

1. Note what your teaching area looks like. Is it an exciting place where students want to be?
2. Be creative with your teaching area.

Activity: What could be done in the room this course is being held?

Insure that each individual feels safe in the learning setting

1. For young Students , have a plan and procedure to ease students away from their parents
2. Prepare for new students and visitors to make them feel special

Establish consistent guidelines for behavior (no more than 5 rules)

1. Have rules, but make them few and simple.
2. Talk softer when teaching and leading
3. Discover techniques to get the group's attention
 - a. Raised hands
 - b. Use motion songs to transition between activities
4. Make sure Students know what you expect

Group Control

1. Have helpers or assistants sit in the midst of the group or class and not on the sides.
2. Never ask an individual “Would you like to do (One thing)? Give them a choice – it solves problems.
3. If an individual is presenting a problem, try not to embarrass them in front of the class.
4. With constant problem students, have another adult take them outside the classroom, talk with them and pray with them about their problem or behavior.
1. Consider using special cues to help students know they are losing control.

Turn Around Idea Bank

- Time out

- Soft voice
- Music
- Incentives / rewards / tokens
- Secret code
- Move and separate
- Include parents

Recognize positive behavior

1. Even the most disruptive individual will do something right some time. Catch problem Students doing _____ things and praise them,
2. Consider special cards or tokens that can be given for positive behavior that students can turn in for special gift items.

Set limits and follow through

1. Whatever your rules, always, always, always follow through on the _____
2. Post your _____ in the classroom.
3. Review rules occasionally with the entire class.

Adequately prepare as the teacher

1. If you have not prepared your lesson well, you will have discipline problems
2. Include activities in your lesson that make learning exiting and interesting.
3. Develop Bible learning interactive activities.

Activity: ZONK - Bible learning game

Session 4: How Memory Works

Do you remember what you had for breakfast this morning? If the image of a big plate of fried eggs and bacon popped into your mind, you didn't dredge it up from some out-of-the-way neural alleyway. Instead, that memory was the result of an incredibly complex constructive power -- one that each of us possesses -- that reassembled disparate memory impressions from a web-like pattern of cells scattered throughout the brain. Your "memory" is really made up of a group of systems that each plays a different role in creating, storing, and recalling your memories. When the brain processes information normally, all of these different systems work together perfectly to provide cohesive thought.

What seems to be a single memory is actually a complex construction. If you think of an object -- say, a pen -- your brain retrieves the object's name, its shape, its function, the sound when it scratches across the page. Each part of the memory of what a "pen" is comes from a different region of the brain. The entire image of "pen" is actively reconstructed by the brain from many different areas. Neurologists are only beginning to understand how the parts are reassembled into a coherent whole.

If you're riding a bike, the memory of how to operate the bike comes from one set of brain cells; the memory of how to get from here to the end of the block comes from another; the memory of biking safety rules from another; and that nervous feeling you get when a car veers dangerously close, from still another. Yet you're never aware of these separate mental experiences, nor that are they coming from all different parts of your brain, because they all work together so well. In fact, experts tell us there is no firm distinction between how you remember and how you think.

This doesn't mean that scientists have figured out exactly how the system works. They still don't fully understand exactly how you remember or what occurs during recall. The search for how the brain organizes memories and where those memories are acquired and stored has been a never-ending quest among brain researchers for decades. Still, there is enough information to make some educated guesses. The process of memory begins with encoding, and then proceeds to storage and, eventually, retrieval.

2. How People Learn & Bible Memory

What studies tell us about how we remember...?

- | | |
|-----------------------------------|--------------------------------|
| 1. ____ % of what we read | Verbal receiving |
| 2. ____ % of what we hear | Verbal receiving |
| 3. ____ % of what we see | Visual receiving |
| 4. ____ % of what we hear and see | Verbal & visual receiving |
| 5. ____ % of what we say | e.g.: Teaching a lesson/sermon |
| 6. ____ % of what we say and do | The real thing! |

3. How memory can be improved:

- F. Over learning – word perfect
- G. Distributed practice * (practice and review over several days vs. cramming)
- H. When words are understandable *

- I. Concrete vs. abstract
- J. Main idea over details
- K. Effective recall systems *
- L. Multi-sensory learning systems

Bible Verses for Students

“Jesus said, I am the way, the truth and the life...” *Abstract or Concrete?*

“In the beginning God made the heavens and the earth...” *Abstract or Concrete?*

A Bible Memory Program That Works

Source: Daryl Dale, Spiritual Formation Ministries

Rev. Daryl Dale of Spiritual Formation Ministries conducted research and demonstrated that in spite of valiant effort on the part of teachers and leaders, that few students retain more than 5 or 6 Bible verses by memory into adolescent years. Further, most adults fare no better than this record and most of the verses they know by memory were learned as an individual.

Rev. Dale has proposed and there is current study to indicate significant success in his Bible memory approach. If students are given fewer verses to learn each year and in his Bible memory verse program includes regular ongoing review of previous verses learned, by the time an individual completes 6th grade he or she will have committed 56 verses to memory for life.

Rev. Dale's system begins at age 4 with only four verses, appropriate to Students that age, with only four more added during age 5 or kindergarten. Each quarter all previous quarter verses are reviewed as well as the new verse for the quarter added. From first through 6th grade students are then only given eight additional verses each year, always with review of previous verses learned.

By sixth grade students in this Bible memory program have fully master memorization of 56 verses.

Rev. Dale suggests that verses are selected which support and reinforce the 12 areas of spiritual development for Students ; Bible knowledge, worship, Salvation, missions, church life, devotional life, prayer, Christian service, outreach, missions, Bible memory, stewardship.

When teaching memory verses, be sure to select verses that have the desired meaning to teach the intended biblical principle or truth. For unsaved students, use verses that clearly explain God's Plan of Salvation and then use the Bible memory activity to teach this to the students as they learn the verse.

Ages 3&4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Ages 11&12
							8 new verses
							Review 48 verses
						8 new verses	
						Review 40 verses	
					8 new verses		
					Review 32 verses		

				8 new verses			
				Review 24 verses			
			8 new verses				
			Review 16 verses				
		8 new verses					
		Review 8 verses					
	4 new verses						
	Review 4 verses						
4 new verses							

Bible Memorization Activities:

- **Walk the Verse:** Make a template of a large footprint out of construction paper then make several copies. Write one word of the verse on each footprint and place these in a circle. Use a small piece of rolled masking tape to stick the footprint to the floor or carpet. Have the students “walk the verse” repeating each word as they walk the Bible verse circle.
- **Bible Memory in Color:** Call on students to say the verse by an article of clothing color. Example, “Someone who is wearing anything with red can say the verse.”
- **Bible Verse Scramble:** Place the words of the verse on various construction paper rectangles. Place these face down. On signal, have the player or players turn all cards over and put the verse in the correct order.
- **Clothesline Bible Verse Scramble:** Place each word of the verse on a piece of index stock paper cut to the shape of clothing articles. Stretch a rope or have two students hold the rope and using spring clothespins, attach the verse in scrambled order on the line. On the signal have the player or team unscramble the verse.
- **All in a Line Bible Verse Scramble:** Have the number of students stand in a line, as there are words in the verse. Give each individual one card to hold that has one word of the verse printed on with the words facing towards them. On signal have the Students turn the cards around and have the player or team move the cards to put the verse in the correct order.
- **Sound Effects Bible Verse:** Have Students develop a sound effect for each word in the verse. Use drums, tambourines, whistles, a small horn, etc. Have students play one sound effect for each word. Prerecorded sound effects can also be used that might include crashing sounds, thunder, etc.

Session 5: Creative Bible Teaching for Mixed Ages and Abilities

In ministry we often have students with a wide range of skills and abilities. To be effective we must learn how to address the needs of each of these students. Some students will be below level, some at level, and others above level in your programs. It is imperative that we identify each individual's strengths and weaknesses so that we can adapt our teaching style and plan programs and lessons to best serve the unique needs of each student. This can be a difficult feat, especially in large classes. Below are some ways that we as teachers can address the various skills and abilities present in the classroom.

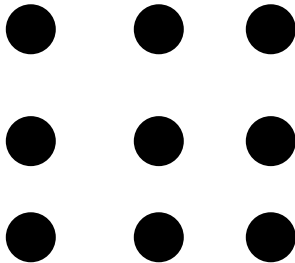
1. **Understand that different students learn in different ways:** Do your best to integrate as many different types of strategies to address as many learning methods as possible. For example, some students learn best through hands on activities and manipulation of objects (Bodily-Kinesthetic Intelligence). These students would benefit from various manipulatives such as crafts, items they can touch and hold, etc. Others learn best through visualizing, drawing, or sketching things out (Visual/spatial Intelligence). These students could benefit from making posters, draw pictures of stories they have just learned, write letters, etc. or even being allowed to doodle during lessons, as this can actually help them absorb information being presented more effectively. Still other students work best by working with others (Interpersonal Intelligence). Group activities in which students work together to solve problems, discussion groups, or participate in team building activities.
2. **Modify assignments based on student's skill levels:** It seems obvious that students who are younger should not be expected to answer questions or complete activities designed for older students. Unfortunately, this happens often in many ministries. In order to ensure that all students are involved appropriate for their ability, it is vital that teachers modify and individualize their programs. For example, when giving a multiple choice to a Bible quiz reduce the number of answer options for younger or less able students who are easily overwhelmed. Another option is to design multiple assignments based upon student ability. For example, have assignment A for younger or less able students, assignment B for students at a middle age or ability level, and assignment C for older or more able students.

Design and present high interest activities and assignments: If we want our students to be enthusiastic about learning, we as teachers must take the time to develop lessons that our students will be excited about and that will hold their attention over a 30-60 minute period. This is important for all students, but especially important for students who are younger as well as older or above or below ability level.

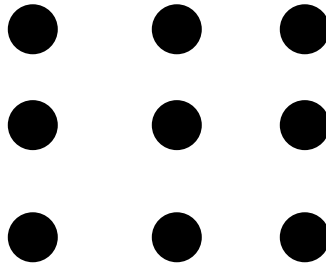
Being creative in teaching to meet different age and ability levels requires different thinking!

Challenge # 1: Connecting the Dots – Thinking creatively – In your group, discuss the challenge and try to determine the solution. Connect the nine dots below using only four straight lines without lifting your pencil off the paper.

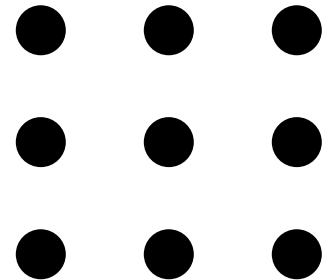
Challenge # 1



Challenge # 2



Challenge # 3



Challenge # 2: Connecting the Dots – Thinking Creatively – In your group, discuss the challenge and try to determine the solution. Connect the nine dots below using only three straight lines without lifting your pencil off the page.

Challenge # 3: Connecting the Dots – Thinking Creatively – In your group, discuss the challenge and try to determine the solution. Connect the nine dots below using only one straight line.

2. Creativity: What is creativity?

Creativity requires thinking in a way that you do not usually think. Creativity is taking existing ideas or ways of accomplishing a task and either changing or modifying those ideas into new ideas or ways of accomplishing a task.

Creativity Exercise - The Chair

=====

Group Session: How many ways could you use a chair to teach a Bible lesson?

=====

3. Be Creative as you plan the Bible lesson

A. Consider the teaching setting as well as the lesson:

Floors	Walls	Ceiling
Furniture	Visual resources	Teaching equipment

GROUP SESSION: In your groups, select one of the following Bible stories and consider the area where you would teach that lesson. Discuss with your group how you could be creative with planning the lesson.

Creation- Gen. 1
Daniel 6

Noah and the Ark – Gen.6

Daniel in the lion's den-

Moses and the Red Sea- Exodus 3
17

Jesus calms the storm-Mk. 4:35

David & Goliath- I Samuel

The lost sheep- Matt. 18 / Luke 15

Good Samaritan-Luke 10:25

The Wise Men -Matt. 2

Floors:

Walls:

Ceiling:

Furniture:

Object lessons:

Teaching material used differently:

Outdoors

=====

4. Preparing a Bible Lesson

A. Personal Preparation - Effective teaching requires preparation

- Set a preparation time that works for you
- Prepare over several days

B. Lesson preparation

- Read the scripture passage
- Consult commentaries or other resources
- Write out a brief outline of the lesson with key words
- Research the lesson passage

Know the main characters

Know the lesson situation

Know the conflict

Know the resolution

Example: Moses and the Red Sea

C. Six Steps to Lesson Planning:

Day 1: Read, pray, meditate

Day 2: Know the progression of events

Day 3: Know how to apply the lesson for the saved and the unsaved individual

The Rich Young Ruler Matthew 19:16-30

- For the unsaved individual use the lesson to emphasize God's plan of Salvation
- For the saved individual, use the lesson to reinforce following God and

obeying His Word

- For both saved and unsaved Students , decide your lesson emphasis

Day 4: Plan ways to have the students involved in the lesson

Day 5: Assemble teaching resources

Day 6: Practice teaching the lesson

5. The Four Lesson Parts

STOP LOOK LISTEN GO

Bible Lesson: The Two Sons Matthew 21:28-32

STOP!

- Capture attention (One to three minutes)
- Establish immediate involvement
- Set a theme for the session
- Create a need to look into the Bible

LOOK!

- Use the Bible
- What does the Bible say about the lesson theme?
(E.g. Discipline, prayer, forgiveness, trust, etc.)

LISTEN!

- Multiple relevant life applications
- Bible truth discovery
- The teacher is the guide to help the individual “discover”

GO!

- Lesson response
- Plan for follow up and review

The Bible Activity Grid

Players	Scoring	Activity Begins	Players Move	Penalty	Game is Won
Individual	Points per play Team	Consensus	Blindfolded	Points are lost	Reaching specified total
Pairs	Each player scores	Captain selects	On all fours	Back to start	Finishes course
Boys vs. girls	Whole team scores	By lottery – select card	Players moving forward	Loosing player to other team	Most correct answers
Teams	Correct - Point	Bell or buzzer	Walking backwards	Back one space	Highest score
Age	Only points for correct	Moderator calls	Connected with team player	Points to other team	Highest scoring team
Grade	First to touch hand of other player	Selects question	On one foot	Player out	Secret scoring
Group	Answer question	Balloon pop	No speaking – signs only	Other team gets to guess question	No. players left
Mixed	Correct quiz answer	No hands	On signal	“X” point penalty	Finish line
Ages	Clothing Color	Entire team	Coin toss	Player out	Most correct
Birth month	First to stand up	Moderator selects	Forward or backward	Moves backward	Most items collected

Group Session: In your groups develop a creative Bible lesson. Be prepared to tell the class how you would present the lesson. (You do not need to “teach” the lesson itself in this feedback time, just explain and demonstrate how you would teach each lesson segment).

Some Popular Bible Stories

Sin enters the world.... Genesis 2:7-3:24
 Noah and the Ark Genesis 6:1-9:17
 Joseph & his brothers. Genesis 39
 The Passover Exodus 11 & 12
 Complaining Israelites. Exodus 15-17
 The red cord ... Joshua 5 & 6
 Gideon is bold for God . Judges 6
 God speaks to Samuel. I Samuel 2 & 3
 David and Goliath I Samuel 17
 Healing of Naaman... 2 Kings 5
 Daniel in the lion's den . Daniel 6

God sends a Savior .. Matthew 1 & 2
 The temptation of Jesus. Matthew 4
 Jesus heals the lame.. Mark 2
 Feeding of the 5000 Mark 6
 Blind Bartimaeus Mark 10
 The Good Samaritan.. Luke 10
 Parable of the lost son. Luke 15
 Nicodemus John 3

Cain and Abel Genesis 4:1-16
 Abraham's faith Genesis 21 and 22
 The call of Moses Exodus 3 & 4
 Crossing the red Sea . Exodus 13-15
 The spies sent out ... Numbers 13 & 14
 The fall of Jericho .. Joshua 5 & 6
 Samson Judges 16
 Saul disobeys I Samuel 15
 Elijah and the prophets I Kings 18
 The fiery furnace Daniel 3
 Jonah runs from God .. Jonah 1-3

God protects Jesus .. Matthew 2
 Peter walks on water... Matthew 14
 Jesus calms a storm... Mark 4
 Rich young ruler..... Mark 10
 Fishers of men Luke 5
 The Good Shepherd ... Luke 15
 Zacchaeus Luke 19
 Jesus is alive John 20

Session 6:

Learning Styles and Multi-Sensory Teaching

As ministry leaders we need to identify and appreciate the learning styles of students. This can help us capitalize on each individual's strengths and guide him, more appropriately, toward positive learning experiences. If we approach every student with the same methods or techniques, we cannot expect to optimize successful learning. Once we *understand* different learning styles, and can *identify* them, we can improve our teaching program.

Following are identifiable characteristics of the four basic learning styles. Most students, as well as adults, have one dominant learning style but will also have some characteristics of other learning styles.

A. The Visual Learner

- Learns by seeing, watching demonstrations
- Follows directions that are written and/or drawn
- Can concentrate on visual activity equal to about 2 minutes per chronological year
- Recalls words after seeing them a few times
- Recalls and understands information accompanied by pictures
- Understands graphs maps
- Likes descriptions and can imagine scenes in stories
- Takes notes, makes lists
- Remembers faces, forgets names

B. The Hearing Learner

- Follows spoken directions
- Understands long sentences
- Recalls information discussed
- Can concentrate on a story for about 1 minute per chronological year
- May hum or talk to self
- Easily distracted by sounds
- Enjoys debates and discussing pros and cons of what to do

C. The Interactive Learner

- Remembers best when *involved* in the learning experience, rather than just listening
- Enjoys action songs
- Learning is enhanced by Bible learning games with whole body movement (e.g. Simon Says)
- Can recall or relate a Bible lesson better if involved in the story through emotional expression or physical movement like drama and role play (e.g. "Everyone shout to make the Jericho walls fall down.")

D. The Hands-On Learner

- Remembers best when teaching is accompanied by objects that can be touched, or activities that include eye-hand coordination activities
- Enjoys crafts (making models, sewing, weaving, clay...)
- Tactile concentration on task averages 2 minutes per chronological year
- Writing helps remembering
- Memory is reinforced with Bible games that include manipulation of objects (puzzles, index cards, books of the Bible on blocks of wood)

Group Session: In the worksheet below circle each statement that applies to you "most of the time," and see if you can identify your own learning style. Determine who in your group the same as you in

learning style.

The Seeing Learner - This person almost always:

- Learns best by seeing, watching demonstrations
- Follows directions that are written and/or drawn
- Can concentrate on visual activity equal to about 2 minutes per chronological year
- Recalls words after seeing them a few times
- Recalls and understands information accompanied by pictures
- Understands graphs maps
- Likes descriptions and can imagine scenes in stories
- Takes notes, makes lists
- Remembers faces, forgets names

The Hearing Learner - This person almost always:

- Follows verbal directions
- Understands long sentences
- Recalls information discussed
- Can concentrate on a story for about 1 minute per chronological year
- May hum or talk to self
- Easily distracted by sounds
- Enjoys debates and discussing pros and cons of what to do

The Body Movement Learner - This person almost always:

- Remembers best when *involved* in the learning experience, rather than just listening
- Enjoys action songs
- Learning is enhanced by Bible learning games with whole body movement (e.g. Simon Says)
- Can recall or relate a Bible lesson better if involved in the story through emotional expression or physical movement like drama and role play (e.g. "Everyone shout to make the Jericho walls fall down.")

The Touching Learner - This person almost always:

- Remembers best when teaching is accompanied by objects that can be touched, or activities that include eye-hand coordination activities
- Enjoys crafts (making models, sewing, weaving, clay...)
- Tactile concentration on task averages 2 minutes per chronological year
- Writing helps remembering
- Memory is reinforced with Bible games that include manipulation of objects (puzzles, index cards, books of the Bible on blocks of wood)

Group Session: In your groups develop a Bible story presentation with activities that would meet the needs of all the learning styles described.

A. In planning an individual session, consider the following: as you plan out the session:

- Needs_of Students
- The setting of the lesson or program
- What facility or other program limitations you will be working with
- The expected time that you will have
- What activity level you can expect when Students enter the program
- How you want to transition_the Students out of the program at the closing
- What staff assistance you will have
- What have the Students been studying that needs review
- What is the coordinated Scripture memory verse that needs presentation

B. Select age appropriate activities

Plan innovative and creative session parts; puppets, clowns, video, music/singing, ministry skill development, drama / skits. Special character people (the newsperson for announcements, a character personality, i.e., Dr Heart, a farmer, musician, traveler, professor, special puppet, a grandmother or grandfather.)

Each program part needs to be purposely planned, again, to build an appropriate scope and sequence in the total program.

C. Session planning suggestions

As you plan the parts of a session, following are a few ideas for some of the key areas to assist in session planning.

1. **Prayer**
 - Teach the Lord's Prayer
 - Teach the Prayer Hand
 - Have the students develop and use written prayers
 - Develop weekly or daily prayer reminders
2. **Missions**
 - Provide regular highlights of missionaries and mission projects
 - Plan for regular offerings for missions
 - Challenge Students towards full time missions commitments
3. **Stewardship**
 - Make "offerings" a regular program part
 - provide Students with information on where offerings are used
 - Develop in stewardship activities
 - Help Students understand that stewardship is recognizing that all that we have belongs to God

4. **Bible Knowledge** - Plan to highlight the following
 - Major Bible stories
 - Basic doctrine
 - Major Bible characters
5. **Christian Service** - Help the students realize their potential for serving others
 - Music
 - Puppets
 - Direct service projects
 - Hand bells
 - Ushering in church
 - Greeting at church
6. **Bible Skills**
 - Books of the Bible
 - Bible searches
 - Bible maps
 - Bible dictionaries and concordances
 - Knowing how to find information in books, chapters and verses
7. **Outreach**
 - Outreach events
 - Visitor recognition
 - Inviting others to attend ministry programs
8. **Salvation**
 - Regular presentation of God's Plan of Salvation
 - Planned times for faith decision making
 - Follow up materials for Students
 - Follow up material for parents

D. “Time Planning” Students ’s sessions - One of the most helpful planning techniques to ensure that all program parts are included each session to is develop a planning guide with estimated times for each program part. For example, most songs can be taught and sung in about 5 minutes. Therefore, in the session plan the opening song might be listed and given 5 minutes in the time column.

In teaching 5 year olds, their attention span is about 5 minutes (one minute per chronological year) Therefore, in teaching the lesson about Joseph and his brothers, the basic lesson might be taught using Bible pictures or “felts” for 5 minutes, followed by a puppet skit that reinforces the lesson aim for another 5 minutes, followed by a 5 minute activity on coloring a drawing of Joseph’s coat of many colors.

GROUP SESSION: In your groups, develop a “timed” 1 ½ hour general session for a group ages 9-12 year old that come from both church and unchurched families. Be prepared to share your session plan with the group.

The following suggested parts listing may help you in developing your plan. Any session part may be used more than once in each session.

Some Session parts that could be considered:

Pre Session	Opening	Bible learning activities
Bible lesson	Scripture feature	- games
Questions & Answers	Visitor Recognition	- Bible skills
Prayer	Music / singing	- review
Stewardship feature	Spiritual commitment/invitation	Worship feature
Recreation / games	Bible skills activity	Birthdays
Christian service feature	Devotional life feature	Bible memory feature
Mission's emphasis	Friendship building activity	Closing

Teaching Tools and Resources:

Puppets	Object lesson	Drama /skit
Video segment	Overhead projector activities	Bible teaching felts
Visuals	Bible pictures	Musical instruments
Craft supplies	Student books/pages	Students Bibles

Individual Session Program Plan

Number of Minutes	Session Part	Session part details
(3)	(Prayer)	(2 Students will pray using written prayers of thanksgiving)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7. Bible Teaching Ideas

Bible Knowledge

- **Books of the Bible**
 - Put the names of Bible books on index cards. Students put cards in order. A table game can be made of this. Each individual, in turn, selects a card from a face down pack and places each book card in chronological order. One point for each correct placement. The cards are realigned on the table as cards are added. When a card is placed in error the player loses the point and the next player can capture that point. If the next player is wrong, each player in turn attempts to place the card until it is in the correct order. Game requires a game moderator with knowledge of the correct order or a listing of the correct order. This game can be played with all Bible books, or just Old Testament or New Testament.
 - Blocks of wood with names of Bible books written on the spine and one side. Players or team selects a Bible book block from a stack and place it correctly in a chronological line.
 - Blocks of wood or Bible book cards. On signal players or team place book blocks or book cards in correct chronological order. First player or team to line up books correctly wins.
- **Bible Divisions** – It can be helpful for students to begin learning some of the basic Bible book divisions and section names. The books of the law (Pentateuch), the Minor Prophets, the Major Prophets, the books of Poetry the books of history, the Gospels, Acts-the history of the Church, Paul's' letters, Hebrews and general letters and Revelation, the book of prophecy.
- **Bible Features** – Unless students are provided with a solid Bible teaching curriculum that includes a comprehensive scope and sequence of basic Bible knowledge skills, they can miss out on acquiring knowledge of basic Bible features. Make sure that somewhere during the teaching years in Students 's ministry that Students learn the following special Bible features:
 - The Ten Commandments
 - The Beatitudes
 - The Armor of God
 - Heaven
 - The Fruit of The Spirit
 - The 23rd Psalm
 - The Lord's Prayer
 - Hebrews 11 – The Faith chapter
 - The Tabernacle and how it relates to the coming Christ
 - Names of God
 - The Parables
 - The Miracles of Jesus
 - Spiritual gifts
 - Prophecy concerning Jesus passages

Activity: The Ten Commandments and Ten Fingers

Start with your hands together in prayer. This reminds us that God heard the prayers of the Hebrew people when they were in slavery in Egypt and freed them (Exodus 3:7, 20:2). The commandments are a way for us to show our gratitude for God's love in our lives.

1. **"I am the Lord your God; you shall have no other gods before me."** Hold up one index finger for the number one. We worship one God.

2. **"You shall not worship idols."** (Idols, false gods, are not only things like statues, but also anything we place our ultimate trust and allegiance in, for example money or possessions.) Hold up two fingers. Should we worship more than one God? No, two is too many! One of them must be an idol, and we should not worship it!

3. **"You shall not take the Lord's name in vain."** Use three fingers which stand for the three persons of God; Father, Son and Holy Spirit. "Be careful how you use the name of God. God wants us to use His name in loving, caring ways, as we pray and as we talk about Him, not in swearing or in anger."

4. **"Remember the Sabbath day, and keep it holy."** Hold up four fingers; fold your thumb under to let it rest. The thumb has the right idea. It's the Sabbath, and the thumb is following the commandment to take a day of rest.

5. **"Honor you're father and your mother."** Hold up all five fingers on one hand as if you are taking a pledge, to honor your parents.

6. **"You shall not kill."** Pretend the index finger on your second hand is a gun, shooting at the first five fingers. God's sixth commandment teaches us not to do what has become too commonplace in our society.

7. **"You shall not commit adultery."** Hold one hand out flat. The five fingers and hand becomes the floor of the church. Two fingers on the other hand are the man and the woman to be married, standing in the church, making promises to each other. This commandment calls for couples to keep the marriage promises they make.

8. **"You shall not steal."** Hold up four fingers on each hand, for the eighth commandment. If you stretch out your fingers slightly, these become the prison bars, which hold someone who has been arrested for stealing.

9. **"You shall not bear false witness against your neighbor."** Hold up all five fingers on one hand and four on the other. Fold you second thumb under and turn your hand around, so the thumb is hiding. It is secretly going around telling the other four fingers on that hand, lies and rumors about the five fingers on the other hand. It is "bearing false witness," as it talks behind people's backs, spreading gossip, criticizing others without talking directly to the people involved.

10. **"Do not covet what belongs to your neighbor."** Hold out your hands, palms up, and wiggle all ten fingers to show that they want what others have. (Give me) Your fingers are saying, "Give me what belongs to my neighbor. I want all those things my neighbor has." This is not the way God wants us to love Him and respect others.

Worship: Teaching students to worship is not just sitting and listening, but is activity thinking about God, appreciating God for who he is, thanking God for what he has done, giving back to God, and praising God through song and other expression. Students need guidance to learn how to worship God. Consider some of the following worship encouragement ideas:

- Help students recognize, understand and accept God's gift of Salvation, as an act of faith, not based on works.
- Encourage students to discover the importance of corporate worship. Structure experiences where students both contribute to and receive from others through corporate worship.
- Instruct students how to worship when they are alone. Use selected Psalms to help students discover expressions of worship.
- Help students discover the greatness of God through all of His creation.
- Teach students and encourage students to worship through prayer.
- Make full use of musical experiences to enable students to worship God through voice and instruments. Use God's Word as examples of how people worshipped God through music and song.
- Teach students that part of worship is giving to God both materially (offerings) and through Christian service.

Stewardship – This is one of the often-neglected areas of teaching. While many churches “take offerings” regularly, we seldom help students to develop a sense of personal responsibility about giving to God. Stewardship is not only giving to God financially, but it is also honoring Him with our time and our talents as well.

- Make offering time a regular part of the Students 's programs
- Encourage parents of young students to give them small tasks to do at home where they will get “paid” nominal amounts. Then, guide the parents in taking the money Students earn through the week, placing those coins or dollars on the table and help Students to see what part of what they have earned should be given in the offering and that the rest is for them to spend or save
- Provide Students with information on where their offerings are used
- Develop special stewardship projects that the students can give toward. Consider developing some stewardship projects that involve other Students
- Develop special containers for special projects. Decorated coffee cans can be used, small jars, cardboard box banks.

Church / Doctrine – It is not uncommon that Students' ministry leaders so heavily emphasize other areas of ministry program components such as Salvation, Bible memory, Bible knowledge, missions projects and stewardship that basic doctrine is avoided as a dry and uninteresting topic. However, Basic Bible doctrine is very important to the teaching program. Students need to be instructed and need to learn basic doctrine. Doctrine is what we believe about God, Jesus, the Holy Spirit, the Bible, Heaven, Satan, angels and events regarding Christ's eventual return. This is basic doctrine and it does not have to be dry or boring. Planning a purposeful teaching of doctrine can be accomplished not only through direct teaching, but can be incorporated into music, games and a variety of other activities.

In developing a plan for teaching doctrine, following are some of the highlights in the area of doctrine that should be considered. Do keep in mind that every denomination or church may have specific doctrine distinctives that they will also want to have taught to the students.

- Plan at time for the pastor to visit the students' program. Have an interview time to ask the pastor about how he became a pastor, what he typically does during the week, how he develops a sermon, etc.
- Include in the regular teaching program lessons on the history of the church (appropriate to the age / grade level)
- Make sure that Students are instructed at appropriate ages about the sacraments of the church or other special worship features
- Have church leaders such as elders, deacons and deaconesses as special guests to a class and teach the Students about their church leadership roles and responsibilities
- Plan times to take young students into the sanctuary and teach them about special features of the sanctuary.
- Teach students the history of worship of God's people. Teach about the Israelite tabernacle and temple and the meaning of the tabernacle/temple furnishings.

Missions Awareness

- **Missionary Prayer Tree** – An artificial tree can be used to place the photo cards of missionaries. Students can take a card home for the week and pray for that missionary and family and then bring the card back the following week and exchange it for another missionary card off the tree.
- **Cross Cultural Meal** – Correspond with one of the church's missionaries or missionary families and enlist their assistance in putting together a meal that would represent their country. Plan a missionary meal and use this time to also teach the students about the work of the missionary being highlighted.
- **Student's Games in Other Countries** – Children and teens love to play games. Do some research and determine what type of game are played in countries that are being highlighted. Plan a time to have students play those games or play games from countries around the world.
- **Learn A New Language** – Children and teens love to learn new and different things. Determine a missionary or country you want the students to learn about. You can find some beginning language phrases through the Internet, bookstore or library. Teach students five or ten words or phrases over a few weeks. This can be the beginning of some exciting learning adventures.

Prayer

- **Prayer Tree- After** the Christmas season keeps watch for a small tabletop artificial tree. Use this tree to have students attach index cards with specific prayer requests along with their name. Ask adults in the church to take a prayer card from the tree and pray for that individual and their need during the upcoming week.
- **Praying Students** – Students can have a vital role in the congregational worship experience by occasionally offering the congregational prayer. Students can write out their prayer under adult guidance, or possibly even with the pastor's assistance and an individual can be selected to read/pray their prayer during a worship service. It is important that students are taught the appropriate things to pray for when leading a congregational in prayer. The pastor can help teach students through this project about prayer.
- **Prayer Reminder Bookmarks** – Students can be provided with weekly bookmark reminders of just one or two things to pray about during the upcoming week. Such prayer reminders can help students structure a regular prayer time.
- **Components of Prayer** – Individual Evangelism Fellowship has developed a basic prayer system in conjunction with using the thumb and fingers of your hand as a prayer object reminder. The thumb is used to remember to pray for person closest, such as family members. The index fingers for those who point us to God (our minister and church leaders, parents, etc.) The middle finger / the "tall" finger remind us to pray for people in authority. This can be our government leaders, church leaders, schoolteachers, etc. The ring finger is often considering the weak fingers it is the most difficult finger to lift when a person's hand is placed on a flat surface. This finger reminds us to pray for people who are weak or sick. The small finger is a reminder to pray for us, always putting you last.

Salvation – It is unfortunate when church teachers and workers take all the time to teach Bible stories but never tell them the most important message of God's Word – God's Plan of Salvation for every individual. Students need to be intentionally and purposely taught God's plan of Salvation. Keeping in mind age level appropriateness of presenting God's Plan of Salvation, the following ideas may be of help:

- **Preschool Students:** Students younger than seven or eight years old do not mentally process in abstract terms or thinking. The Wordless Book is too difficult a concept for young students to understand and process, i.e., attaching colors to segments of God's plan of Salvation. For young Students they need to be told the story of Jesus in simple terms so that they understand the following:
 - God created the world and everything in it.
 - People are separated from God because of sin
 - Everyone has sin in his or her life. Everyone, at some time, has disobeyed God
 - Jesus is part of God, He is God's Son
 - God sent Jesus to earth to take away our sin
 - If we ask Jesus to forgive our sin He will do that
 - If we ask God to help us not disobey Him, God will help us be obedient to Him
 - Jesus loves us and is our friend
 - If we love Jesus and let Him help us to be obedient to God, He will help us
 - If we know and love Jesus someday we will be with Him in Heaven

Bible Memory -

Christian Service

- **Church Pick up Team:** Have students take on a regular, weekly responsibility of checking the sanctuary after each weekend worship service and picking up any leftover church bulletins or other papers. This can help students feel they have a needed role in the church and also will help the church custodial staff.
- **Card Care Club:** Encourage students to regularly make and send cards to people that are ill, shut in or who need encouragement. A card from an individual can have a major impact on an adult. Get a list of people needing contact from the pastor. Consider extending this project to people in the community that might not be attending church. A "We Care" card club can be an effective tool to connect with people in the community.
- **Community Projects:** Consider community helping projects at public parks or other public locations. According to the location in the country seasonal projects might picking up litter, etc. Let the local newspaper know about your project.
- **Community Puppet Programs:** Prerecorded puppet skits and programs are some of the easiest projects to do. Put together a kid's puppet team practices some easy programs and offered these activities to area nursing homes or community activities

Session 8: Chronological Bible Storying

"In the beginning..." and so the story of God unfolds. This story, which is all that is contained in the Bible and is displayed in all of creation, is the meaning and essence of all life. It is this story that reveals the meaning of birth, life, death and eternity – all that ever was, is, and will be for all time to come.

The methods of telling this story have evolved over time. From the simple oral traditions and hand written scrolls of the beginning of recorded history through the modern technology of multimedia and interactive teaching methods, the story of God is told and retold. The essence, however, is not in the method, but the message. The results or the impact of the communication in the hearts and lives of the listener can only determine effective communication of the story of God. It must be told and taught with the ultimate goal of life change or teachers will have missed the mark.

Education and technology within a culture often determine the methodology. Unless the learner receives and processes the message through creative methodology, the results are uncertain. There must be a clear strategy to tell and preserve the essence of the story using a variety of teaching methods.

The world of children and teens is a unique culture. Many young students are primarily oral learners. Most children do not formulate reading skills until age six or older. Preschool children, especially, learn the story of God through what they are told. Learning occurs when this information is reflected against what they know up to that point of their development as their worldview.

As students learn that story, it is important that it is told in a chronology or sequence so that students can understand the connections from one biblical event to the next. That chronology or sequence defines God and the evolvement of man's relationship to God through the years. Understanding how all the events are chronologically connected enables students as well as adults to better understand the reason and meaning for the Gospel, which means understanding the importance of knowing and having a personal relationship with God.

Without that chronology the Bible could be viewed as a series of unrelated events that does not give the complete story. While each story in itself has a spiritual lesson and merit, it is through the chronology of the story that the full purposes of God for mankind are revealed.

Students are not able to process the story of God in the same way as adults. The chronology of the story enables them to have a beginning base for understanding who God is and how He wants to relate to them as well as providing a base of learning for future information processing and reasoning.

Chronological Storying is a building block process. Each story reveals more and more of God, His nature, His love and His invitation for all people, young and old, to know Him.

Students need to know The Story: Students not only need to know the stories of the Bible, they need to know the Story of the Bible. While the Bible contains many stories, there is the larger story of God that is told from Genesis to Revelation and continues being told today as children, youth and adults discover Jesus as their own Savior. In order for children and teens as well as adults to fully understand what the Bible is telling us about God, they need to understand how each story is important in the total story of God. The Bible includes hundreds and hundreds of accounts and stories about God. It is not necessary to know all the stories at one time, but it is important that that students understand the “big picture” of the Bible, or the overall story of God that begins in Genesis and has continued up through today.

Bible Storying provides an outline for each age group that is a beginning for teaching the story of God. This approach begins with the broadest picture possible and then as students learn the first broader set of stories, additional stories are added in between the prior stories to teach God’s story. The intent of chronological Bible teaching is to provide the essentials of the story of God, not a complete or comprehensive curriculum. This also addresses a teaching approach that is commensurate with the individual’s age and level of understanding, processing and reasoning, so that the core story of God is firmly integrated into their thinking and knowledge processes.

The uniqueness of the chronological Storying approach lies in the method of teaching, reviewing and adding core Bible stories at each age level so that the individual gains a solid knowledge and foundation on which other stories are later added. The incorporation of story visuals and life application activities add a dimension with the Storying panel that reinforces the retention of the core stories.

Teaching from the age level columns: In this approach, twelve more essential chronological stories are suggested for children ages 4 & 5. For teaching the next age level, 6 & 7 year olds, the stories are first taught from left to right only up to that age indicated, then from left to right in the second horizontal column down, then the third horizontal down, etc. Additional stories in the chronological teaching sequence can be selectively taught from other story columns to the right always keeping in mind age and developmental levels of appropriateness. Not all stories in the complete schedule are appropriate for all age levels for teaching.

A schedule for teaching: In the first column of core stories for the four to five year olds, those stories might be told over three months, one story per week, or one story per month during the year. However in each telling session there also needs to be opportunity to review previous stories from that bank of stories

and have different students select a story and retell it, again using a different telling method than was used in the first or other prior telling. In approximately one year the oldest can have a full teaching of the Bible chronology and essential doctrine while the youngest individual would have a basic chronology taught in twelve stories.

Adding additional stories: In addition to the age level core stories, the teacher can supplement with any additional Bible stories and lesson topics, always keeping in mind that all stories are not necessarily appropriate for all age levels. For 8 & 9 year olds the lessons up to that column bank are taught with appropriate methods to the individual's age level, again working from left to right only up to the age level, then going down the chart to the next horizontal row, left to right, down a row, left to right, etc.

This provides twelve basic stories to the four and five year olds, twenty-four stories for Students ages six and seven, thirty-six stories for Students eight and nine, forty-eight stories for Students ages ten and eleven and sixty stories for Students ages twelve and thirteen. At each progressive age group more and more of the gaps are filled in of the chronologically taught story of God.

Selecting age appropriate stories: It is very important in the development of a teaching curriculum that the levels of understanding of the students are fully considered especially in the areas of concrete and abstract reasoning and processing. There are some Bible stories that a 4 or 5 year old may not be ready to handle especially stories involving violence, death or abstract concepts.

The key of retelling stories: It is important to remember that in this system of teaching, stories are not just told once, but continually retold with opportunities to retell stories using any one of several varieties of telling methods each time a story is retold. This approach keeps the stories fresh and captivating as they are told. As students are taught and given opportunity themselves to retell stories, they are gaining the skills to become tellers themselves of God's story. This approach is doing exactly what Jesus commanded, *"Go and make disciples, teaching them..."*

Story Teaching Objects: Each story includes suggested additional objects or visuals to teach that story. Keeping in mind that a higher level of retention of information occurs the more multi-sensory the teaching method, adding visual, and kinesthetic (drama) tactile components to the telling of the story will increase learning. A teacher or parent may add additional objects, illustrations or activities as long as, again, the core elements of the story are "taught and caught" by the learner.

Interactive Application: The highest level of learning occurs when the learner is involved in applying the principle taught or is involved in a simulation of the actual experience. To capitalize on the strength of this teaching strategy, drama, skits, role-plays, puppets or other forms of interactive application of the

individual story or stories are encouraged. Again, teachers may have additional methods or strategies that can be used to reinforce the story.

Retelling the Story: A unique feature of the chronological Storying approach is the ongoing review of each core story and the challenge to the learner to be able to tell each story with accurate detail. As each story is taught and additional stories are added, students will eagerly enjoy the opportunity and challenge to tell each story themselves. With guided telling, students will be able to present the storying sequences up to their level of learning using any one of several varieties of telling methods each time a story is retold. This approach keeps the stories fresh and captivating as they are told. It is important to remember that in this system to retell stories

Core Story Fabric Panel Graphics: On the accompanying resources, the Storying fabric panels, each story has a graphic symbol that provides a visual cue or cues to the stories. Adding the visual cue or cues enables the individual to recall as well as retell the story segment with better accuracy. Panels are available in a full 4'X6' size that can be finished into a fabric panel or wall hanging for the classroom or individual's room, or a smaller 20"X22" bandana that can be used as a reminder of the stories.

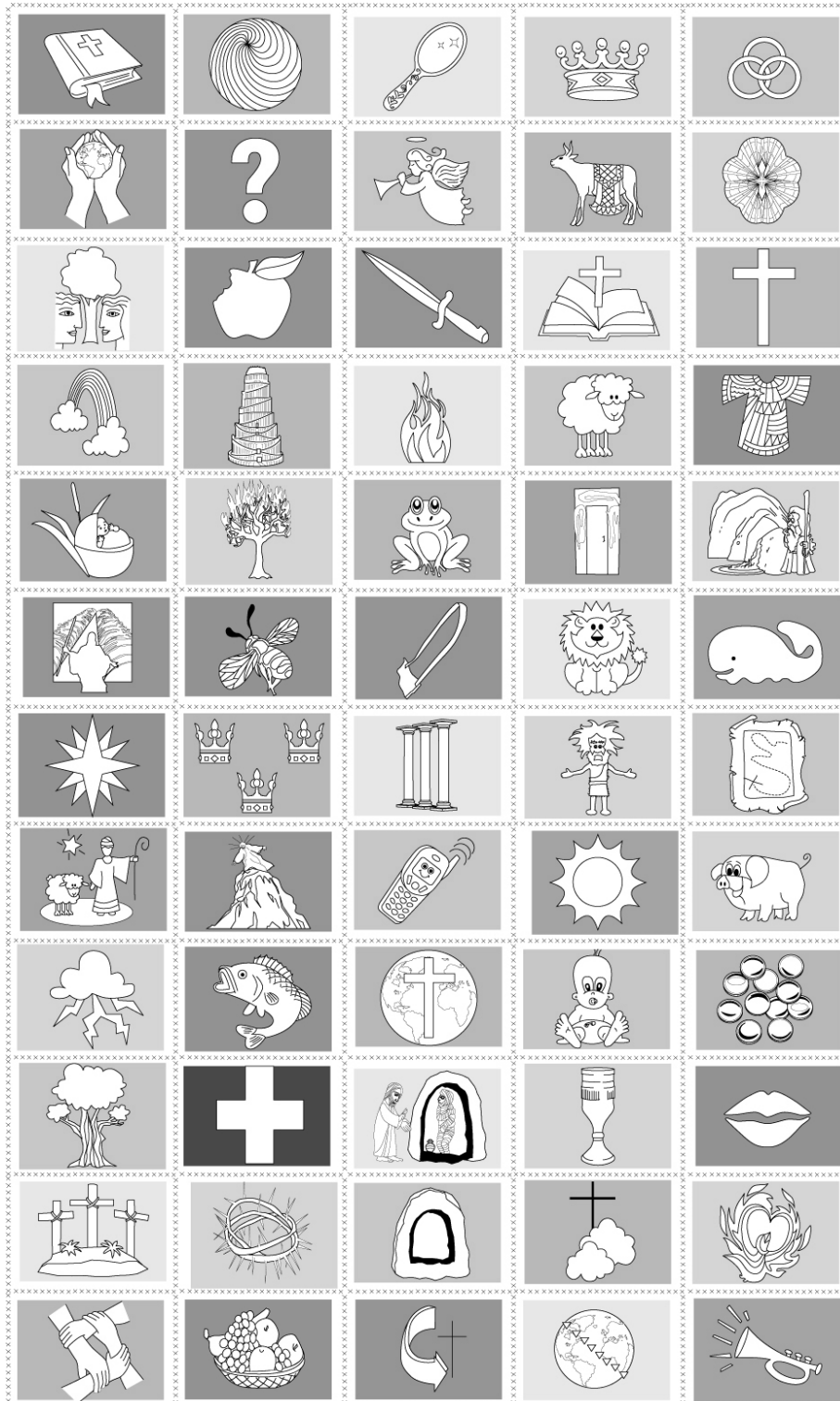
An additional value of the Bible story panel is to provide the teacher, parent and possibly each individual with a keepsake that will be treasured well into adult life. The panel symbols relate how they were taught the story of God when they were an individual.

Chronological Bible Storying Plan

Figure 1

4&5	6&7	8&9	10&11	12-adult
The Bible is a Special Book	Who is God?	What is God Like?	The Bible Changes Lives	The Three Persons of God
Creation	Who is Satan?	What are Angels?	False Philosophies Religion	How Everything Began
Adam and Eve	Sin Enters the World	Cain and Abel	A Messiah is Prophesied	God's Plan For Mankind
Noah and God's Promises	The Tower of Babel	Sodom and Gomorrah	Abraham's Faith	Joseph and His Brothers
Baby Moses is Protected by God	Moses is Called	Pharaoh and the Plagues	The Passover	God Provides for His People
Israelites Cross the Red Sea	Joshua, The Promised Land	David and Goliath	Daniel Trusts God	Jonah Disobeys God
Jesus is Born	The Visit of the Magi	Jesus in the Temple	Jesus is Baptized by John	Jesus Begins His Ministry
Jesus the Good Shepherd	Jesus is Tempted	Jesus Calls His Disciples	The Sower and the Seed	The Parable of the Prodigal Son
The Winds and Sea Obey Jesus	Jesus Feeds 5000	Jesus Has Power Over Evil	Being Born Again - Nicodemus	The Rich Young Ruler
Zacchaeus and Jesus	The Good Samaritan	Jesus Has Power Over Death	The Last Supper	Jesus is Betrayed
Jesus Dies and is Risen	Jesus is Crucified	Jesus is Risen	Jesus and The Great Commission	The Holy Spirit Comes
Becoming Part of God's Family	The Fruit of the Spirit	Saul Becomes a Believer	Early Christians Tell Others About Jesus	Last things Heaven - Revelation

The Bible Symbol Fabric Panel



Using the Bible Storying Fabric Panel

The storying fabric panel becomes the frame of reference for the core stories of the Bible. It becomes the decision of the teacher how to use the fabric panel and at what point and whether or not they want to provide each individual with their individual panel. As children and teens master and are able to retell each story, the panel becomes more of a treasured item to the individual. Even the youngest individual will enjoy retelling from a story symbol.

For Students to have to wait to hear the next or subsequent stories provides a sense of expectation and anticipation that makes the Students' Storying panel more of a viable teaching resource. Between stories students can display the panel on their bedroom wall, use it for a covering, or keep it folded and stored. Teachers may want to fold the panel as they teach each lesson and only reveal one symbol at a time. Others may want to hang the panel in their classroom and have the students tell and retell each story symbol. Some students may want to have a special box or chest in which to keep their panel.

As an individual learns each lesson symbol they grow in their learning, understanding and mastering of the story of God. And not only of the story of God, but one symbol at a time, as each lesson is reviewed again and again, the story of God is reinforced and becomes the foundation on which to explore the entire Word of God.

Session 9: Bible Storytelling Techniques

16 Ways to Tell A Story

Involving the audience: Ideas for audience participation:

1. **Chants:** Make up chants that go along with a story and have the audience repeat the chant)

Activity: The Good Samaritan with a Chant

Teller presentation directions: Tell the story of the Good Samaritan. At each time one of the story characters comes to the traveler on the side of the road; have the audience repeat the chant, each time saying the chant. In the story of the Good Samaritan each time the chant is repeated in a weaker and weaker voice response.

Remember: These English language rhymes do NOT translate into rhymes when material is translated.

Example of Audience Chants

The Good Samaritan

Help me! Help me! Help me please!

I've been beaten and robbed by a bunch of thieves

They took my money and they took my clothes,
They punched me in the eye and they broke my nose.

The Sower and The Seeds

Seeds in my pocket, seeds in the air

Seeds on the ground

Seeds everywhere.

Give the seeds some water and give the seeds some
sun,

Watch them grow, see what God has done.

Teller: Now an expert in religious law stood up to test Jesus, saying, "Teacher, what must I do to inherit eternal life?" He said to him, "What is written in the law? How do you understand it?" The expert answered, "**Love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind,** and **love your neighbor as yourself.**" Jesus said to him, "You have answered correctly; do this, and you will live."

But the expert wanting to justify himself, said to Jesus, "And who is my neighbor?" Jesus replied, "A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him up, and went off, leaving him half dead.

Now by chance a priest was going down that road, (**Audience CHANT**) but when he saw the injured man he passed by on the other side.

So too a Levite, when he came up to the place and saw him, **(Audience CHANT)** He too passed by on the other side.

But a Samaritan who was traveling came to where the injured man was, **(Audience CHANT)** and when he saw him, he felt compassion for him. He went up to him and bandaged his wounds, pouring oil and wine on them.

Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two silver coins and gave them to the innkeeper, saying, 'Take care of him, and whatever else you spend, I will repay you when I come back this way.

Which of these three do you think became a neighbor to the man who fell into the hands of the robbers? " The expert in religious law said, "The one who showed mercy to him." So Jesus said to him, "Go and do the same."

2. **Audience Response** – audience says a word or phrase in unison to a story word or name

Story Example: David and Goliath

Divide the audience into three sections. Give the following instructions:

Team 1: When you hear me say "**David**" Team 1 says "Young but brave" (and place hand over heart)

Team 2: When you hear me say "**Goliath**" Team 2 says, "Fearless warrior" (and make a fist in the air)

Team 3: When you hear me say "**Philistine**" Team 3 stand up and shouts, "We fear no one."

Teller:

The **Philistines** drew up their troops for battle. They set up camp on a hill overlooking the valley battlefield. Saul and the Israelites came together and camped on a hill on the other side and prepared their troops ready for battle. A giant nearly ten feet tall stepped out from the **Philistine** line into the open. He had a bronze helmet on his head and was dressed in a suit of armor that weighed 126 pounds. **Goliath** stood there and called out to the Israelite troops, "Why bother using your whole army? Pick your best fighter and pit him against me. If he kills me, we will all become your slaves. But if I kill him, you will all become our slaves and serve us. When Saul and his troops heard the **Philistine** challenge, they were terrified and lost all hope. Each morning and evening for 40- days **Goliath** took his stand and made the same speech. **David** went to the Israelite camp to bring his brothers food. When he arrived and heard the **Goliath** challenge, he stepped out and asked, "Why are you afraid of this Philistine?" He kept asking the same question and soon the news got to Saul and he had **David** brought to his tent. **David** said to Saul, "Master, don't give up hope. I am ready to go and fight this **Philistine**." Saul answered, "You cannot go and fight this **Goliath**, and you are too young and inexperienced. **David** answered, "I've killed lions and bears with my bare hands I'll do the same with this **Philistine**" Then **David** took his shepherd's staff, selected five smooth stones from the brook, put them in his bag and with his sling he approached **Goliath**. **Goliath** saw **David** come down the hill to the battleground and he called out, "Am I a dog that you come after me with a stick?" "Come on," called **Goliath**, "I will deliver you up to the buzzards." **David** answered, "You come after me with a sword, but I come in the name of the living God. The battle belongs to God. **Goliath** started coming. **David** took off for the front lines running toward **Goliath**. He reached into his shepherd's bag, took out a stone, put it in his sling, let it go and hit him square in the middle of his forehead and he crashed to the

ground, dead. And that is how **David** won the battle – with a sling and stone. He hit him and killed him. No sword for**DAVID!**

Second Example: Use and read Genesis chapter 1

Read the story of Creation. Instruct the class after each time you read “And God said...” they respond in unison by saying **“Listen up!”**

And, when you read the end of each day “the first day” or “the second day,” etc., the class responds in unison, **“It was good!”**

Practice by reading just Genesis 1:3-5 with the class responding

3. Pantomime the story as it is told - Exaggerated Slow Motion Story Motion and Expression

Mark 4:35-41 – Jesus and His Disciples in a Storm

Select 7 people from the group and assign them these characters; Jesus, 6 disciples – Arrange 7 chairs in a boat seat configuration in the center or front of the room. Now, tell the story in sections and instruct the players to pantomime the story as you tell it and use EXAGGERATED EXPRESSIONS AND MOVEMENT IN SLOWER MOTION AS THEY ACT OUT THE SCENES.

Teller: On that day, when evening came, Jesus said to his disciples, “Let’s go across to the other side of the lake. (Pause)

So after leaving the crowd, they took him along, just as he was, in the boat, and other boats were with him. (Pause)

Now a great windstorm developed and the waves were breaking into the boat, so that the boat was nearly swamped. (Pause)

But he was in the stern, sleeping on a cushion. (Pause)

They woke him up and said to him, “Teacher, don’t you care that we are about to die?” (Pause)

So he got up and rebuked the wind, and said to the sea, “Be quiet! Calm down!” (Pause)

Then the wind stopped, and it was dead calm. (Pause)

And he said to them, “Why are you cowardly? Do you still not have faith?” (Pause)

They were overwhelmed by fear and said to one another, “Who then is this? Even the wind and sea obey him!”

Teller: And that is the end of the story of Jesus and His disciples crossing the lake in a storm.

4. Illustrating the Story – use chalkboard or whiteboard as you tell (www.seethelightshine.com)

5. **Story Character Phrases** – every time a character is stated the audience repeats in unison a phrase – Example, tell the story of Moses going up to Pharaoh. Every time the teller says “And Pharaoh said, ‘No!’” the audience is cued to respond and say in unison, “That Pharaoh was crazy!”
6. **Audience Action** - have the audience do a story action
7. **Storytelling Visuals** - newspaper folding and cutting, consider using paper illustrations as you tell a story. (search the internet for [Clip N Tell](#) and [Cut N Tell](#))
8. **Clothesline or clothes on a pole storytelling** - In this presentation a clothing item (Inexpensive T Shirts in different colors work well) to represent each story character is put on a pole or rope. The players stand behind their clothing item and read or tell their story part.

The Prodigal Son

Materials:

Clothesline or pole: 4 shirts, one with smudges and dirt

Props: section of newspaper

Read the story of the Prodigal Son to the class. Luke 15:11-31

Recruit volunteers for the class to take each character part. The stand behind the pole with the clothing and each character steps to the pole and clothing as they “act out” the story. The step back when they are not speaking or in the scene.

- | | |
|-----------------|---|
| Scene 1: | Father and youngest son |
| Scene 2: | Youngest son talks about wild living |
| Scene 3 | Son comes to end of self and decides to return home |
| Scene 4: | Father and son meet |
| Scene 5: | Father and oldest son meet |

9. **Story “Freeze” Frames**

Select players. Develop the story into sections and develop a scene for each section. Pre-train the players of each scene. Have a curtain on a pole that is raised from the floor between each “freeze” scene. An easy freeze frame curtain can be made using $\frac{3}{4}$ ” PVC pipe cut in two or three 3’-4’ sections put together with PVC couplings and using PVC end caps on the pipe at both ends. Assemble the PVC pipe pole then slide the PVC pole through a sheet with the end of the larger sheet hem opened or a sleeved curtain.

Have two people raise the curtain between scenes as players form each scene. If a curtain is not possible, have the audience close their eyes between scenes as players reset themselves.

The teller tells the story in sections. After each section the curtain is lowered to reveal the scene and the players are FROZEN in place - they do not move during the scene.

The curtain is raised and the players get ready for the next scene after the segment is told.

The Sower and the Seed

Luke 8:4-15 The Sower and the Seed

Characters needed (9) : Sower, path seed, 2 birds, rock seed, thorn seed, 2 chokers, good soil seed (plus all other players who become the hundredfold grains)

Scene 1: Freeze frame – One player

Sower sowing seed

Scene 2: Freeze frame – Three players

Path seed and birds devouring

Scene 3: Freeze frame – One player

Rock seed that grows some then withers

Scene 4: Freeze frame – Three players

Thorn seed that grows then gets choked by weeds

Scene 5: Freeze frame – One plus all other players

Good seed and hundredfold production

Teller:

While a large crowd was gathering and people were coming to Jesus from one town after another, he spoke to them in a parable:

Scene 1: A sower went out to sow his seed.

Scene 2: And as he sowed, some fell along the path and was trampled on, and the wild birds devoured it.

Scene 3: Other seed fell on rock, and when it came up, it withered because it had no moisture.

Scene 4: Other seed fell among the thorns, and they grew up with it and choked it.

Scene 5: But other seed fell on good soil and grew, and it produced a hundred times as much grain. (End of freeze frame presentation – curtain held up in place during final story telling)

=====

Teller: As he said this, he called out, "The one who has ears to hear had better listen!"

Then his disciples asked him what this parable meant.

He said, "You have been given the opportunity to know the secrets of the kingdom of God, but for others they are in parables, so that ***although they see they may not see, and although they hear they may not understand.***

"Now the parable means this:

The seed is the word of God. Those along the path are the ones who have heard; then the devil comes and takes away the word from their hearts, so that they may not believe and be saved.

Those on the rock are the ones who receive the word with joy when they hear it, but they have no root. They believe for a while, but in a time of testing fall away.

As for the seed that fell among thorns, these are the ones who hear, but as they go on their way they are choked by the worries and riches and pleasures of life, and their fruit does not mature.

But as for the seed that landed on good soil, these are the ones who, after hearing the word, cling to it with an honest and good heart, and bear fruit with steadfast endurance.

10. **Shadow Story:** Use a white cloth and floodlight light in back of curtain and silhouette cutouts on sticks that act out the story

11. **Bible Story Bags** – available from ministry resource companies

12. **Hats or parts of clothing, sashes** – Baseball caps, T shirts in different colors or two-sided color or patterned story sashes can be used as an attention getter for a Bible story and also to help the audience remember the story point, lesson or theme. Each sash has a unique combination of colors or patterns that can be used to enhance the story and identify main story character(s). In using the story sash, place the sash around your neck with the color or pattern showing that you want to use to introduce a story section or character(s) and at the appropriate time turn the sash to represent another story section or different character(s). More than one sash can be used during a telling session. Suggested stories are indicated below for this sash color or pattern combination. There will be many additional stories for which this sash can be used. Let your imagination go and consider additional story options as well.

13. Puppets

14. **Carpenter's ruler** – use to fold and make windows, door frames, steps, trees, etc. (check out www.saltandlightmin.org)

15. **Parachute: Musical Bible Story Parachute Storytelling:** Materials needed: play parachute, masking tape and CD player. On the floor make a square about 2'X2' on the floor with the masking tape. Lay the parachute on the floor with an edge touching the square. From the square take the tape and make a circle little larger than the outline of the parachute. Players then stand on the circle line and take hold of a parachute handle. When the music is played they walk around the circle line while holding the parachute. When music stops, players stop circling and whoever is standing on the square or closest to the square tells the beginning part of the designated story. The first player begins the story and each player tells only a part until the story is finished. Make sure that the CD player music does not stop at the same player each time but give each player an opportunity to tell part of the story.

16. Story Surround This presentation works best in settings of 100 people or less if microphones are not available for all participants or, in larger settings hand held microphones are required.

Select a story or parable with character speaking or conversation parts or where conversations can be developed. See the Prodigal Son script on the following pages as an example.

Place the characters in the audience in various locations and provide each with script cards to follow.

As the story is presented the narrator can be on the platform and begins the story. When the individual character lines are spoken, the characters in the audience just stand and present that segment of the script from their audience location. Characters do not need to memorize their scripts word for word, they can be familiar with their script section and tell their part and just “act it out”.

Session 10: Ministry Master-planning & Program Scheduling

Evaluating the spiritual needs of students in your ministry

In most ministries students are coming into programs with varied backgrounds and experiences. Many students are coming to church sponsored activities with little Bible knowledge or from families that may not be Christian or where the Bible has not been introduced at all.

It is essential that leaders understand the spiritual needs of students in order to effectively plan programs and activities. The following topics are spiritual needs of most all students to some degree. While some students may have more Bible knowledge or background than others, these are the basic spiritual needs of almost every individual in any ministry program.

Bible knowledge	Learning How to Pray
Understanding Salvation	Understanding Stewardship
Learning Bible skills	Friendships / Social Needs
Learning How to Worship	Opportunities for Christian Service
Learning about God at work around the world	

Practical considerations in planning

When planning new programs or in restructuring existing programs, the following are key questions that should be asked and answered.

WHERE?

Location - where will you conduct the program?

WHEN?

Time - When is the best time to conduct the program?

HOW?

Program length - how long will the program be?

Yearly schedule - Weekly?, monthly? quarterly? semester?

Promotion-Budget-Resources- How will you prepare and plan?

WHO?

Leadership - Who do you have to make this program happen? How many leaders, assistants, and workers will you need?

Determine your leadership resources

- Fully involved leadership – regular program leaders
- Adjunct leadership – Special guests, storytellers, program features
- Non-direct leadership – Administration, communications/promotion, technology specialists.

Developing program goals

Once the purpose is established, it is important to have clear goals for any ministry program and to develop those goals in written form. When goals are written down they help everyone to know and remember the purpose of the program and to develop activities that meet the program's purpose. Goals also provide information to conduct periodic evaluation to determine whether or not the program is successful in meeting the intended purposes.

Goals state what you want to accomplish.

Goal Example: *In this program students will learn the basic Bible lessons of the Old and New Testaments and how the spiritual lessons of those stories apply to life today.*

Goal Example: *In this program the students will learn basic Bible lessons and will be presented with God's Plan of Salvation.*

Planning a ministry program

It is important that every individual's program has direction and has a well thought out general plan. The plan is made so that each time a program session is held the teacher or leaders knows what they want to accomplish in the overall learning program for the students. There is a planning danger when we limit our planning to each session and fail to see how each session needs to fit into the overall program plan. The next step in developing a general students' ministry program plan is to consider the variety of program parts that "might" be included in each program session. Since it would be impossible to include every program part possibility in each session, there needs to be a general plan so that certain program parts are covered on a comprehensive basis.

A. Program Scope and Sequence

The "scope" of a program is how much you want to teach students during the course of a specified time, i.e., a month, a quarter, a semester, a year, and three years, etc. "Sequence" is the order in which you want to teach the information or program content.

For example, for students ages 6-9, you may decide that the "scope" of your church program will be that you want to teach about important people God used to tell others about Him, teach students how to worship and teach students about God at work in other countries (missions). The "sequence" of these lessons over one year of program might be that you decide to begin with Noah and highlight major people from Noah through the present, teach how people have worshipped God from Noah's time through today and how Christians worship God and serve God in different countries today. This becomes the "sequence" of how you are going to teach. You begin your sessions and lessons with Noah and you end the year's lessons with how people worship and learn about God today.

Consider the needs of students for the age of Students in your program and their background situation as you develop a general program plan. The following are some session parts and teaching resources that might be used in planning a scope and sequence for a program.

Session parts:

Pre Session	Opening	Bible learning activities
Bible lesson	Scripture feature	- games
Questions & Answers	Visitor Recognition	- Bible skills
Prayer	Music / singing	- review
Stewardship feature	Spiritual commitment/invitation	Worship feature
Recreation / games	Bible skills activity	Birthdays
Christian service feature	Devotional life feature	Bible memory feature
Mission's emphasis	Friendship building activity	Closing

Teaching Tools and Resources:

Puppets	Object lesson	Drama /skit
Video segment	Overhead projector activities	Bible teaching felts
Visuals	Bible pictures	Musical instruments
Craft supplies	Student books/pages	Student Bibles

B. Developing the General Program Plan

Remember, in developing the general programs plan it is important that every program has clear direction. A written general plan is made so that the leaders can have clear program goals and direction and can know session to session how each session fits into the overall program plan.

Questions to ask in developing a program plan

- How many years might an individual be in the program
 - What are the age level characteristics of Students involved
 - What Bible lessons and themes do these Students need to know
 - How many Bible lessons will be needed
 - What spiritual life issues will you need to include; Salvation, prayer, missions, worship, friendship development, outreach, Christian service, stewardship, Bible skills,
 - What program features will you want to include; learning games, crafts, music, review segments, recreation activities, etc.
 - How will you include and ensure parent involvement in the Students' s Bible learning program
-

GROUP SESSION: In your groups develop an 8 week General Program Plan for a 1 ½ hour outreach program. Consider the following guidelines established for this program plan. Discuss what program parts would be needed for this assignment and list them in the boxes provided for each session of the 8 week plan.

Age level: _____

Program Purpose:

This program is established to introduce God's Word and God's Plan of Salvation

Program Goals:

1. Students will learn that the Bible is the Word of God.
2. Students will learn about God's Plan of Salvation.
3. Students will have opportunity to respond to God's Plan of Salvation for them.
4. Students will learn Christian songs that teach Bible truth.
5. Students will learn about Bible people who met Jesus.
6. Students will have opportunities to participate in Bible learning activities.
7. Parents will have regular follow-up information about their individual's program.

List the program parts that you would include in each session to provide a scope and sequence in planning this program for 8 weeks.

Some Session parts that could be considered:

Pre Session	Opening	Bible learning activities
Bible lesson	Scripture feature	- games
Questions & Answers	Visitor Recognition	- Bible skills
Prayer	Music / singing	- review
Stewardship feature	Spiritual commitment/invitation	Worship feature
Recreation / games	Bible skills activity	Birthdays
Christian service feature	Devotional life feature	Bible memory feature
Mission's emphasis	Friendship building activity	Closing

GROUP SESSION # 4 (Continued)

Week: 1 2 3 4
(SAMPLE)

Opening	Song:			
Singing	Action songs			
Bible lesson	King Josiah finds The holy Scriptures II Kings 22: 3-20			
Bible verse	Psalms 119:105			
Offering & announcements	The story of the widow who gave all she had			
Bible Learning Game	Bible questions from the lesson			
Salvation Plan	The Wordless Book			
Craft	Making Scripture scrolls from leaves and sticks			
Missions	Students learn about God in India			
Prayer	Read a Psalm prayer			
Other activity				
Dismissal prayer	Give Students prayer reminder card for the week			

Group Session (Continued)

Week: **5** **6** **7** **8**

Ministry Links

www.bcmintl.ca : The purpose of BCM International (Canada) Inc. is to Reach Children and Teens and Develop Churches in Canada. BCM publishes teaching materials for pre-school and elementary age students and also conducts training seminars for youth workers to assist the church in reaching students in their community for Christ.

www.astoryforall.com : A resource for Chronological Bible Storying.

www.storyingscarf.com : A ministry based in Tennessee that produces a fabric panel with Bible pictures printed for telling the Bible story in a chronological approach.

www.story4all.org : This Ireland based ministry is also focused on chronological Bible Storying.

www.max7.org : This Australian based ministry provides FREE download resources for children, youth and adult ministries. They also seek free resources to post on their web site to share with others. Their FREE downloadable video segments are excellent.

www.awesomevideostuff.com : Based in Burlington, NJ this ministry has a full video studio for church video production work. 1-800-VIDEO17. These resources are some of the BEST. Check out the Pastors' Toolbox.

www.simplythestory.org : This international ministry based in California promotes a simplified and easy to use approach of Bible teaching using stories and dialogue between the teller and listener. STS holds workshops and instructor training seminars worldwide at very low cost.

www.saltandlightministry.org : Jeff Smith is President of Salt and Light Drama Company. Salt and Light holds an annual drama conference the end of August each year in Richmond, Virginia. Jeff does incredible work in the area of drama and does on site seminars and drama presentations.

www.IMB.org A web site resource of The Southern Baptist Convention and producers of a fabric panel of 42 Bible time pictures representing sequential Bible stories in Bible time settings and dress.

www.chronologicalbiblestorying.com The original International Mission Board web site.

www.oralstrategies.com and www.oralstorystrategies.com Web sites developed by Grant Lovejoy to promote the oral storying traditions.

www.Bible-Storying.com The web site of Dr. J.O. Terry, author of Basic Bible Storying. Dr. Terry is invaluable resources to those who desire to develop and further the storying approach.

www.globalrecordings.net Global Recordings Network USA - Provides 1-2 minute Bible story recordings on cassettes, CDs and M3P in 5771 different languages.

www.bible.org This site provides free download and information of obtaining and using the NET Bible which was launched in 1995 for use and distribution worldwide without royalty payments. The NET Bible is an exhaustive translation with over 60,000 translator notes and other bible helps.

<http://net.bible.org> FREE NET Bible download

www.wildlifestorytellers.org

www.biblestoryofgod.org

Kurt Jarvis



Kurt Jarvis is the founder and director of Chronological Bible Storying for Kids, www.CBS4Kids.org, and www.biblestoryofgod.org, non-profit ministries under American Ministry Support, based in Ringoes, New Jersey. He was a past adjunct professor in Student Ministry at Philadelphia Biblical University and has also taught for Crown College, The Bible College of Malaysia and Asia Pacific Nazarene Theological Seminary

Kurt and his wife, Judy, have served as International trainers for ministry leaders and workers in over 40 countries and have spent a lifetime in international training as well as church pastoral leadership. In addition, Kurt served on the Board of Directors of the Network of Biblical Storytellers. He also served for 15 years on the International Network of Students' Ministry Board of Directors and on the Board of Trustees for Alliance Redwoods Conference Grounds in Occidental, California. Kurt has authored several books and resources for families and church workers and has been a contributing writer for several magazines and nonprofit publications.

Kurt and his wife, Judy, have served on a part time pastor team and for 15 years they directed summer youth camping for disabled and non-disabled students and adult programs, and Kurt has served as a regional church education director and on several local, regional and national leadership teams for various no profit organizations. They have traveled and worked "in the trenches" with Students' leaders and workers in India, Indonesia, Africa in Ghana, Congo and South Africa, and in Pakistan, Ukraine, Hungary, Russia, Moldova, Kazakhstan, Malaysia, Philippines, Singapore, South Africa, Panama, El Salvador, Guatemala, Honduras and other countries.

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Marion Jean Grant,



Marion is Associate Director/Canadian Coordinator for CBS4rKids and has had a lifetime of ministry to children and adults in local church leadership, as a BCM International missionary, in camping ministries across Canada and in the United States and over 21 years as a missionary to Pakistan. She completed business college training as a young adult and then graduated from Briercrest Bible College in Canada in Christian Education. In February 2003 Marion was a recipient of the Excellence in Ministry to Children award, one of the most prestigious international recognition's for outstanding accomplishment in children's ministry from International Network of Children's Ministry. Marion is currently a missionary under BCM International (Canada) Inc. conducting seminars and kids mission events. She is an international Trainer with INCM's mission projects and co-author of the Chronological Bible Storying course of study. She has conducted seminars in Central Asia, Moldova, Kazakhstan, Romania, Ukraine, Nigeria, South Africa, Panama and Scotland, and for workers from many other countries that have come to these locations for training. In 2010 Marion was appointed as a **MOBILIZER** for BCM International (Canada) Inc.



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