

The Bible Story of God

Leadership Institute - 2



**Bible Story of God Leadership
Institute**

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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 Institute



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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 planning 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:** Team Building

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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. 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

5. Ideas for Teaching the Basics of Ministry

This session will include demonstration of ideas for teaching the basics of ministry that include Bible knowledge, Bible memory, Worship, Salvation, Stewardship, Prayer, Missions, and other topics.

6. Learning Styles - 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.

#6. Age Level Characteristics and Learning Styles

People are the sum of what God gave them at birth plus their personality differences, talents, life experiences, and spiritual gifts. To be effective leaders and teachers, we must understand the complex nature of each person and be able to identify strengths and weaknesses of others. If we want to help others grow in their faith, our teaching strategies must optimize the time God gives us.

This session will focus on personality differences and will provide practical helps for effectively teaching all personality types.

	Physical	Mental	Social	Spiritual	Hints for teaching
Ages 4-5	Energetic	Asks “why, and how “	Self-centered	Easily led	Give simple short answers
	Wants to do for self	Likes rhymes	Likes games	Can be taught to pray	Cannot use small muscles well
	Talks constantly	Enjoys stories	Learning to share	Can thank God	Needs activity change every 5-10 minutes
	Poor finger control	Can memorize short verses Has literal mind	Desires to please	Can believe in Jesus Understands disobedience	Encourage group play Likes to touch everything
Ages 6-8	Likes to run jump & play	Learning to read	Likes children own age	Knows right from wrong	Plan activities with movement
	Wants program variety	Very literally minded	Wants adult approval	Trusts people	Vary program activities every 10-15 minutes
	Wants to help	Can memorize words easily	Has a best friend	Likes action stories	Use real life stories to spiritually challenge
	Physical	Mental	Social	Spiritual	Hints for teaching
Ages 9-11	Wants to go places	Inquisitive	Likes to be recognized by peers	Can understand basic doctrine	Teach to look at the Bible for life answers
	Active, likes adventure	Excellent memory	Enjoys competition	Has heroes	Encourage high standards
	Not too tidy	Collects things	Very loyal	Asks about Christianity	Present God’s Plan of Salvation
	Becoming Independent	Enjoys jokes and tricks	Interested in fairness	Interested in people	Challenge for personal devotions
Young Teens	Awkward in growth	Have keen minds	Wants to be accepted by peers	Asks why, where, what and how	Help build positive self image

Embarrasses easily	Have sense of humor	Teacher is VIP	Sincere & serious	Encourage group activities
Girls mature faster than boys	Can be moody	Beginning to be attracted to opposite sex	Needs guidance Spirituality seeking	Use their talents for ministry to others
Fatigue follows high energy	Overreacts emotionally	Looks up to older teens	Needs to be involved in Christian service	Challenge for example setting

Adults	Physically mature	Can work mental tasks	Friendships are by choice	Intrigued by spirituality	Use interactive vs lecture approaches
	High energy	Cognitive abilities are set	Colleagues are work based	Processing faith issues	Provide avenues for discussion
	Can handle physical tasks	Can mentally process choices	Seeking to, entering or already married	Sees life differently in various seasons	Challenge for leadership
	Competitive	Can process Social and political issues	Social position is important	Crucial choices are made	Encourage use of talent and gifting

A. The Visual Learner

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

B. The Hearing Learner

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

C. The Interactive Learner

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

D. The Hands-On Learner

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

Activity: In the worksheet on their handout have class students circle each learning style statement that applies to them “most of the time,” and see if they can identify their own learning style. Determine who in the class have the same learning styles.

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

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

B. Session planning suggestions

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

1. **Prayer**
Teach the Lord’s Prayer
Use prayer objects as reminders
Develop and use written prayers
2. **Missions**
Provide regular highlights of missionaries and mission projects
Plan for regular offerings for missions
Challenge towards full time missions commitments
3. **Stewardship**
Make “offerings” a regular program part
Provide those in the program with information on where offerings are used
Develop in stewardship activities
Help participants understand that stewardship is recognizing that all that we have belongs to God
4. **Bible Knowledge** - Plan to highlight the following
Major Bible stories
Basic doctrine
Major Bible characters
5. **Christian Service** - Help the participants realize their potential for serving others

6. **Bible Skills**
 Books of the Bible Bible searches Bible maps
 Bible dictionaries and concordances
 Knowing how to find information in books, chapters and verses
7. **Outreach**
 Outreach events
 Inviting others to attend programs
8. **Salvation**
 Regular presentation of God's Plan of Salvation Planned times for faith decision making
 Follow up materials

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

D. "Time Planning" sessions - One of the most helpful planning techniques to ensure that all program parts are included each session songs can be taught and sung in about 5 minutes. Therefore, in the session plan the opening song might be listed and given 5 minutes in the time column.

In teaching very young children, their attention span is about 5 minutes (one minute per chronological year) Therefore, in teaching the lesson about Joseph and his brothers, the basic lesson might be taught using Bible pictures for 5 minutes, followed by a skit that reinforces the lesson aim for another 5 minutes, followed by a 5 minute activity on coloring a drawing of Joseph's coat of many colors. With older youth and adults the teaching time can easily be 20-30 minutes but after 30 minutes you begin to lose the attention of any older youth or adult learner.

Instructor: Demo developing a timed session schedule

Activity: In your groups, develop a "timed" 1 ½ hour general program session for a group age of your choice.

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

Some Session parts that could be considered:

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

Teaching Tools and Resources:

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

Individual Session Program Plan

Ages: _____

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

#7. Bible Memory and Bible Memory Activities

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

Your "memory" is really made up of a group of systems that each plays a different role in creating, storing, and recalling your memories. When the brain processes information normally, all of these different systems work together perfectly to provide cohesive thought.

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

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

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

1. How Memory Works:

Visual memory -

- Recalling the shapes of letters and words
- Recalling faces and connecting names to known people
- Remembering roads and turns to take to get to a destination.
- Remembering the shapes and names of everyday items

Activity: (paper and pen or pencil needed for each team:

Gather about two dozen random items and place them on a table. Cover with a cloth. Separate the class into two teams. Each team stands on the opposite side of the table.

Uncover the items for only 15 seconds. The teams must remember as many of the items as possible. After 15 seconds recover and have the team members list as many items as they can. Have each team score their combined total correctly after the items are re-shown and team members count items remembered.

Then as a total class activity find out the number correct of each person so the class can see not everyone has the same skills in visual memory

Auditory memory –

Each class member receives an index card or sheet of paper and a pencil or pen. Pencils down. Tell the class you will call out numbers and AFTER you say “Go” they will try to recall and write down the numbers in the order stated.

Call out the following numbers slowly:

15 2 11 9 13 12 6 17 4

Then say “Go” and see how many can write down the numbers in correct order. Compare results.

*** Not everyone has the same level of auditory memory skills.**

Sensory memory

In a paper sack place ten common items of different texture, size and shape. Select six players. Give each player each player 10 seconds to put one hand in the sack and feel the items. Then they pass the sack and record as many items as they can identify. Compare results

3. How People Learn & Bible Memory

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

- | | |
|--|--------------------------------|
| 1. 10 % of what we read | Verbal receiving |
| 2. 20 % of what we hear | Verbal receiving |
| 3. 30 % of what we see | Visual receiving |
| 4. 50 % of what we hear and see | Verbal & visual receiving |
| 5. 70 % of what we say | e.g.: Teaching a lesson/sermon |
| 6. 90 % of what we say and do | Being personally involved |

4. How memory can be improved:

1. Over learning – word perfect (give example – remembering a longer Bible verse word perfect)
2. Distributed practice * (practice and review over several days vs. cramming)
3. When words are understandable (find some unusual words and have 3-4 class members try to explain the definitions)
4. Concrete vs. abstract (abstract are not items that can be visualized)

<p>“Jesus said, I am the way, the truth and the life...” <i>Abstract or Concrete?</i></p> <p>“In the beginning God made the heavens and the earth...” <i>Abstract or Concrete?</i></p>
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5. Main idea over details

Activity: Read Luke 13:6-8 what is the main idea of this passage?

6. Effective recall systems - The Ten Commandments and Ten Fingers
7. Multi-sensory learning systems - using a combination of seeing, hearing and touch to remember.

Activity: In break out groups have the class select any Bible verse and list a way they can teach that verse using the three senses of auditory, visual and sensory. Give the class 5 minutes then have someone from each group share their methods and verse.

5. A Bible Memory Program That Works (Source: Daryl Dale, Spiritual Formation Ministries)

Rev. Dale has proposed, and there is current study to indicate significant success in his Bible memory approach, if people are given fewer verses to learn over a time period with regular ongoing review of previous verses learned. Rev Dale suggests each person learn a basic set 50 verses to memorize for life.

Dale's system begins with only two verses to memorize over several weeks and then adding only one additional verse over one or more weeks always reviewing previously learned verses.

Month 1 Only 2 verses
 Next 11 months Add only 1 verse each month but ALWAYS review all prior

A Bible Memory Program That Works

Source: Daryl Dale, Spiritual Formation Ministries

A One Year Bible Memory Program

Ages 3&4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Ages 11&12 & Adults
4 verses only - one each quarter	4 new verses Review 4 verses	12 new verses Review 8 verses	12 new verses Review 20 verses	12 new verses Review 32 verses	12 new verses Review 44 verses	12 new verses Review 52 verses	12 new verses Review 64 verses

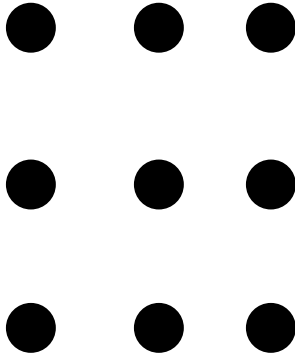
#8. Developing a Creative Bible Lesson

“Do your best to win God’s approval as a worker who doesn’t need to be ashamed and who teaches only the true message.”
II Timothy 2:25

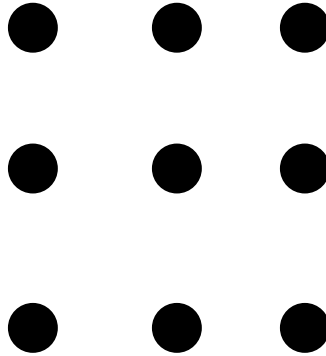
I. Being Creative in Teaching Requires Different Thinking!

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

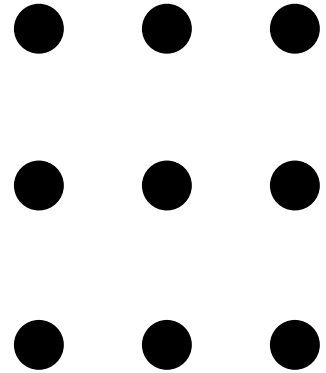
Challenge # 1



Challenge # 2



Challenge # 3



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

Challenge # 3: Connecting the Dots – Thinking Creatively – In your group, discuss the challenge and try to determine the solution. Connect the nine dots by using only **one** straight line without lifting your pencil off the paper.

2. Creativity: What is creativity?

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

Creativity Exercise - The Chair

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Activity: In break out groups list ways a chair could be used to teach a Bible lesson?

3. Be Creative as you plan the Bible lesson

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

Floors	Walls	Ceiling
Furniture	Visual resources	Teaching equipment

=====
Activity: In your groups, select one of the following Bible stories and consider the teaching area where you would teach that lesson. Discuss with your group how you could be creative with each area to help teach the lesson.

Creation- Gen. 1	Noah and the Ark – Gen.6	Daniel in the lion's den- Daniel 6
Moses and the Red Sea- Exodus 3	Jesus calms the storm-Mk. 4:35	David & Goliath- I Samuel 17
The lost sheep- Matt. 18 / Luke 15	Good Samaritan-Luke 10:25	The Wise Men -Matt. 2

Floors:

Walls:

Ceiling:

Furniture:

Object lessons:

Teaching material used differently:

=====

4. Preparing A Bible Lesson

A. Personal Preparation - Effective teaching requires preparation

- * Prepare your heart
- * Set a preparation time that works for you
- * Set a block of time
- * Prepare over several day

B. Lesson preparation

- * Read the scripture passage
 - * Consult commentaries or other resources
 - * Write out a brief outline of the lesson with key words
 - * Research the lesson passage
- | | |
|--------------------------|---------------------------|
| Know the main characters | Know the lesson situation |
| Know the conflict | Know the resolution |

Example: Moses and the Red Sea

C. Six Steps to Lesson Planning:

Day 1: Read, pray, meditate

Day 2: Know the progression of events

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

The Rich Young Ruler Matthew 19:16-30

* For the unsaved class or students use the lesson to emphasize God's plan of Salvation

* For Christian students, use the lesson to reinforce following God and obeying His Word

* For both saved and unsaved. Decide your lesson emphasis

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

Activity: (5 minutes only - clay is needed for this activity) in combine break out groups of 6-8 select any Bible story and have the group member make clay items to depict a scene from that story.

Day 5: Assemble teaching resources

Day 6: Practice teaching the lesson

5. The Four Lesson Parts: STOP LOOK LISTEN GO

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

STOP!

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

LOOK!

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

LISTEN!

- * Multiple relevant life applications
- * Bible truth discovery
- * The teacher is the guide to help the learner "discover"

GO!

- * Lesson response
- * Plan for follow up and review

Source: *Creative Bible Teaching*, Lawrence Richards

Activity: In your groups, use the material provided to you by the instructor and develop a creative Bible lesson using that material. Be prepared to tell the class how you would use the material (You do not need to “teach” the story, just explain and demonstrate how you would use the material provided.

Some Popular Bible Stories

Sin enters the world	Genesis 2:7-3:24	Cain and Able	Genesis 4:1-16
Noah and the Ark	Genesis 6:1-9:17	Abraham’s faith	Genesis 21 and 22
Joseph & his brothers.	Genesis 39	The call of Moses	Exodus 3 & 4
The Passover	Exodus 11 & 12	Crossing the red Sea .	Exodus 13-15
Complaining Israelites.	Exodus 15-17	The spies sent out ...	Numbers 13 & 14
The red cord ...	Joshua 5 & 6	The fall of Jericho ..	Joshua 5 & 6
Gideon is bold for God .	Judges 6	Samson	Judges 16
God speaks to Samuel.	I Samuel 2 & 3	Saul disobeys	I Samuel 15
David and Goliath	I Samuel 17	Elijah and the prophets	I Kings 18
Healing of Naaman...	2 Kings 5	The fiery furnace	Daniel 3
Daniel in the lion’s den .	Daniel 6	Jonah runs from God ..	Jonah 1-3
God sends a Savior ..	Matthew 1 & 2	God protects Jesus ..	Matthew 2
The temptation of Jesus.	Matthew 4	Peter walks on water...	Matthew 14
Jesus heals the lame..	Mark 2	Jesus calms a storm...	Mark 4
Feeding of the 5000	Mark 6	Rich young ruler.....	Mark 10
Blind Bartimaeus	Mark 10	Fishers of men	Luke 5
The Good Samaritan..	Luke 10	The Good Shepherd ...	Luke 15
Parable of the lost son.	Luke 15	Zacchaeus	Luke 19
Nicodemus	John 3	Jesus is alive	John 20

#9. Ministry Master-planning

In most ministries people are coming into programs with varied backgrounds and experiences. Some people may come to church sponsored activities with little Bible knowledge or from backgrounds that may not be Christian or where the Bible has not been introduced at all. It is essential that leaders understand the spiritual needs of all people in their connections in order to effectively plan programs and activities.

The following topics are spiritual needs of most all people to some degree. While some people may have more Bible knowledge or background than others, these are the basic spiritual needs of almost everyone in any ministry program.

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

1. The typical state of ministry

- Program driven versus Purpose driven.
- Program overload

2. The need for assessment to determine ministry effectiveness

A. Spiritual life components for ministry.

Bible knowledge	Devotional life	Worship Salvation	Missions	Outreach
Stewardship	Bible memory	Prayer	Service	Friendship

B. "Delivery System" and Program Balance.

The Delivery Systems of these spiritual components are the church's "programs". Each ministry program typically provides several spiritual components where the spiritual components are "delivered."

C. Tools for assessment

5 Minutes E-Z Assessment Chart - Sample

Take the E-Z assessment chart and determine how often the ministry component listed is included in each program over a 3 month time.

	Program S.S. / Small Groups	Program Church worship	Program Men's / Youth Women's Ministry	Program Special Events	Total
Bible knowledge	<u>12</u>	<u>12</u>	<u> </u>	<u> </u>	24 +
Devotional life	<u>8</u>	<u> </u>	<u>4</u>	<u> </u>	12
Worship	<u> </u>	<u>12</u>	<u>12</u>	<u> </u>	24 +
Salvation	<u>6</u>	<u> </u>	<u>8</u>	<u>4</u>	18
Outreach	<u> </u>	<u> </u>	<u>12</u>	<u>4</u>	16
Stewardship	<u> </u>	<u>12</u>	<u> </u>	<u> </u>	12
Bible memory	<u>12</u>	<u> </u>	<u> </u>	<u> </u>	12
Prayer	<u> </u>	<u>12</u>	<u> </u>	<u> </u>	12
Christian service	<u> </u>	<u> </u>	<u>4</u>	<u> </u>	4 -
Friendship devel.	<u> </u>	<u> </u>	<u>12</u>	<u>4</u>	16
Missions aware.	<u>4</u>	<u>4</u>	<u> </u>	<u> </u>	8 -

Areas that have more than 20 (+) marks indicate stronger areas. Areas with less than 10 (-) marks may need further evaluation.

Rate your own ministry. How often in one quarter / 3 months, are people instructed **taught** about the component listed?

	Program	Program	Program	Program	Total
Bible knowledge	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Devotional life	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Worship	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Salvation	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Outreach	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Stewardship	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Bible memory	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Prayer	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Christian service	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Friendships	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Missions aware.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

What are your church's strengths?
What are your church's weaknesses?

3. Developing a ministry master plan

- Identify delivery systems.
- Develop ministry program goals (states what needs to be accomplished.)
- Assign spiritual components to delivery programs

Developing program goals

Goals state what you want to accomplish and are measurable.

Goal Example: *In the (Sunday School) (Home Groups) those participating will learn 35 basic Bible lessons of the Old and New Testaments during the coming year and how the spiritual lessons of those stories apply to life today.*

Goal Example: *In this program participants will learn 12 basic Bible lessons and will be presented with God's Plan of Salvation.*

Activity: In break out groups develop three goals for the church worship service for the coming year. Have someone from your group be prepared to share your goals with the class.

4. Implementing the plan

- Meet with ministry teams and pastors.
- Review current ministry effectiveness assessment.
- Explain ministry program balance need with purpose driven vs. program driven concept.
- Develop goals for all areas to be addressed during the coming year
- Develop activities for achieving each goal listed.
- Fully develop the ministry master plan.
- Establish time frame for re-evaluation (*usually within one year*).

#10. Team Building

A successful leader must know how to use a team to accomplish a task, build that team, motivate that team, delegate and celebrate with the team when there is success. Perhaps the failing of some pastors and other leaders is first not knowing how to delegate and second not knowing how to identify, build, empower and entrust a team for a task.

Instructor: In this session you will give the class a task to complete. The selected leader for the task will assign break out groups sub tasks. Once all break out groups have completed their assignments, you will bring all the strategies together for a task composite at the end of the class. The groups will not know the total plan until all the break out group plans are put together.

Before the exercise begins ask each person in the class writes three strongest attribute from the following personality characteristics grid. This grid was taught in session one. On one side of a 6x12 card page each class member writes their name in large lettering. Then, on the reverse side, in large lettering class members lists three attributes that best describes them. The attributes side of the cards or pages are then posted for everyone to see but not the corresponding name.

Very giving to others	Likes to take on challenges	Has musical skills	Enjoys spiritual leadership	Does not like arguing	Will try new things	Outgoing	Asks a lot of questions
Neat	Enjoys helping others	Enthusiastic	Enjoys organizing	Does not usually volunteer	Enjoys research	Works well with others	Appreciates facts and statistics
Can be blunt	More practical than emotional	Others seek their spiritual counsel	Peacemaker	Does not always ask for help	Firm about expectations	Does not like lists of tasks	Good with budgeting
Enjoys completing details	Takes control in emergencies	Known for kindness	Enjoys problem solving	Friendly	Avid storyteller	Likes drama, skits, music	Counts things and knows count totals
Serious about getting a job done	At ease contacting people	Enjoys variety	Not good with deadlines	Works best one on one	Has many new ideas for programs	Makes friends easily	Good at reports
Others enjoy being with them	Likes serving on team	Can motivate others	Counselor	Likes things done in order	Has high expectations for self and others	Compassionate	Has spiritual gift of helps
Does not like change	Enjoys parties and games	Enjoys alone time	Can keep confidence	At times indecisive	Can easily make decisions	Ready to try new things	Others call them a leader
Gets the job done	Can organize projects	Fun and friendly personality	Patient with others	Enjoys helping others	Prefers to work on projects alone	High energy	Great imagination
Detail oriented	Productive	Volunteers often	Passionate about social issues	Listens to others	Fearless	Enjoys talking to others	Driven to search for facts

Instructor:

For this exercise the instructor needs to identify the project the teams will complete. For example, the task could be to plan a community outreach event. This event would need an event director, publicity, meals, facility, budget, and a variety of other tasks according to the targeted group. The leader will select and decide the task to be completed by the class.

Other project possibilities to select from or you can provide your own: (select just one)

- A missions conference
- Host a mission team from another country and plan their project

- Plan a mission project to another country
- Plan a one week community youth rally tour in your town or region
- Plan a one week day camp for children ages 6-12
- Plan a youth weekend retreat for ages 13-18
- Plan a women's outreach event
- Plan a men's retreat

Instructor: Tell the class the project you have selected they will be assigned to plan. The class reviews all the attribute cards and votes on the leader for the project from the cards listed. That card is turned over and the person listed is appointed as the leader.

Elected Leader: Each sub task needs to be assigned a team or break out group

- As a total class activity have the class identify a list of tasks that need to be accomplished for the project.
- Form task teams by assigning members from the attribute cards to task teams the class has listed. For example, for a community outreach event task teams needed might include a prayer team, facility team, promotion team, food team, program team finance team, transportation team, etc.
- After teams are formed the teams meet in their break out groups, discuss and develop a plan, listing each task that needs to be accomplished, how it will be accomplished, the related costs, if any, etc.
- Break out groups have 20-30 minutes to meet and develop their plans.
- At the end of the allotted time the class reconvenes and each group shares their planning. The leader assembles the entire project plan.

Instructor: After the plan is presented lead a discussion of the following:

1. What worked well for the task teams?
2. What did not work well?
3. Did any team members seem to be misplaced in their team assignment?
4. Did all task team members make a contribution to their task? If not, why?
5. What did class members learn from this exercise about leadership?
6. What changes would you make if you participated in a real project such as this?
7. How is each team member important to the total project?
8. Did any team members discover they were not as suited to their characteristics as they thought?

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