

The Bible Story of God

Chronological Bible Storying & Storytelling

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 panning your 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

Chronological Bible Storying and Storytelling Institute

- Session 1:** Chronological Bible Storying
- Session 2:** Bible Storytelling
- Session 3:** Bible Storytelling Techniques
- Session 4:** Team Bible Story Preparation
- Session 5:** Bible Storytelling Presentations

#1: Chronological Bible Storying

The purpose of this session is to develop pastors, leaders and workers for reaching, teaching and encouraging youth and adults in their faith development through a chronological Bible storying approach. This approach to Bible teaching enables the listener or learner to effectively teach these Bible stories to others.

Activity: Put the Bible stories in order: Divide the class into two or more teams. Have a set of cards ready for each team with the names of the following chronological stories printed on them. Place the cards on flat surface names down. On signal, have the teams turn the cards over and place the stories in chronological order. (Two minutes) score results.

Creation / Adam and Eve / Cain and Abel / Noah / Tower of Babel / Sodom and Gomorrah / Abraham Joseph / Moses / Pharaoh & Plagues / 12 Spies sent out / Fall of Jericho / Sin of Achan / Gideon / Samson Samuel / David and Goliath / Solomon / Elijah / King Josiah / Jonah / Esther / Daniel / Nehemiah

Understanding Bible Storying

Bible storying is a way of learning the story of God in a chronological sequence so that the complete story of God is understood from the very youngest child to the adult. Bible Story of God has developed this chronological approach using 60 basic stories of the Bible and story based lessons to help believers gain a solid overview of the story of God.

The world has many unique cultures. Many people worldwide are primarily oral learners and children are primarily oral in learning since reading skills for most children do not formulate until age six or older. Preschool children learn the story of God through what they are told and this information is reflected against what they know, or their worldview up to that point in their development. Studies indicate that 70% of adults prefer oral learning over reading text content.

As people learn that Story it is important that the story is told in a chronology or sequence so they can understand the connections from one biblical event to the next. That chronology, or pattern, defines God and the evolvement of man's relationship to God through the years. To understand how all those events are chronologically connected, enables the learner to better understand the reasons and meaning for the Gospel and understand the importance of knowing and having a personal relationship with God.

The chronology of the story is important as it enables the learner to have a beginning base for understanding who God is and how God wants to relate to them as well as providing a base of learning for future processing and reasoning. Teaching the story of God is a building block process, each story revealing more and more of God, His nature, His love and His invitation for all people, young and old, to know Him and His Son as Savior of the world.

People need to know The Story: People 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 individuals discover Jesus as their own Savior. In order for people 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 for people to know all the stories at one time, but it is important that that they 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 for teaching the story of God. This addresses a teaching approach that is commensurate with the learner'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 there is a continuum of 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 children in 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 children 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 children through adults can have a full teaching of the Bible chronology and essential doctrine while the youngest child 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 child'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 children ages six and seven, thirty-six stories for children eight and nine, forty-eight stories for children ages ten and eleven and sixty stories for children 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 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 for learners 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 learners 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...*"

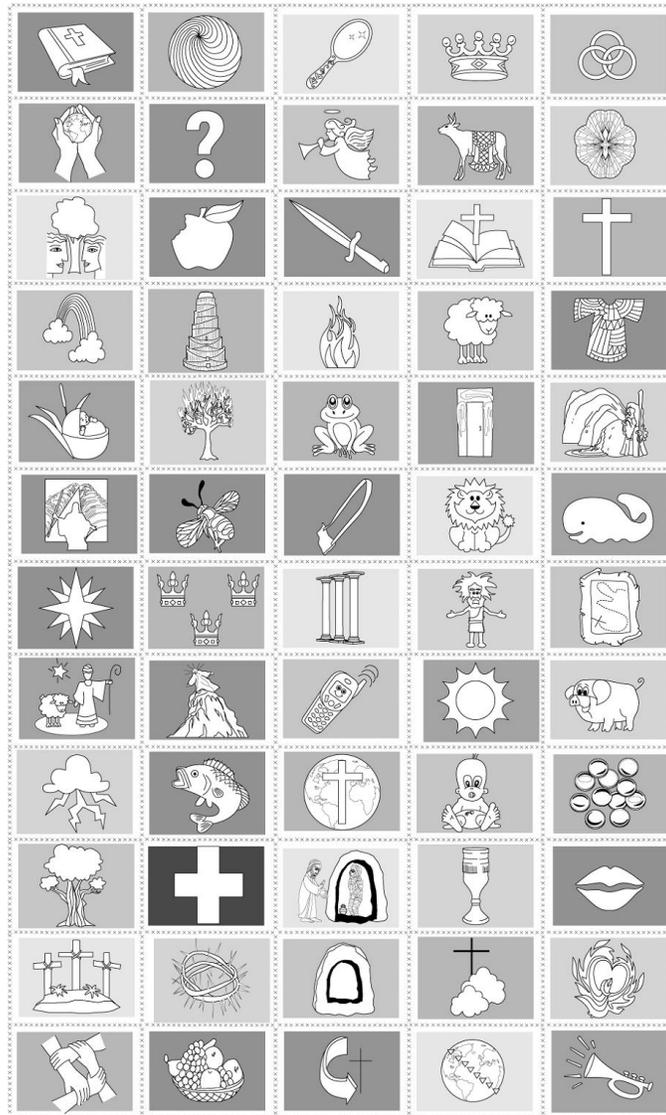
Story Teaching The more multi-sensory the teaching method by adding visual, kinesthetic (drama) and tactile components to the telling will increase learning.

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 children’s 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, learners will enjoy the opportunity and challenge to tell each story themselves. With guided telling, learners 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 of teaching, stories are not just told once, but also continually reviewed with ongoing opportunities to retell stories

Core Story Fabric Panel Graphics: On the following Storying panel 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 recall as well as retell the story segment with better accuracy.

Story Symbol Chart Bible Stories



The Bible is a Special Book	Who is God?	What is God Like?	The Bible Changes Lives King Josiah	The Three Persons of God
Creation	Who is Satan	What are Angels?	False Philosophies	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 leads 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 by Satan	Jesus Calls His Disciples	The Parable of the Sower and the Seed	The Parable of the Prodigal Son
The Winds and the Sea Obey Jesus	Jesus Feeds 5000	Jesus Has Power Over Evil	Being Born Again - Nicodemus	The Rich Young Ruler
Zacchaeus Meets Jesus	The Good Samaritan	Jesus Has Power Over Death	The Last Supper	Jesus is Betrayed
Jesus Prepares to Die for Us	Jesus is Crucified	Jesus is Risen	Jesus Ascends & Gives the Great Commission	The Holy Spirit Comes
Becoming Part of Gods Family	The Fruit of the Spirit	Saul Becomes a Believer	Early Christians Tell Others About Jesus	Last things Heaven - Revelation

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 a person may come to the story encounter with worldview concepts that are inaccurate. In order to teach a biblical worldview we must know the conflicts and misinformation or non-biblical thinking processes which are teaching obstacles we will face.

Activity: In break out groups have groups discuss and list world views that conflict with Biblical values and view. (5 Minutes) Have groups share their listings.

It is essential that we ask ourselves these questions in teaching the story of God:

1. What is the background of those we are teaching? What is their worldview at their level of life experiences?
2. What is the ability and level of understanding of the learner?
3. What is the ability level of the learner to process the story information?
4. What is the ability and maturity level of the learner to apply the life principle of the story?
5. What questions can be asked that are appropriate to the learner’s level of understanding and life experiences that will enlist thinking and processing commensurate to their level of mental and spiritual development?
6. What is the church involvement, cultural or family background of the learner and how does that background impact their ability to understand the biblical principles of the story?

Intentional Bible Storytelling

Telling Bible stories should be approached prayerfully, thoughtfully and with intention, seeking God’s leading to select and tell stories that will meet the spiritual, emotional and mental needs of His people. Know your audience.. Know their culture, their background, their family, friends, their living conditions, their education, their life experiences, and then select stories to meet them where they are. This was Jesus – meeting people every day where they were, taking them by the hand and heart and walking with them along the road to discover God through stories.

Being intentional about storytelling: On your own or in break out groups, decide, if you could only select 5 stories from the Bible to teach unchurched people about God, what 5 stories would you select and state why would you select each one?

1. Story:

Why did you select this one?

2. Story:

Why did you select this one?

3. Story:

Why did you select this one?

4. Story:

Why did you select this one?

5. Story:

Why did you select this one?

If you could only select 5 stories from the Bible to teach those in another country and from a different faith background about God, what 5 stories would you select and state why would you select each one?

1. Story:

Why did you select this one?

2. Story:

Why did you select this one?

3. Story:

Why did you select this one?

4. Story:

Why did you select this one?

5. Story:

Why did you select this one?

#2: Bible Storytelling

The Storyteller: Every person has a unique way of telling stories and no one method of story presentation is necessarily better. Each person needs to capitalize on his or her individual and unique abilities in telling. If you are a new traveler on the storytelling road the following tips, ideas and activities can help you quickly learn as you prepare for telling Bible stories.

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Activity: If you are using this handbook for self teaching stand in front of a mirror for this activity or if you are in a group follow the instructor with a "Mask of Expression" activity. Break up in pairs. Each person must have a partner and face that partner. Place both hands over face and eyes.

Either focus on an expression or the instructor will state an expression and emotion such as **fear, anger, surprise, happiness**, etc. Behind your hands make that expression but keep your hands in place. On instructor's signal quickly remove your hands and demonstrate that expression / emotion to yourself in the mirror or your partner. Repeat this for several expressions / emotions.

In storytelling we must communicate the emotions and expressions of the characters in the story. This is done by movement, gestures and facial expression. A good teller needs to develop the freedom and use of expression while telling.

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Activity: Read any brief Bible story to the group that has elements of major expression such as fear, surprise, anger, etc. Break the class into two sections and have the sections face each other. As you slowly read the story have the students make expressions relative to the story content as you come to each section.

Stories you can consider using would include;

Matthew 28:1-10
Mark 4:35-41
Luke 10:25-37

Selecting The Story: Not every story is appropriate for all ages or all settings. The teller must carefully consider the needs of the audience when selecting stories for telling.

When selecting stories:

- Select the story for the audience.
- Select a story that has a clear theme and thought line.
- Tell or read the story to yourself several times and determine all the story components that you desire and will use for follow up break out discussion of the story.

Preparing the story

- Plan and prepare a good beginning. This is what we call the "Hook."
- Here are a few "hook" ideas:

* A piece of cloth	* Rain stick	* A cup
* Musical instrument	* Seeds	* Brief mime skit
* A piece of rope	* An illusion`	* A song
* A candle	* A question	* A hat

* Slow motion movement * Visuals * A chant

- Develop the story in several parts where you can have emphasis pauses. Most stories have natural sections or “acts”
- Make sure you yourself know the story point(s) or purpose(s).
- Use a study Bible to review the story implications. (The NET Bible is recommended as well as other contemporary translations and paraphrases that people can more easily understand)
- Be able to “see” the characters and the setting in your story and help your audience to “see” the characters and setting as well by your actions, gestures and animated descriptions
- Involve your audience in the story as it is being told. (techniques for this described later)
- Plan your story ending

Story Ending Ideas

- Pick up your Bible and close it as you say “And that is the story of _____”
- Light a candle on a table or stand when you start your story and as soon as you complete the story, close your Bible and extinguish the candle.
- At the end of the story, simply say, “And that is the end of the story.”
- When the story has ended, step back, step aside, sit down, stand up, etc. Make a major change in your position while you were telling the story.

Plan in advance your follow up discussions of the story

Before the story session prepare at least 10 solid discussion starters or questions to get discussion going with your group. If you are telling in a large group, if possible break up your group into smaller units with leaders and have the leaders and kid’s sit down and explore the story.

In developing questions here is a list of the types of questions and discussion starters you can develop and add your own additional questions:

- Who were the characters in the story?
- What do we know about the people groups of the story? The Israelites, the Egyptians, Canaanites, etc
- What does the story tell us about each of these persons?
- Where did this story take place? What do we know about this location?
- What do we know or can we imagine about the story setting?
- What does each character in the story do and why do you think the character acted in that way?
- What choices did each character in the story have?
- What do you think is the history or background of each character in the story?
- What choices did the characters in the story make?
- What happened as a result of the character choice decisions?
- What information does the story tell about each person in the story?
- What do you think happened to the characters after this story account?
- Did anything surprise you about this story?
- What happened before this story took place that might tell us more about the story itself?
- How did the story character handle the problem or situation?
- Do you know anyone who is like any characters in the story?

- Are there any characters in the story that remind you about yourself? Which one and how?
- What is one thing God is trying to teach through this story?
- Did anyone have their life changed in this story? Who and what happened?
- Did God change something He had planned or said He was going to do during this story? If so, what changed?
- Was there a miracle in this story?
- What did God teach you through this story?

In leading a story discussion, if someone draws an erroneous conclusion or makes a story statement error, instead of pointing out their error ask a further question that will reveal the error. For example, if a learner states “When Jesus was in the boat crossing the lake with His disciples, Jesus was talking to Peter when a storm started....” Ask the question “What does the Bible say that Jesus was doing when they were crossing the lake?” and see if someone else makes the correction. It is important to keep the story facts straight.

Story Reminder: Consider using a multi-sensory approach whenever possible considering presentation ideas that relate to:

Hear See Smell Touch Movement

Life Application of the Story – Follow Up!!!!

The entire Story of God was written for us as well as the millions of people who lived before us and for the millions of people who will come after us until Jesus returns. In EVERY STORY of the Bible there is something God wants to teach us.

In Bible storytelling, once the story is told the telling session should not stop there. Now it is time for the listeners to discover for themselves what God is trying to say to them. This is a valuable part of the storytelling experience.

Before the story is ever told, the teller needs to pray, plan and think out a general direction for follow up application discussion and questions. Keep in mind, once a flow of discussion begins, the discussion time may take an entirely different direction than planned. We are reminded that the Holy Spirit guides us in what He wants us and others to learn.

Be sensitive to God's leading as you enter into the post story discussion time.

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Activity: In break out groups of 3-4 in 5 minutes discuss, develop and write down 5 discussion questions for the story of **David and Goliath**. (2 Samuel 17:32-51) Be ready to share your discussion questions with the entire group. Have one person in your break out group record you questions.

For the following activities, use the Bible Story of God story symbols chart and the matching Bible story listing chart on the following pages. The symbol page can be hand drawn or copied and if possible enlarged on heavy paper and then the symbol blocks cut to form a pack of symbol cards.

Bible Story Symbol Matching Game: Print out 2 copies of the symbol pictures on stock card so the players cannot see the symbol through the paper. Cover both sides with contact paper or laminate for durability. Mix the pictures on the floor face down. Players take turns turning over the pages to match the symbols

This can also be played on a pocket chart by making the symbol pages smaller to fit your board.

You can use fewer symbol cards by dividing them:

1. Age appropriate according to the columns
2. New Testament or Old Testament.
3. By the number of lessons you have taught.

Pick and Tell Bible Storyteller: Form teams. In turn let a player from each team choose a Bible story symbol and tell the story that goes with the symbol. Players who tell the story correctly receive 10,000 points. If half the story is told then they receive 5,000 points. Another reward is to have several prizes for them to choose from after telling the story.

One Minute Picture Story Drawing: Materials needed – paper, pens or crayons. Form two teams. One player from each team comes up to leader to hear what story picture they are to draw. They return to their team and begin drawing the picture. The rest of the team needs to guess the Bible story. They have one minute to draw and for their team to guess.

Who Am I?: Make statements from the Bible Story and players must guess who you are talking about. Attach points to each statement. For example: First statement is worth 10,000, second 9,000 points.

Example: (easy)

- I am a story about 12 brothers
- I am a story about dreams
- I am a story about a trip across a dessert
- I am a story about a coat of many colors

Name That Story: Make statements from the Bible Story and players must name the Bible Story. First statement is worth 5,000 points, second 4,000, etc. Give only 5 statements.

Match the Symbol to Story: Use two sets of the Bible symbols on cards. On the reverse side of the symbol cards print the story name. This game is best played on a board or pocket chart. All symbols and story name facing players. Then players in turn, turn over two cards and try to match the symbol to the story. If players make a match then they can continue matching up to three matches per turn.

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 ¾” 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)

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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”.

The Bible Story of God Leadership Institute

www.biblestoryofgod.org

The following certified trainers in the Bible Story of God Leadership Institute are experienced leaders and teachers who have taught this and other content internationally as well as in North America. Each official trainer brings his or her own experiences and skills to the classroom and each provides a combined wealth of experience that is unparalleled in most training programs.

M. Kurt Jarvis, Director, Bible Story of God Leadership Institute: Kurt Jarvis holds his B.A. degree from Asbury College and his M.A. degree in Education from Rowan University. He has had over forty years direct experience in children and youth ministry and Christian education through local churches, in denominational ministry at both the national and local level as well as with international camping. Kurt is credentialed with The Christian & Missionary Alliance denomination. He also held a professional career in social work for public agencies and schools where he served on a clinical child study team. Kurt has conducted international training in over 35 countries. .

Marion Jean Grant, Associate Director, Bible Story of God Leadership Institute: Marion has had a lifetime of ministry to youth and adults in local church leadership, as a BCM International missionary, in camping ministries across Canada and the United States and over 21 years as a missionary to Pakistan. She graduated from Briercrest Bible College in Canada in Christian Education. Marion is currently under BCM International (Canada) Inc. conducting seminars and mission events, teaching at the college level and conducting training events. She has conducted seminars in numerous international locations as well as across Canada.