

The Bible Story of God

Leadership Institute - 1



Bible Story of God Leadership Institute

M. Kurt Jarvis, Director
P O Box 14711, Surfside Beach, S C 29587
www.biblestoryofgod.org
1-801-884-7440 Email: kurt@biblestoryofgod.org

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.

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For more information on use of assistance in training instructors contact
M. Kurt Jarvis, P.O. Box 14711, Surfside Beach, SC 29587 or call: 801-884-7440
Email: biblestoryofgod@yahoo.com

In Canada, Marion Jean Grant
Box 15, Caronport, Saskatchewan S0H 0S0
Email: mjgrant@sasktel.net Phone: 306-756-5070

BSOG Leadership Institute

This Leadership Institute has been developed for laity as well as established pastors and leaders who desire to learn practical techniques and strategies for Bible teaching. In addition to Bible storying, which is the core base of this institute program, several other classes are included that provide a foundation for ministry leadership.

This program has been taught in three U.S. colleges and universities, 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.

The Leadership Institute is two sections, 1 and 2 and the total institute includes ten classes offered to receive a Certificate of Completion from The Bible Story of God Leadership Institute and/or sponsoring organization. Each class is 1 ½ - 2 hours and are offered according to the host church or organization's schedule and location. Classes can be taken individually or in multiple offerings in one program. Each institute includes 5 classes which can be provided over two separate projects or the entire institute taught in a five day format.

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.

The teaching tag-team approach provides variety in the instruction and also makes it easier for a team of instructors to be involved in the training, thus providing opportunities for many leaders to be involved and gain experience in international ministry.. This makes the teaching preparation process much easier and also less intense on the instructors as each are only prepping and presenting portions of the total classes instead of the entire content. Those being trained also enjoy the variety in teaching styles and personalities when there are multiple instructors teaching the content.

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

Bible Story of God Leadership Institute

Course Outline

This leadership course is intended to serve as a hands-on, practical applied training program that gives both foundations of ministry as well as the practical applied of teaching ideas and resources that leaders and teachers can use in almost any country and culture.

The training sessions include hands-on ideas and resources that teachers, workers and leaders can make and use immediately in their church programming. In most situations, material is available in the country where the training takes place. The teaching sessions are all also developed in a format with as much reduced text as possible so that student outlines that require translation can be kept to a minimum.

Section 1

- Session 1:** The Marks of a Leader and Personalities
- Session 2:** Basic Bible Doctrine
- Session 3:** Chronological Bible Storying
- Session 4:** Faith Development & Teaching Salvation
- Session 5:** Bible Teaching Ideas

Section 2

- Session 6:** Learning Styles – Age Level Characteristics
- Session 7:** Bible Memory & Bible Memory Activities
- Session 8:** Developing a Creative Bible Lesson
- Session 9:** Ministry Master-planning
- Session 10:** The Disciplined Leader

Session Outlines

1. The Marks of a Leader and Personalities

- The Six marks of a leader:
 - Spirit led
 - Visionary
 - Enthusiastic
 - Adaptable
 - Dependable
 - Resourceful
- The four personality leader styles
 - Green – Confident Decision Maker
 - Blue – Analytical
 - Yellow – Relational
 - Red – Social / Outgoing

2. Basic Bible Doctrine

Basic Doctrine is what we believe about the Bible, God, the Holy Spirit, Jesus, Angels, Satan, Salvation, End Times, Heaven, and Hell. Many denominations have additional distinctive beliefs. In this session only core or basic doctrines will be covered. These basic doctrines are essential beliefs of the worldwide evangelical Christian Church.

3. Chronological Bible Storying

The world has unique cultures. Many people worldwide are primarily oral learners. As people learn that story it is important that the story is told in a chronology or sequence so that the listener can understand the connections from one biblical event to the next. Chronological storying is a building block process, each story revealing more and more of God's, His nature, His lover and His invitation for all people, young and old, to know Him and His Son as Savior of the world.

In this session participants will learn about:

- Philosophy of chronological Bible storying
- Worldview
- Cultural differences that impact learning

4. Basics of Ministry

This session will help teachers and leaders gain a better understanding of the “Big Picture” of ministry and will help each class participant identify key topics for local church programming.

In this session students will learn the importance of teaching about:

- Salvation Counseling Guide, Resources for Teaching God's Plan of Salvation
- Worship Writing Psalms of Praise
- Prayer Prayer reminders
- Mission People in other lands
- Bible Knowledge 10 Commandments, The Fruit of the Spirit
- Bible Memory Bible memory ideas, Bible verse memory board
- Offering-Stewardship Groups developed applied ideas

5. Faith Development & Teaching Salvation

Understanding the faith formation processes can help participants understand the urgency of teaching God's Word and how to effectively lead others along God's path of right living - righteousness. This workshop session will trace the spiritual development in conjunction with age characteristics.

In this workshop students will learn:

- * The three paths of spiritual development
- * The history of faith development from biblical times through today
- * Guiding faith development
- * The five steps of guiding in faith decisions
- * How to lead a person to Christ
- * Counseling for Salvation
- * Resources for teaching God's Plan of Salvation

6. How People Learn - Age Level Characteristics

Understanding how people learn and age level characteristics and personality differences can help participants understand effective methods and strategies for teaching.

In this workshop students will learn:

- The four learning styles
- Age level characteristics of learning

7: Bible Memory & Bible Memory Activities

Session content:

- Learning styles
- Bible memory programs that work
- Why use Bible memory games
- Developing Bible memory games
- Bible memory games you-can-make

8. Developing a Creative Bible Lesson

This session will focus on the "hows" of preparing a Bible lesson and effective ways for telling Bible stories using a multi-sensory approach.

In this session students will learn:

- Effective Bible lesson preparation techniques
- The four parts of the basic lesson
- Making use of the Stop, Look, Listen and Go system of lesson presentation.

#9. Ministry Master-planning

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.

#10. Team Building

Forming a team, empowering a team, leading a team and celebrating team accomplishments are all crucial to ministry leadership. This practical, hands-on, highly interactive class will provide an opportunity for class participants to be involved in a team building process that is exciting and will bring out the best and maybe some surprising results of each person involved.

#1: The Marks of a Leader and Personalities

Leadership is crucial for any ministry success. In most instances, if you ask someone if they are called to be a leader they will tell you, “No”, but they have found themselves in a leadership role. While many leaders are not “natural born leaders” even those without skills or natural abilities to lead others CAN LEARN the approaches and techniques to effectively lead ministry. Often it is out of our weaknesses that God’s empowerment is made known and enables us to lead where others are reluctant to respond.

The Six marks of a Leader:

(Have members of the class cite one other biblical or present day example from each mark of someone they know who demonstrates that leadership quality.)

Spirit led: God calls each of us for a part in kingdom advancement. Some as pastors, teachers, leaders in the church, leaders in our family and community. No matter what our role, we are ALL called to be part of advancing the kingdom to the next generation. Judges 2:10-13 describes what happens when no one takes leadership responsibility. Deuteronomy 34:9

Visionary: The ability to “visualize” what can be is the mark of a leader. Visionary leaders not only look beyond the present to potential that can be unleashed, they also can communicate that vision to others and gain support to accomplish. Nehemiah 2:17,18

Enthusiastic: Enthusiasm is contagious. Leaders who enthusiastically promote the vision are leaders that others follow. Nehemiah 2:17-20

Adaptable: Plans change. Not every plan will move forward as is and change is often needed to the plan to achieve the goals. Leaders can adapt to necessary changes while many times others find adapting almost impossible. Nehemiah 4:6-18

Dependable: Leaders who commit bring about the desired results. They are dependable and do not quit in the middle of a project. They do what they say they will do and fulfill the responsibilities to those serving under them. They are approachable and they are accessible. Esther 4:15,16

Resourceful: Accomplishment of a task requires knowledge of the task as well as the resources needed to accomplish the goals. They know where to get the resources and people they need or they know others who can fulfill the needs of the project. They are networkers. Nehemiah 2:1-8

Activity: Review the personality characteristics on chart on the next page. Instruct the group members to consider their own personality and circle each characteristic that applies to them **ALMOST ALL THE TIME**. Total the number **circled** in each column at the bottom. The sections with the highest numbers should reveal their primary personality type. Each individual may have a personality mix, but one area that is more dominant than the others.

When complete, have the break out group members try to guess each other’s personality. How did the self-rating compare to the rating of the other group members? Did the results accurately describe each person?

1	2	3	4	5	6	7	8
Self sacrificing	Likes to take on challenges	Exaggerates	Loyal	Does not like arguing	Daring	Outgoing	Questions often
Neat	Adventurous	Enthusiastic	Can be a worrier	Does not readily volunteer	At times sarcastic	Takes others at face value	Analytical
Can be blunt	More practical than emotional	Compassionate	Peacemaker	Worries a great deal	Firm about expectations	Not always productive with tasks	Often negative
Enjoys completing details	Tries new things	Not well disciplined	Problem solver	Faithful to friends	Strong willed	Loves to perform	Can be moody at times
Determined	Likes being in charge	Loves variety	Procrastinates deadlines	Works best one on one	Produces new ideas	Makes friends easily	Good at reports
Can be critical	People enjoy being on this person's team	Always ready for games	Counselor	Very giving	Has high expectations for self and others	Does not always verify sources	Appreciates statistics
Emotional touchy	Can be domineering	Enjoys alone time	Can keep confidence	At times indecisive	Decisive	Ready to try new things	Organized
Gets the job done	Can organize projects	Colorful and unique personality	Patient	Giving of time and energy to others	Not always warm toward others	High energy	Can be very self amused
Detail oriented	Productive	Responsive to volunteering	Embraces social issues	Listens to others	Fearless	Very talkative	Driven to search for facts
Perfectionist	Takes control in emergencies	Can be less emotionally stable	Enjoys helping others	Willing to wait	Can motivate others	Friendly	More about self than others
Counts things and knows count totals	independent	Avid storyteller	Known for kindness	Sees the good in situations	Serious about objectives	Incredible imagination	Does not seek variety
Self disciplined	Trustworthy	Warm personality	Can be selfish	Feels sad when others hurt	Easily takes the lead	Egocentric	Non adventurous
Likes lists	Directs others with ease	Forgetful	Spiritual gift of helps	Ready to assist others	Can be aloof or somewhat distant	Social-enjoys groups	Likes order
Enjoys reading	Does not always ask for help	Gullible	Others gravitate toward them	Compassionate	Not always well motivated	Enjoys social events	Hard working
Total	Total	Total	Total	Total	Total	Total	Total

Key: Highest totals

2/6 = Green

1/8 = Brown

4/5 = Yellow

7/3 = Red

The four personality leader styles

Psychologists tell us that there are just four basic personality types and that each person is stronger in one type. People may have characteristics from all four types, but only one is their strongest personality pattern.

- **Green – Confident Decision Maker**
- **Brown – Analytical**
- **Yellow – Relational**
- **Red – Social / Outgoing**

A. **Green:** The Leader - The **P**roducer

- 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.

Group discussion: Have two or three members of the class describe someone they know that matches this personality description

B. **Brown:** The **P**erfectionist - The **P**lanner

- 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.

Group discussion: Have two or three members of the class describe someone they know that matches this personality description

C. **Yellow:** The **P**eacemaker - The **P**eacekeeper

- 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.

Group discussion: Have two or three members of the class describe someone they know that matches this personality description

D. **Red:** The Fun Lover - The **P**romoter

- 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.

Group discussion: Have two or three members of the class describe someone they know that matches this personality description

Activity: In combined break out groups of 6-8 provide each group with a half pack of index cards and groups will need a table surface or use the floor for this activity. On signal, have each group build a tower of cards as high as possible without using anything except the cards. Give the groups 3 minutes to build their tower.

When the time is up, use a tape measure or yard stick to measure the height of each tower. Record the heights for each group. Reshuffle the cards into packs. Now tell the group you will give each group one minute to discuss the tower building plan and then 3 minutes to rebuild their tower. They cannot begin until the instructor gives the signal. After one minute for planning discussion give the signal.

When they are finished measure the towers again and record height.

Now, ask the groups these questions:

1. Who in their group seemed to take the lead on directing the Activity?
2. Who in the group seemed to enjoy the excitement and challenge of the project?
3. Who was the “brown” group member that wanted everything exact and was focused on the details?
4. Who in the group encouraged others or offered support when someone tried with their cards and could not make the tower building work?
5. Did discussing the building strategy before the project make any difference in the end result? Why or why not?

Activity: Match the results of the chart assessment against the personality types listed to see if they are the same. Many people in leadership roles are NOT the Green – leader / producer personality but God empowers them to fulfill the leader role.

If you are NOT the Green – Leader personality type but are in a leadership role, share with the group how God enables you to complete what He has called you to do. Remember, God does not just call the “qualified”, but He qualifies those He calls.

I Peter 4:10

Romans 12:6-8

Ephesians 4:11-13

Conclusions:

1. God designs each of us differently to accomplish His work on earth.

2. Often God places us in situations that do not match our personalities and he empowers us to accomplish.
3. Ministry is team work. A good team has a variety of personality types. If every team member were the Green Leader type little would be accomplished.
4. When we understand that we are all created differently we can then better understand others and do not think or react the same as we do.

#2: Basic Doctrine

Doctrine is what we believe about; **the Bible, God, Jesus, The Holy Spirit, Man, Sin, Salvation, the Church, Angels, Satan, End Times, Heaven, and Hell.** Many denominations have additional distinctive beliefs. In this session only core or basic doctrines will be covered. These basic doctrines are essential beliefs of the worldwide evangelical Christian Church.

Knowledge of scripture is required to support discussion about Christian beliefs or doctrine. It is essential that leaders and workers have a knowledge and understanding of basic doctrine, what they believe and on what their beliefs are based.

Activity: (Without using Bibles) have break out groups discuss and list one sentence or individual words that state what they believe about each of the following doctrinal points.

The Bible is
Man is
Satan is

God is
Sin is
End Times are
The Church is

The Holy Spirit is
Salvation is
Heaven is

Jesus is
Angels are
Hell is

The Bible: 2 Timothy 3:16 Psalm 119:160 Micah 5:2 / Luke 2:4 2 Peter 1:21
Zechariah 9:9 / Matthew 21:1-9 Zechariah 11:12, 13 / Matthew 26:15
Psalm 22:16, 18 / Matthew 27:35

Bible facts:

- 1600 years to record all books
- 66 books / 39 Old Testament, 27 New Testament
- 40 Individuals involved in recording God's words

Activity: Which two references might you use in teaching this doctrine to adults?

God:	Triune - Genesis 1:1, 2, 26 Present everywhere Eternal Holy All-powerful All-wise Sovereign Love Just	Matthew 3:13-17 Psalm 139:7-12 Psalm 90:2 Exodus 15:11 Acts 4:24 Psalm 139:1-6 Psalm 93:1, 2 John 3:16 Ecclesiastes 12:14	John 1:1-3	Ephesians 1:2, 3, 17
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Activity: Which two references might you use in teaching this doctrine to 5 and 6 year olds and why?

Jesus: Is God, the Son. He is

Eternal	John 1:1, 8:58
The Creator and Controller	John 1:1-3; Colossians 1:16, 17
God in human body	Luke 1:35, John 1:1-12
Perfect. He never sinned	1 Peter 2:22

Loving	Matthew 19:14
Our Sacrifice for sin	1 Corinthians 15:3
Alive	Ephesians 1:20
Living in heaven today	Hebrews 1:3
Coming again	I Thessalonians 4:13-17
Will rule over all	Philippians 2:9-11

Activity: Which two references might you use in teaching this doctrine to youth 13-18 and why?

The Holy Spirit

The promised Helper	John 14:16
Convicts of sin	John 16:7-11
Opens God's Word to all	I Corinthians 2:12, 13; 12:3
A Guide to believers	John 16:13
Enables believers to win over sin and be productive	Galatians 5:16-25

Activity: Which two references might you use in teaching this doctrine to elementary children ages 6-12 and why?

Man	Created in the image of God	Genesis 1:26
	Is body, soul and spirit	I Thessalonians 5:23
	Man disobeyed God	Romans 5:12
	Man's disobedience brought all mankind under sin	Romans 3:23; 5:12; I Corinthians 15:21, 22

Activity: Which two references might you use in teaching this doctrine to adults and why?

Sin	Is disobeying God and His Word	Romans 1
	Refusing to accept Jesus as the only way of salvation.	John 3:16-19
	Brings death	Romans 6:23a; Ezekiel 18:4b
	All mankind is born with a Sin nature and cannot keep from doing wrong	Romans 3:23

Activity: Which two references might you use in teaching this doctrine to 5 and 6 year olds and why?

Salvation	Is possible because of Jesus sacrifice for our sin	Hebrews 7:27; I Peter 2:24; John 3:16
	His resurrection proved He conquered death and Satan	Genesis 3:15; I Corinthians 15:56; Ephesians 1:20
	Salvation is open to all who repent and believe in Christ	John 1:7, 12; Romans 10:13
	Jesus gives eternal life to all who believe and accept His willingness to forgive	John 3:36
	Eternal life means Jesus will never leave you	John 10:27, 28; Hebrews 13:5, 6
	Once you accept Christ	

and His forgiveness after death you will live with Him forever

John 14:1-6; I Corinthians 15:19-22
2 Corinthians 5:1-6; I Thessalonians 4:17

Activity: Which four references might you use when tell a large group about salvation of mixed ages and why?

Angels	Are God's helpers	Hebrews 1:7, 14
	Are God's messengers	Luke 1:26
	Watches over His children	Matthew 18:10; Hebrews 1:13, 14
	Appeared like men in Bible times	Genesis 18; Joshua 5:13-15
	Can appear today	Hebrews 13:2

Activity: Which one reference might you use in teaching this doctrine to those with little Bible background and why?

Satan	Was a special angel	Isaiah 14:12
	Disobeyed God	Isaiah 14:13-15
	Cast out of heaven and is now active on earth	Ezekiel 28:16; Luke 10:18
	Tempts mankind to sin and disobey God	I Peter 5:8; I John 4:4
	Will one day be cast into the Lake of fire with his followers	Revelation 20:1-10

Activity: Which two references might you use in teaching this doctrine to youth ages 12-18 and why?

End times	Christ can return at any moment	I Thessalonians 4:13-18
	Believers will receive new Bodies	I Corinthians 15:46-54
	Believers will be rewarded For obedience and service	I Corinthians 3:11-15
	Unbelievers will be judged	Revelation 20: 11-15

Activity: Select one reference you might use to challenge a church congregation about the end times and describe why.

Heaven	Prepared for all believers	Matthew 25:34, Revelation 21:2, 3
	No remembrance of past times	Isaiah 65:17, Revelation 21:1
	Only where the righteous will live	2 Peter 3:13
	The Throne of God	Isaiah 66:1
	Is a real place	Acts 1:11; Acts 7:55, 56, John 14:2
A place of no pain or suffering	Revelation 21:3-4	

Activity: Select one reference and describe how you would use this reference in a prison ministry.

Hell	A place of eternal punishment	
	For the wicked	Matthew 25:30, 41, 46; Mark 9:43, 48
	Satan's eternal location	Revelation 20:10

Where unbelievers will
spend eternity

Matthew 25:41

Activity: Why do you think today that this doctrine is seldom discussed, taught or preached?

The Church

Made up of all believers
worldwide

Acts 2

God desires all believers to be
part of a local group

Acts 2:46, 47; Hebrew 10:25a

God desires all believers to

Gather regularly for
fellowship and worship

Hebrews 10:25

The church is responsible to
send out others to fulfill the

Great Commission

Acts 13:1-3; I Corinthians 16:1-4

Activity: Select two references that best describe this doctrine and state why.

3. Chronological Bible Storying

The purpose of this session is to develop international children's 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.

Teaching the Story of God

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. CBS4Kids has developed this chronological approach using 60 basic stories of the Bible and story based lessons to help children gain a solid overview of the story of God.

The world of children is a unique culture. Many young children are primarily oral learners since reading skills for most children do not formulate until age six or older. Preschool children, especially, 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.

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

Children, who depend on oral learning at younger ages, are not able to process the story of God in the same way as adults. Nevertheless, the chronology of the story is important as even at a child's level of understanding it enables them 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 children 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.

Spiritual Formation of Children

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

Activity: In break out groups discuss and list world views that conflict with biblical values. Be prepared to share your group's listing.

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

1. What is the background of the child or children we are teaching? What is their worldview at their age and level of life experiences?
2. What is the ability and level of understanding of the child or children?
3. What is the ability level of the child to process the story information?
4. What is the ability and maturity level of the child to apply the life principle of the story?
5. What questions can be asked that are appropriate to the children's level of understanding and life experiences that will enlist thinking and processing commensurate to their development?

6. What is the church involvement, cultural or family background of the child and how does that background impact their ability to understand the biblical principles of the story

Let's Get Started !

Intentional Bible storytelling

Telling Bible stories to children should be approached prayerfully, thoughtfully and with intention, seeking God's lead to select and tell stories that will meet the spiritual, emotional and mental needs of His children. Know your audience. Know the children. 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 children 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 children 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?

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: One of the team lead the “Going on a lion hunt” storytelling activity.

Ask: What happened during this story exercise that can help everyone become a better storyteller?

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 children 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.
 - “Say, “The story has ended, now close your eyes and think for a minute what you would have done if you had been walking on the road that day.”
- 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 and trillions of people who lived before us and for the millions and trillions 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 2 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.

4. Faith Development & Teaching about Salvation

1. Faith Formation

Old Testament Times: Schools did not exist in Bible times other than the temple schools where only boys were instructed. Most people were taught the law in the synagogue. In A.D. 64 attendance at the synagogue was mandatory for Jewish boys.

How did people learn about God in Old Testament days?

Deuteronomy 16:2
Exodus 12:17
Leviticus 23: 9,10

Deuteronomy 16:10
Leviticus 23:24
Joshua 4:1-8
Leviticus 23:34

Deuteronomy 16:13
Leviticus 23:27
Joshua 8:30-35

New Testament Times:

Traditions: The history of God's people tell us as to how the people were taught about God and His principles for living in Bible times.

Activity: Name at least three ways God commands leaders to teach people about Him.

Reasoning: The faith of people in both the Old Testament and New Testament days, as well as today, was and is also nurtured by reasoning. As we live each day we can all see God at work in the world around us. What experiences did people have in both the Old and New Testament accounts and what experiences do people have today that would lead them to "know" that the scriptures are true? Give one example for each period of time:

Old Testament days

New testament days

Today

Read: Romans 1:18-32

Open for discussion on this passage

2. Helping people to know Jesus

Step 1: Introduce God and God's Word

The story of creation and the fall of man sets the scene for God's plan of salvation. Scripture Reference: John 3:16

Step 2: Explain Sin and the Results of Sin

Even young children can understand sin in the act of disobedience. When Adam and Eve disobeyed, sin entered the human race. Without forgiveness of our sin we cannot be part of God's family. God's Word reminds us that everyone has disobeyed God and has sinned.

- Scripture Reference: Romans 3:23

Step 3: Telling About Jesus and God's Plan of Salvation

Because Adam and Eve sinned, they were not allowed to live forever in the beautiful Garden of Eden home that God had provided for them. Because of their sin, they would someday die. Someday each of us will die. To be in heaven with God, we must have our sin taken away.

- Scripture Reference: Hebrews 9:22

Step 4: Invitation to Accept Jesus and Be Forgiven

We can become part of God's family right now. If we tell God that we are sorry for our sins and if we ask God to forgive us, He will. Because of what Jesus did for us, our sins can be taken away. All we have to do is ask God to forgive our sins, and thank Him for giving us His Son, Jesus to take our sin punishment. Then we become part of God's family.

- Scripture Reference: I John 1:9

Step 5: Being Obedient to God's Word

When we become part of God's family we will want to obey God and follow how He tells us in His Word to live each day. Sometimes we will make mistakes and do something wrong. When this happens, God is always ready to forgive us and help us follow what he wants us to do. We can pray to God whenever we want and we can learn more about Him by reading His Word, the Bible.

- Scripture Reference: II Peter 3:18

3. Helping those at different ages to know God and understand God's Plan of Salvation.

2-3 Year olds:

- Teach them that God cares for them
- Teach them God made the world and all people
- Teach them Jesus is God's Son and He loves them
- Teach them Jesus wants to be their friend
- Teach them the Bible is a special book from God

4-5 Year olds

- Teach them that the Bible is God speaking to them.
- Teach them that disobeying is sin.
- Teach Bible stories that relate to obedience
- Teach them to pray simple prayers – this is how we talk to Jesus
- Teach them that Jesus can forgive us for disobeying (sin) if we ask Him to.
- Reaffirm them if they pray to ask Jesus to forgive them
- Reaffirm them when they ask Jesus to forgive them and them they are now part of God's family

6-8 Year Olds

- Teach them we know what truth is by knowing the Bible, God's Word.
- Teach them basic doctrine (what we believe) about the Word of God, God, Jesus, the Holy Spirit, Angels, Satan, and forgiveness.
- Teach them God's way that we should live each day and care about / love others.
- Re-teach God's Plan of Salvation by asking Jesus to forgive our sin – that everyone is born with sin.
- Ask the person if they want to pray and ask Jesus to be their Savior.
- Model prayer of asking forgiveness for them but let them tell Jesus in their own words.

Note: Object lessons that teach God's Plan of Salvation can begin being used at this age level.

9 Year Olds to Adult

- They have the ability to fully understand Salvation
- They can compare other religious beliefs to God's Word
- They desire to know about God
- They can begin learning and processing information about God and basic doctrine
- They can relate biblical principles to their own lives.
- They can discuss and compare Jesus' teachings to their own life experiences.

Note: Object lessons that teach God's Plan of Salvation and principles of Christian living can be used at this age level.

Activity: Discuss and identify a Bible lesson and develop two ways that God's plan of salvation could be taught to different age groups.

4. Counseling for Faith Decisions

Bible References: The following Bible references can be used in counseling about salvation.

I John 4:8	"God is love."
Romans 3:23	"All have sinned..."
Romans 6:23	"The result of sin is death..."
I Corinthians 15:3	"Christ died for our sins..."
I John 4:14	"The Father sent Jesus..."
John 1:12	"To those who believed in his name..."
Psalms 119:111	"I have hidden your Word in my heart"

For the most part, counseling for salvation is mostly knowing what questions to ask in order to find out what the person seeking God understands about his or her spiritual needs, helping the person understand God's Plan of Salvation, helping them pray, and then assuring them, through God's Word, of God's promises for them.

Here are a few helps for counseling:

1. Pray and seek God's guidance as you counsel, talk with and pray with those seeking God
2. Take the seeker aside, if possible, so that your counseling time with them can be individual
3. Use a person's name and make your talking time with him or her positive.
4. Ask questions that require more than a "yes" or "no" response.
5. Use your Bible to help the person understand what God's Word says about Salvation.
6. Ask the seeker what he or she wants to pray about or talk about.
7. Be sure the seeker understands God's Plan of Salvation in simple terms.
 - Who God is. God's creation of the world and the beginning of people who would love and obey Him
 - What went wrong. How sin (disobedience) entered the world.
 - How sin affects everyone. (We cannot be a part of eternity with God with unforgiven sin)
 - God's provision for our sin (Jesus).
 - How we can be forgiven.
 - What happens to us when we ask forgiveness?
 - What God promises us when we become part of His family.

8. Encourage the seeker to pray in his or her own words and tell God what it is they want. (To be forgiven)
9. After a person prays for forgiveness and to accept Jesus as their Savior, ask them what has happened. If they don't understand, go back over the basic Bible verses for Salvation and explain them again.
10. Give suggestions to the person of what he or she can do after praying to receive Jesus as Savior to continue to grow in Him.

5. Object lessons that help explain salvation

Story cube

Wordless book

Gospel cloth bag

Activity: In break out groups creatively develop an object lesson that would help explain salvation

The Romans Road

The apostle Paul wrote the book of Romans and many other letters to the early Christians. Keep in mind that Paul was once a Jewish leader and persecuted those who had become followers of Christ. It was not until he met and encountered God through a significant life circumstance that his beliefs and his life and purposes were changed. He did a 180 degree turn around from being against Christ and Christ's followers to becoming one of the greatest followers of Christ and Christ's teaching. Many refer to Paul's progressive description of salvation in the book of Romans as the "**Romans Road**" as this book follows a sequential path in the process of coming to and developing faith in Christ.

Romans 3:23 *"For all have sinned and fall short of the glory of God."*

We all have sin in our hearts. We all were born with sin. We were born under the power of sin's control. - *Acknowledge that you sin and have a sin nature.*

Know that **Romans 6:23a** *"...The wages of sin is death..."* eternal separation from God if our relationship with Him is not restored. We all face physical death, which is a result of sin. But a worse death is spiritual death that separates us from God, and will last for all eternity.

Romans 6:23b then be reminded..." *But the gift of God is eternal Life through Jesus Christ our Lord.*" Salvation is a free gift from God to you! You can't earn this gift, but you must reach out and receive it.

Romans 5:8 *"God demonstrates His own love for us, in that while we were yet sinners Christ died for us!"* When Jesus died on the cross He paid sin's penalty. He paid the price for all sin when He took all the sins of the world on Himself.

Romans 10:13 The fork in the Romans Road: Okay, so now we have a mental understanding, but this brings us to a fork in the Romans Road for a personal choice. The Bible reminds us, *"Whoever will call on the name of the Lord will be saved!"* The only condition is that we believe in Christ and what He has done for us, understanding that we are now joined with Him, and that He becomes the focus our life, not ourselves. It is now a personal choice which road we take; the path of head knowledge or the path of faith belief.

God did all this because He loved us and gave Himself for us! It is God's love for us in spite of our sin and sin nature that saves us -- not religion, doing good works, keeping rules, or church attendance or church membership.

Romans 10:9,10 Then "*...If you confess with your mouth Jesus as Lord, and believe in your heart that God raised Jesus from the dead, you shall be saved; for with the heart man believes, resulting in righteousness, and with the mouth he confesses, resulting in salvation.*"

#5 Bible Teaching Ideas

These ideas depend on the literacy level of those being taught and not all ideas will work in all situations. Determine which ideas would work for the setting where you are teaching. Prepare some of the ideas describe in advance to demonstrate to the class. (newspaper cut out tree / books of Bible on cards / worship phrases in another language)

Bible Knowledge

- **Books of the Bible**
 - Put the names of Bible books on index cards. Put cards in order. Each person, in turn, selects a card from a face down pack and places each book card in chronological order. One point for each correct placement. 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** –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** –

The Ten Commandments	The Beatitudes	The Armor of God
Heaven	The Fruit of The Spirit	The 23 rd 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 gift
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 fours 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 people how 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 though song and other expression. People need guidance to learn how to worship God. Consider some of the following worship encouragement ideas:

- Help learners recognize, understand and accept God’s gift of Salvation, as an act of faith, not based on works.
- Encourage learners to discover the importance of corporate worship. Structure experiences where people both contribute to and receive from others through corporate worship.
- Use selected Psalms to help people discover expressions of worship. **(Example)**
- Help the learner discover the greatness of God through all of His creation.

- Teach and encourage to worship through prayer.
- Make full use of musical experiences to enable people to worship God through voice and instruments. Use God's Word as examples of how people worshipped God through music and song.
- Teach that part of worship is giving to God both materially (offerings) and through Christian service.

Stewardship –

- Where possible make offering time a regular part of the program
- Provide information on where their offerings are used
- Develop special stewardship projects. Consider developing some stewardship projects that involve others.

Church / Doctrine - In developing a plan for teaching doctrine, following are some of the highlights in the area of doctrine that should be considered. Churches can add doctrinal distinctives that they will also want to have taught..

- Include in the regular teaching program lessons on the history of the church (appropriate to the age / grade level)
- Make sure that learners are instructed at appropriate ages about the sacraments of the church or other special worship features
- Teach the history of worship of God's people

Missions Awareness

- **Missionary Prayer Tree** – An artificial tree can be used to place the photo cards of missionaries. People 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 from the tree.
- **Learn A New Language** – People can enjoy learning phrases of another language. Determine a country you want to learn about. Find some beginning language phrases through the Internet, bookstore or library. Teach five or ten words or phrases over a few weeks. This can be the beginning of some exciting learning adventures.

Prayer

- **Prayer Reminders** – Provide a reminder of just one or two things to pray about during the upcoming week. Such prayer reminders can help people structure a regular prayer time.
- **Components of Prayer** – Child Evangelism Fellowship has developed a basic prayer system in conjunction with using the thumb and fingers of your hand as a prayer object reminder. This can be used with adults as well as youth. The thumb is used to remember to pray for person closest, such as family members. The index finger 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 considered the weak finger and 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.

- **Prayer Tree:** Use a large tree branch placed in a bucket with sand or stones and attach prayer need cards or slips of paper to the braches. Let the church or program people place prayer requests on the tree and then others can each take one home to pray for the need during the coming week. A tree outline can also be cut out from sheets of newspaper and attached to a classroom wall using the same slips of paper idea n the shape of leaves.

Salvation – It is unfortunate when church teachers and workers take all the time to teach Bible stories but never teach the most important message of God’s Word – God’s Plan of Salvation for every individual. Everyone needs to be intentionally and purposely be taught God’s plan of Salvation. Keeping in mind age level appropriateness of presenting God’s Plan of Salvation.

Bible Memory Activities:

- **Walk the Verse:** Make a template of a large footprint out of c paper then make ssal 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. “Walk the verse” repeating each word as they walk the Bible verse circle.
- **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 people 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 from the class stand in a line, as there are words in the verse. Give each person one card to hold that has one word of the verse printed on with the words facing towards them On signal have the players turn the cards around and have the player or team move the cards to put the verse in the correct order.

Christian Service

- **Community Projects:** Consider community helping projects at public parks or other public locations
- **Community Programs:** Prerecorded puppet skits, street drama and programs are some of the easiest projects to do. Put together a puppet or drama team and practice some Bible stories and skits and use these skits for community activities.

Activity: In break out groups select one teaching area from this session and make an activity, object lesson, song, drama, etc. to teach that area. Indicate the age group your activity is designed for. Be ready to present your group’s idea to the class.

Deck of Cards

(Original source unknown)

The **Ace** reminds us that there is only one God.

The **Two** represents the two parts of the Bible, Old and New Testaments

The **Three** represents the Father, Son, and the Holy Ghost.

The **Four** stands for the Four Gospels: Matthew, Mark, Luke and John .

The **Five** is for the five virgins there were ten but only five of them were glorified.

The **Six** is for the six days it took God to create the Heavens and Earth.

The **Seven** is for the day God rested after making His Creation.

The **Eight** is for the family of Noah and his wife, their three sons and their wives -- the eight people God spared from the flood that destroyed the Earth.

The **Nine** is for the lepers that Jesus cleansed of leprosy He cleansed ten, but nine never thanked Him.

The **Ten** represents the Ten Commandments that God handed down to Moses on tablets made of stone.

The **Jack** is a reminder of Satan, one of God's first angels, but he got kicked out of heaven for his sly and wicked ways and is now the joker of eternal hell.

The **Queen** stands for the Virgin Mary.

The **King** stands for Jesus, for he is the King of all kings.

The Bible Story of God Leadership Institute

www.biblestoryofgod.org

M. Kurt Jarvis, Director, Founder and 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.