

B'S FOR STORYTELLING

Children love stories. The Lord is giving you an opportunity to present the true stories of His Word. They are filled with action and meaning. As the story is developed, it becomes a picture in the mind of the child. Your actions and words make the story come alive. So we can say that **STORYTELLING IS YOU.**

BE YOURSELF

Personalities and abilities vary from person to person. Don't try to mimic someone else. Develop your own storytelling style.

BE AT EASE

Love your audience with God's love.

BE POSITIVE

In your attitude and words be positive.

BE POISED

Recognize that it is God who has made you and given you your abilities. Trust Him and believe in Him for the confidence you need.

BE CONSCIOUS

Keep good eye-contact of your audience and be conscious.

BE ATTUNED

The child and his world is different than yours.

BE ALERT

Special needs or potential problems you should be alert to.

BE SINCERE

BE NEATLY GROOMED

BE CAREFUL

Your posture is important. Sit at ease or stand erect. Don't slouch.

BE AWARE

Don't become addicted to or overdo your gestures.

BE THOROUGHLY FAMILIAR

Do not memorize or read your story. Be thoroughly familiar with the story content.



E S T A B L I S H I N G S O L I D R O O T S

BE CLEAR

Your speech should be clear. Use simple, but descriptive words.

BE ENTHUSIASTIC

Don't just tell the story. Live it!

BE AWARE OF YOUR VOICE

A good voice depends on a relaxed throat, proper breathing and focused tone.

BE INTERESTING

Vary your tone of voice and rate of speech to fit the moods of the story.

BE CREATIVE

Use dialogue or sound effects when or where appropriate.

BE PRAYERFUL

Trust the Lord at all times. ✠



COUNSELING THE CHILD FOR SALVATION

do they understand?

I. HOW TO COUNSEL A CHILD OR A SMALL GROUP OF CHILDREN

Ask the child a series of thought-provoking questions to discern his understanding of his need, the way of salvation and how to receive Christ as Savior. Also include instruction in assurance from the Word of God, the basic teaching of 1 John 1:9 and brief instruction in growth.

A. Establish with the child his reason for coming

1. *Why did you come?*
2. *What is it you would like to talk to me about?*
 - a. Perhaps the child responded for a reason other than to receive the Lord Jesus Christ.
 - b. The teacher should counsel the child according to the reason he responded.



NOTE: If the child responds to the first question by saying that he wants to receive the Lord Jesus Christ then continue on with the following questions:

B. Review with questions the need and the way

1. *Why do you need to receive the Lord Jesus Christ? (Need)*
 - a. Ask the child if he has sinned. (He should admit he is a sinner.)
 - b. Be personal with the child, using the pronoun "you."
 - c. Ask him to give examples of things that are sin.
 - d. Show Romans 3:23 or another verse which mentions sin.
 - e. The teacher should continue asking questions until he is satisfied the child understands and recognizes he is a sinner.



NOTE: Do not encourage the child to pray to receive the Lord Jesus Christ if he does not admit he is a sinner.

2. *What did the Lord Jesus Christ do for you so your sins could be forgiven? (Way)*

- a. The child should realize that the Lord Jesus Christ loves him so much He gave His blood and died on the cross for him.
- b. According to his answers, ask more questions to see if he understands the sacrifice of the Lord Jesus Christ.
 - 1) Why did the Lord Jesus die on the cross for you? (To pay for my sin.)
 - 2) What did the Lord Jesus give on the cross for you? (Help the child understand He not only gave His life, but gave His blood.)
 - 3) Do you believe that the Lord Jesus Christ died for you?
 - 4) What happened to the Lord Jesus Christ after three days?



Is there anything else you would like to ask?

- c. Show the child a Bible verse about the death of the Lord Jesus (Hebrews 9:22b; 1 Corinthians 15:3, 4).

NOTE: Continue explaining truths from the Scriptures that are not clear to the child.

C. Explain a verse

1. *What does God say in this verse?*

- a. Show him a verse which speaks of *believing* in Christ or *receiving* Him. The verse should present God's condition and God's promise.
- b. Keep your Bible open. When possible, let the child read from his own Bible.
- c. Use the same verse you used in the invitation.
- d. Put the child's name in the verse.
- e. Explain the verse clearly, phrase by phrase, so the child can understand and appropriate salvation.



2. *Have you received the Lord Jesus before?*

- a. Sometimes the child has received the Lord Jesus Christ, but perhaps there is sin in his life.
- b. It might be he is not sure of his salvation.

D. Bring the child to the place of decision

Would you like to pray and receive the Lord Jesus right now?

Guide the child in prayer if he responds positively.

E. Give him assurance of his salvation (as learned in *How to Lead a Child to Christ*)

1. Questions

- a. *Whose child are you?*
- b. *How do you know?*
- c. *Will the Lord Jesus ever leave you?*

*Not according to me
according to the Bible, when
child are you new?
How do you know?*



2. Take the child back to the invitation verse, put his name in the verse, emphasizing God's promise for salvation.

3. Show him the promise in Hebrews 13:5b.

F. Teach him about confession of sin

1. He has Christ's life in him for power to do what is right.
2. Explain 1 John 1:9.
3. Teach the child to confess sin the moment it takes place.
4. Instruct him to thank the Lord for His forgiveness.

Christ in Him

G. Teach him basic helps for spiritual growth

1. Pray
2. Read and obey the Bible
3. Witness
4. Go to Sunday school and church

Before the child leaves:

- Give him a tract or correspondence course
Examples: "Heaven . . . How to Get There"
"First Steps"
Mailbox Club
- Have the child say a thank-you prayer for what the Lord Jesus has done for him
- Pray aloud for him before you leave

II. HOW TO COUNSEL A LARGE GROUP OF CHILDREN

A. Do not be concerned if a large group of children responds to the invitation
Trust the Holy Spirit to do His work in each heart.

B. Divide the large group into smaller groups according to the number of
trained counselors available

C. Keep in mind the individual needs of each child

Keep the attention of the children and continue with the same method
you used with only one child.

1. Ask questions of different children to see if they understand the
message of salvation truths.
2. Explain the invitation verse phrase by phrase, having the children say
their own names in unison in the appropriate places as you read the
verse.
3. Suggest a prayer to accept Christ and give each child the opportunity
to pray.

If the group is large, sometimes it is necessary to pray together.

4. Review the verse to give the children assurance of salvation.
5. Explain confession of sin and growth principles to the group.
6. Give each child literature to help him spiritually. ✎



Counsel is specific to the individual

OTHER COUNSELING SITUATIONS

I. THE CHILD RESPONDS REPEATEDLY TO THE INVITATION



Possible reason:

Suggestions for counseling:

- A. He lacks assurance
"I do it every night"
"I have done it before, but . . ."
"I don't know if He is there"
"I just want to make sure"
- B. He lacks peace because of sin in his life. Satan will fight hard in the area of doubts
"Jesus might have left when I sinned"
"I sinned again"
"If I just ask Jesus to come in again will everything be all right"
"I sinned, and I lost Him"
- C. He is confused by different terms used by the teacher
"I want to believe in Jesus"
"I want to receive Him"
"I want to become part of His family"
"I want Jesus to be my Savior"
"Can I be saved"
- D. He desires attention or likes to be with the teacher

Take time to counsel from the Word. Titus 1:2 with a salvation verse will help him see God keeps His promise.

Explain 1 John 1:9. Encourage the child to confess his sin and to thank God for His forgiveness. Emphasize Hebrews 13:5b. Tell the child to say this verse when the enemy comes to tell him Jesus is not there. Then he should immediately thank Jesus again for being his Savior.

It is very difficult to discern if confusion about terms is the child's basic problem. However, it will be manifested in a lack of assurance of salvation. If you have dealt with the child on previous occasions about assurance, question him about these terms to discern his understanding of them. Help him to see they are synonymous.

Be a discerning listener. Reassure him of God's love and promises. Pray with him about any specific needs.

II. THE CHILD SAYS HE HAS NEVER SINNED

- A. Explain the message of salvation and give specific examples of sin.
- B. Show him Romans 3:23 which teaches "all have sinned."



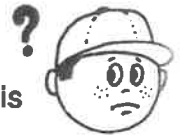
- C. Ask him if he has ever been punished. If the child answers that he has, ask him if he was punished for something good that he did.
- D. Explain when he realizes he has sinned, he can receive the Lord Jesus Christ wherever he is.
- E. Pray for him before he leaves.

III. THE CHILD IS TIMID OR IS NOT RESPONSIVE



- A. Gain his trust so he will answer your questions.
The teacher can share in giving examples of sin, whisper in his ear, etc.
- B. Explain to him he can receive the Lord Jesus Christ when he is ready.
- C. Give him an appropriate tract to read.

IV. THE CHILD IS VERY YOUNG AND DOES NOT SEEM TO UNDERSTAND



- A. Remind him God loves him and the Lord Jesus Christ wants to be his Savior.
- B. Encourage him to continue coming to the Bible class so he can learn more about Jesus.

V. THE CHILD IS CURIOUS AND RESPONDS BECAUSE OTHERS DID



- A. Ask him questions to discover why he came to talk with you.
- B. Ask him about the plan of salvation to determine if he understands.
- C. Review the message of salvation, taking this opportunity to lead him to Christ, if possible.
- D. Give him a tract.

VI. THE CHILD DOES NOT KNOW WHY HE RESPONDED TO THE INVITATION



- A. Take advantage of the opportunity to present the plan of salvation to him again.
- B. Take the necessary steps according to the answers of the child.

VII. THE CHILD DOMINATES THE GROUP



- A. Ask questions of different children in the group, calling them by name.
- B. Encourage the dominating child to let others participate.
- C. Talk with the child personally about the problem if it persists.

SCRIPTURE MEMORIZATION 1

I. THE IMPORTANCE OF MEMORIZING THE WORD OF GOD

"In this changing world we need something to which we may cling, something which is sure and steadfast, something which never changes . . . what could be better than the sure Word of God. . . ." (Mildred Morningstar)

- A. It is the Word of God, living and powerful (Hebrews 4:12)
- B. Helps keep from sinning (Psalm 119:9, 11)
- C. The Bible commands it (Deuteronomy 6:6)
- D. The Holy Spirit uses the memorized Word of God in daily life
 - 1. When tempted
 - 2. During trials
 - 3. When making decisions, etc.
- E. Provides a means for evangelizing or counseling others

II. TYPES OF VERSES THAT SHOULD BE TAUGHT

- A. Evangelism (John 3:16; Romans 5:8; John 1:12)
- B. Promises (Matthew 28:20; John 14:13; 1 John 1:9)
- C. Testimony (Hebrews 13:6; Psalm 23:1,2; 2 Timothy 1:12)
- D. Exhortation (Colossians 4:2; 2 Peter 3:18; 1 John 4:7)
- E. Commands (Mark 16:15; 1 Thessalonians 5:18)

III. CHOOSING APPROPRIATE VERSES

- A. Related to the main teaching of the lesson
- B. Understandable by the age group
- C. According to the child's spiritual maturity
- D. Containing words and concepts within the child's understanding

IV. STEPS IN TEACHING THE BIBLE VERSE

A. INTRODUCTION

Introduce the verse in such a way the child's attention will be focused on the truth of the verse and its relationship to his life. This can be done with questions, puppets, short illustrations, etc.

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B. PRESENTATION

1. Read the verse directly from the Bible (not just from the visual)
2. Present the visual aid
3. Establish the memory verse as the Word of God
4. Teach the Scripture reference (address)--where the verse is found in the Bible

C. EXPLANATION

Explain new or unfamiliar words or concepts

D. APPLICATION

Help the child apply the verse to his own life:

1. The *unsaved* child
 - a. Use examples of sin, if applicable
 - b. Encourage him to appropriate the verse by receiving the Lord Jesus Christ today
2. The *saved* child
 - a. Use examples from his daily life, if applicable
 - b. Encourage him to put the teaching into practice



NOTE: Some verses may apply more specifically to one group or to the other.

E. REPETITION

Use a variety of ways from week to week to help the children memorize the verse. Drilling the Bible verse once or twice is not sufficient! Remember: Repetition is essential to learning!

REVIEW: Review the verses in the classes that follow. A verse becomes fixed in the memory through frequent and dynamic review. Continue to review all of the Bible verses within a given series and from time to time throughout the year.

SCRIPTURE MEMORIZATION 2

I. MOTIVATING THE CHILD TO MEMORIZE SCRIPTURE

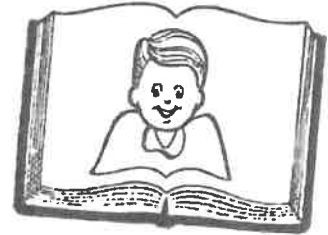
- A. Incorrect motivation
 - 1. To win a contest
 - 2. To show off in front of others
 - 3. To please the teacher

- B. Correct motivation

The child should:

- 1. Understand how the Bible verse relates to his daily activities and life
- 2. Learn from experience that the Bible verse is useful in different situations--in witnessing, in moments of temptation, when he has doubts, etc.

NOTE: Correct motivation depends largely on the introduction or incentive given by the teacher before the verse is taught.



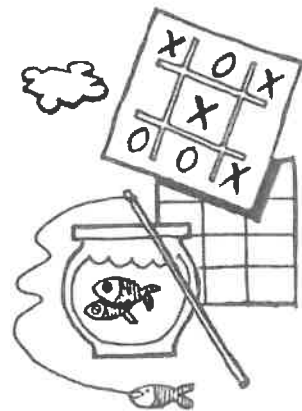
II. REVIEWING BIBLE VERSES EFFECTIVELY

- A. Characteristics of an effective review time:

- 1. Frequent
 - a. When you finish teaching a verse, have a quick contest so the verse will be firmly implanted in the child's mind
 - b. Verses should be reviewed each week
 - c. Review verses at the end of a series of lessons
- 2. Dynamic
- 3. Student participation
- 4. Review games
 - a. Contests
 - b. Puzzles
 - c. Cards with the references, to say the corresponding verses
 - d. Games such as tic-tac-toe

- B. The value of contests in review time

- 1. For the child
 - a. Helps the child memorize God's Word
 - b. Helps the child to express himself
 - c. Promotes regular attendance
 - d. Deepens the learning experience



2. For the teacher
 - a. Maintains interest and discipline
 - b. Gives opportunity to clarify concepts and correct errors
 - c. Makes self-evaluation easier
- C. Provides satisfaction as children reach a higher level of learning

III. TEACHING BIBLE VERSES TO PRESCHOOLERS

A. Selecting verses

1. Very short. Example: *"All things were made by him"*
2. Within the child's comprehension. Example: *"Suffer the little children to come unto me . . ."*

NOTE: Although verses chosen for preschoolers are normally short, the ability of young children to memorize longer verses should not be underestimated.

B. Visual Aids

1. Without written words
2. A few large, clear figures
3. Illustrate the meaning of the verse
4. Can be touched

MOTIONS

C. The teaching should be informal

1. Repeat the verse often in the Bible lesson. As the Bible lesson progresses, the children can repeat the Bible verse with the teacher when it applies.
2. When using other types of stories related to the child's life, teach the Bible verse the same way as in the Bible lesson.
3. Repeat the verse with motions.
4. Repeat with a series of pictures to show situations which apply to the verse. Example: *"Love one another."* (Show pictures of children who are showing love to others in practical ways.)

Use in lesson
- reinforce how they
say it with you if
verse is learned before
lesson.

NOTE: It is advisable to use a simplified version of the Bible for children of this age.

IV. DIFFERENT WAYS TO VISUALIZE VERSES

- A. Flashcards
- B. Wordstrips for the flannelboard
- C. Jigsaw puzzles for the flannelboard
- D. Symbols. Example: Each phrase written on the shape of a Bible
- E. Written on the chalkboard
- F. Using pictures to represent certain words

Vary the types of visuals used depending on the local possibilities

MAKING MEMORIZATION FUN!

Fun Ways to Memorize Verses

1. **Chalkboard:** Erase the words one at a time and let the children guess what is missing and then have them say the verse.
2. **Pocket chart:** Remove the word and have the children guess what is missing. Say the verse each time the missing word is guessed.
3. **Songs:** Set the verse to music.
4. **Verse scramble:** The children unscramble the verse on the flannelboard. They say the verse each time it is successfully unscrambled.
5. **Colored rectangles:** Cut a small rectangle for each word in the verse. Point to the correct rectangle as you say the words. Then begin removing the parts by color and let them say the verse each time.
6. **Flip strips:** Print the verse on the back of wordstrips that are fastened to the flannelboard with tape as hinges. Open the strips to learn the verse and then close each part as it is learned.
7. **Crazy stand-ups:** Those with blue eyes say the verse, then those wearing green, those who are six years old, those who have brown hair, those who own pets, those who ate breakfast, etc. Children respond by standing to say the verse.
8. **Choral speaking:** Divide the children into several groups. Each group says part of the verse. Parts can be assigned according to where commas are in the verse.
9. **Flashcards:** Write parts of the verse on different flashcards.
10. **Ping pong:** Line up the class in two rows facing each other or divide into two teams. One team says the first word then the second team says the second word, etc. Or, use the Gospel block or a bean bag. Toss the block back and forth saying a word each time.
11. **Crossing the creek:** Cut out paper stones, one for each word in the verse. Line them up on the floor and have a child step on a stone for each word in the verse.
12. **Follow the leader:** The children repeat the verse as they follow the movements the teacher makes. Examples: jump on one foot, move the arm in a circle, walk, etc.
13. **Hot potato:** Pass a ball or box among the children as they repeat the verse. As they finish saying the verse, the person who has the ball in his hand recites the entire verse.
14. **Symbols:** The children say the verse as a symbol representing each part of the verse is held up.
15. **Clothesline:** Cut articles of clothing from paper. Write each phrase of the verse on an article of clothing. Scramble the phrases, hanging them on a line. A child puts the verse in order.

16. **March-a-verse:** Chant the verse as the class marches around the room. A word is said for each step, or a phrase per step. You could also "jog-the-verse."
17. **The next word:** The teacher begins to repeat the verse. When he stops, the children say the following word. Afterward, the teacher chooses a child who can go to the front and lead the game.
18. **Whose turn is it?** Prepare the verse for the flannelboard, dividing the words into phrases. On the back of each phrase, put instructions as to who will repeat the verse. Examples: You alone, the boys, the girls, the teacher, you and a friend. Ask a child to remove a phrase from the flannelboard. He follows the instructions and chooses another child to lead.
19. **Choose a friend:** A child repeats the verse. Then he chooses another child to go to the front of the class to repeat it with him. The second child then chooses another and all three repeat the verse together. Continue until several children are at the front repeating the verse together without error.
20. **Puzzle:** Divide the group into two teams. Give the reference. Put the puzzle piece on the board each time the verse is correct.

Ways to Review Verses

1. **Balloon contest:** Write the references for the verses on pieces of paper. Place them inside balloons. Divide into two teams. A child is chosen to pop a balloon and say the verse. Then he chooses another child, etc.
2. **Bible tic-tac-know:** Use the references in place of questions as in a review.
3. **Fishing:** Catch a fish that has a reference on it. Say the verse.
4. **Target practice:** Make a target with points for each level.
5. **Spinning wheel:** Spin the arrow and say the verse on which the arrow lands.
6. **Button bounce:** Write the references in the bottom of an egg carton. Put a button in, close the lid, and shake the carton. Say the verse on which the button lands.
7. **Dethrone the king (queen):** Choose a child to be king or queen. A crown can be used. The rest of the children (or the teacher) give him Bible references for verses learned in the class and he says the verse without error. If the verse is wrong, he is dethroned and another child goes to the throne.

Gospel Sandwiches

each hand First ref
words are filler - more hand teacher both over open hand
Put top on other hand other ref

1. Gospel Sandwich - (big - slow)
2. Gospel Sandwich - (small - fast)

Ice cream sandwich 60. soft so don't melt w/ hot air
don't let it melt to fast keep it warm

