

# Teaching Stories from the Word—Sunday School Workshop

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## Explore a Variety of Teaching Methods Ages 10 and Up

### Ready—Set—Go!

Ready?

- Know the story
- Visualize and plan your approach

Set?

- Plan the lesson from start to finish
- Gather supplies

Go!

- Prepare and motivate the students
- Teach, self-evaluate, celebrate!

### 5-part Lesson Menu

1. Introducing the Story
2. Reading the Story
3. Understanding the Story
4. Responding to the Story
5. Remembering the Story

### 1. Introducing the Story

Choose one activity to introduce the story.

Activity	Method								
Generate Anticipation	Share 3-5 True/False statements relating to themes or events that encourage discussion. <i>e.g.</i> statements about Mount Sinai, Moses and the cloud on the mountain in preparation for reading the 10 Commandments.								
Predict the Outcome	Pose a problem and ask the students to predict a character's response or to predict what may happen next. <i>e.g.</i> The Lord gave Moses the power to do miracles. Will Pharaoh be able to do them too?								
Similar Situation	Have students think about a time they might have been in a situation similar to one that is in the story for the day, <i>e.g.</i> wanting something (Hannah wanting a child) or facing a difficult task (David and Goliath). Share their thoughts with a classmate or with the class.								
Contrast Charts	<p>Set up a chart (<i>e.g.</i> Good Friend vs. Bad Friend, or Good Promises vs. Bad Promises) and invite students to brainstorm words that describe each kind of person or promise.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px;">Good Friends...</td> <td style="padding: 2px;">Bad Friends...</td> </tr> <tr> <td style="padding: 2px;">Help others</td> <td style="padding: 2px;">Criticize others</td> </tr> <tr> <td style="padding: 2px;">Are interested in others</td> <td style="padding: 2px;">Are interested only in themselves</td> </tr> <tr> <td style="padding: 2px;"> </td> <td style="padding: 2px;"> </td> </tr> </tbody> </table> <p>Read a story relating to friendship or promises, <i>e.g.</i> David and Jonathan stories, or Jephthah's vow.</p>	Good Friends...	Bad Friends...	Help others	Criticize others	Are interested in others	Are interested only in themselves		
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Key Words	Tell the children one key word in the story <i>e.g.</i> ark, ephod, drought or leprosy. Brainstorm what the word means, and write responses down to activate prior knowledge.
Show a Picture	Any story. Many available on the Internet. Make it more interesting by showing only part of the picture and having students guess what it might be. Slowly reveal more until the entire picture can be seen.
Visualize the setting	Have students close their eyes and describe the setting, customs or events that they will hear about in the story.

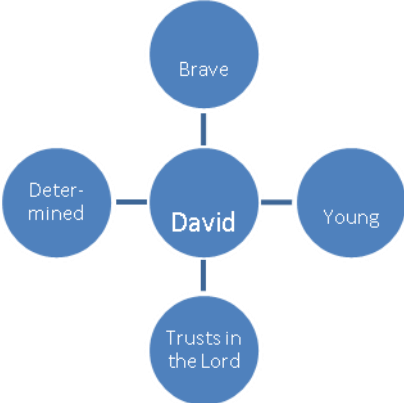
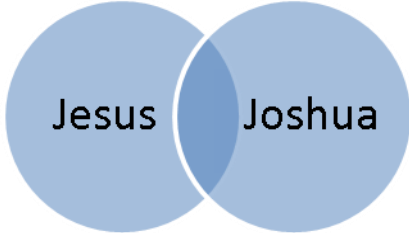
### 2. Reading Activities

Use one of these ideas or combine several different ideas in one lesson. Keep creative momentum and interest going throughout the lesson time by engaging students at every step.

Activity	Method
Use Props	Gather a few props to show the children as the story progresses <i>e.g.</i> a staff, piece of clothing, pitcher, oil, <i>etc.</i> Helps bring understanding to the story. Decide whether to spark interest by sharing ahead of time, or keep props hidden to retain interest later in the reading.
Book in Hand Theater (some preparation)	Prepare script by downloading the text from <a href="http://www.biblegateway.com">www.biblegateway.com</a> and pasting into a Word document. Use colors or a variety of fonts to distinguish different characters in the story. Add character and narrator names. (This whole process should take less than 15 minutes.) Print one copy for each child in the class. Introduce the story. Give a few basic staging directions <i>e.g.</i> where a house, stream or mountain might be. The children will read the story as a play and act it out as they go. If the children enjoy it, repeat the reading and change who is reading which character.
Jigsaw Reading	Good for long stories <i>e.g.</i> Daniel. Divide the story into sections. Assign each section to a group of children. Each group reads independently. Groups get together and each group <i>tells</i> their part of the story to all of the children.
Reading Buddies	Divide the children into groups of 2 or 3. Take turns reading the verses aloud. When everyone has finished reading, discuss the story with the group.
Silent Reading	Give students a reading question, <i>e.g.</i> who helps David? Each child reads the story silently. Students discuss their answers together.
Vantage Points	Assign each student a vantage point to focus on while reading the story <i>e.g.</i> the characters, what the Lord or His representative is telling people, problems and their causes, feelings of the people involved, <i>etc.</i>

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## 3. Understanding the story

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Attribute Web	<div style="text-align: center;">  <p>Develop a web by starting with the name at the center. Add to the chart as students identify qualities. Extend the web further by listing examples from the story.</p> </div>																				
Attribute Chart	<p style="text-align: center;">List qualities with evidence from the story</p> <div style="text-align: center;"> <p>DAVID</p> <hr style="width: 50%; margin: 0 auto;"/> <div style="display: flex; justify-content: space-around; width: 50%; margin: 0 auto;"> <div style="text-align: center;"> <p>Attributes <i>e.g.</i> brave</p> </div> <div style="text-align: center;"> <p><i>e.g.</i> fought without armor</p> </div> </div> </div>																				
Feeling Chart	<p>List 3-5 key events in a story on the left side of chart, character list across the top. Note the feeling or response of each character to each event.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%;">Mary</th> <th style="width: 15%;">Angels</th> <th style="width: 15%;">Herod</th> </tr> </thead> <tbody> <tr> <td>Jesus is born</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Shepherds hear news</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wise men hear news</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Herod hears news</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Mary	Angels	Herod	Jesus is born				Shepherds hear news				Wise men hear news				Herod hears news			
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Actions Chart	<p>Note actions of characters toward each other <i>e.g.</i> David and Saul.</p>																				
Venn Diagram	<p>Compare 2 events, 2 characters, 2 stories, <i>etc.</i> Note differences (in each circle) and similarities where the circles overlap</p> <div style="text-align: center;">  </div>																				

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Comparison	Compare the main character with another person in the story or another person in the Word <i>e.g.</i> Joshua and Jesus, Elisha and Jesus, Good king and a Bad king, <i>etc.</i>
Discussion <ul style="list-style-type: none"> <li>• Pair-share</li> <li>• Small group</li> <li>• Whole class</li> </ul>	Identify: <ul style="list-style-type: none"> <li>• Most important part of the story</li> <li>• Lesson being taught</li> <li>• Application to life</li> <li>• Different (better) decisions that could have been made by people in the story</li> <li>• Consequences of poor decisions</li> <li>• Teacher lead discussion to connect previously learned ideas students could not connect on the own</li> </ul>
Debate	Discuss the story in debate format.
Vantage Point	Each member of the class (or smaller group) looks at the story from a different perspective: People, Searcher (the Lord’s message), Problem, Illustrator, Geographer, or Specialist.
Drawing	Draw a main character, a person with whom they most relate, a symbol in the story, or important object.
Design	Design a picture or other form of art to illustrate a concept. Does not need to be finished.
Map Work	Learn to draw a freehand outline map of the land of Canaan. (Imagine the Dead Sea as a pickle with a bite taken out of it.)
Story Map	Use pictorial symbols to illustrate what happens in the story at various places.
Journey Map	Trace the journey of a main character <i>e.g.</i> David’s flight from Saul.
Large Scale Map	Use rope (indoors) or chalk (outdoors) to outline a map of Canaan. Include main cities ( <i>optional</i> : make standing signs) and walk the routes taken in the story. Use sturdy tape or paint to make a more permanent map in your Sunday School space and use it again and again.
Sequencing	Put pictures or story cards with people or events in the order they appear in the story.
Use Your Setting	Use the outdoors to measure out the Tabernacle of Israel, set up a tent or re-create the burning bush by tying colored fabric strips to a bush.

### 4. Response Activities

This list of activities is only beginning! Use these ideas as a springboard for your own creative ideas!

Activity	Method
Illustrated Book	Students create their own miniature book on a theme <i>e.g.</i> Elisha’s miracles. Depending on how you design the project, this may continue on from week to week.

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Board Game	Teacher or students can create a board game for an ongoing story in the Word. Keep and play again later.								
Who Am I?	Put the name of a character on the back of each student and have them try to figure out who they are by asking questions that can be answered “yes” or “no.”								
Disclosure Game	Write a series of clues. Read them one at a time, having students raise their hands when they know which judge, prophet, king, <i>etc.</i> is being described. Keep going until most hands are up.								
Scramble	Give students key words listing people and key events from a story. Have them cut these apart, then rearrange into groups that seem to make sense. Discuss.								
Story Board	<p>Divide a piece of paper into 8 rectangles. Use one rectangle for each of the following:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Story title and student’s name</td> <td style="text-align: center;">Main character</td> </tr> <tr> <td style="text-align: center;">Setting (time and place)</td> <td style="text-align: center;">Situation</td> </tr> <tr> <td style="text-align: center;">Problem/Antagonist</td> <td style="text-align: center;">Conflict</td> </tr> <tr> <td style="text-align: center;">Resolution</td> <td style="text-align: center;">End—wrapping up loose ends</td> </tr> </table>	Story title and student’s name	Main character	Setting (time and place)	Situation	Problem/Antagonist	Conflict	Resolution	End—wrapping up loose ends
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Time Line	Make a mural illustrating major events on a time line <i>e.g.</i> inventions which enabled the spread of the Word, progression of kings, time line of events in the Word. Cut out or draw pictures of major events and place along time line.								
Banners	Banners may be made for permanent display, or in simple form to provide a learning experience. Divide up the characters in a story, give each child a piece of felt and have them cut out figures. Use alphabet templates to cut lettering. Assemble as a class. Banners may be arranged in sections to show a sequence of events, or depict one central theme or scene.								
Art Projects	The sky is the limit! Here are a few tips to help you : <b>Use a Paper Cutter</b> —to reduce preparation time—stack the paper and cut out multiples. <b>Buy a Rotary Fabric Cutter</b> —layer the fabric and cut once.								
Crossword Puzzles and Word searches	Create your own! Sites on the internet can help you make your own. You may also purchase a program fairly inexpensively. Enter keywords from the story. Make the activity simple or complex depending on the ages of the children. Some programs allow you to create puzzles in appealing shapes.								

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### 5. Remember the Story

Memorable experiences help children retain what they have learned. Review as you conclude weekly lessons and review periodically throughout the year. Take home follow-up activities provide additional opportunities to discuss what has been learned with family members. Many activities that are listed above may be used both as teaching and review tools.

<b>Activity</b>	<b>Method</b>
Pictures	Show a series of pictures and recounting the stories.
Students Make up Questions	Students write up a question about the story for other students to answer.
Categories Game	Review a story or do a periodic review playing this game: <ul style="list-style-type: none"><li>• Divide the class into 2 teams</li><li>• Divide questions into 3 categories: Old Testament, New Testament, Writings for the New Church</li><li>• Toss a coin to determine whether the question will be easy or hard (Easy= which part of the Word contains the books Matthew, Mark, Luke and John? (New Testament) Hard= Name 4 books in the New Testament (Matthew, Mark, Luke, John)</li><li>• Keep score of correct answers</li><li>• If students do not know the answers, tell them, so that they will know next time</li></ul>
20 Questions	Teacher has a person from the Word, incident or book of the Word in mind. Students are invited to ask 20 questions to see if they can discover the answer. Teacher gives yes/no answers.
Bible Baseball	Draw a baseball diamond. Players advance 1-4 bases depending on the difficulty of each question. Players are out if they answer incorrectly. Correct answers may bring teammates home. Each run is a point for the team.
Adapt a commercial game	Look for games that are fun for children, but which could lend themselves to Bible stories <i>e.g.</i> Pictionary. Students will illustrate stories or characters from the Word while others guess what they are drawing. Teams advance with correct guesses.