

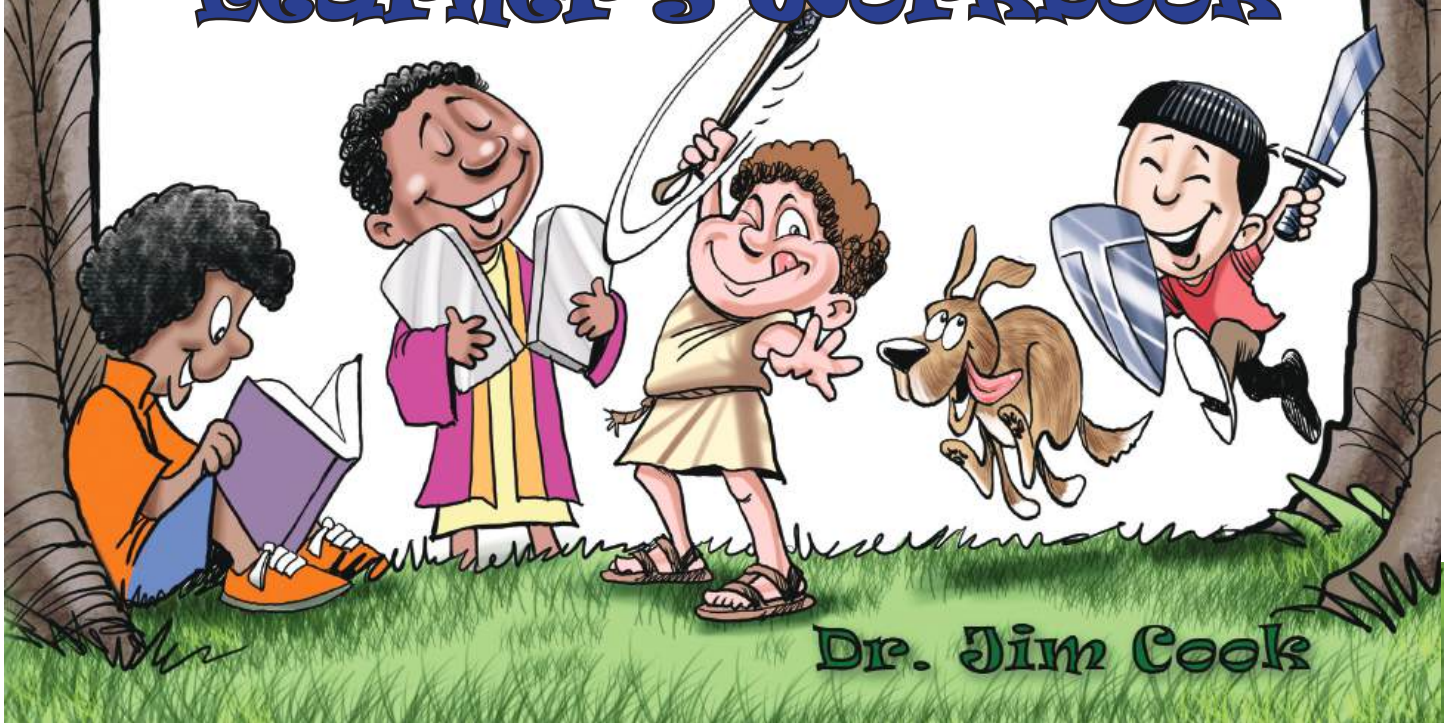
99

A Adventures

in the

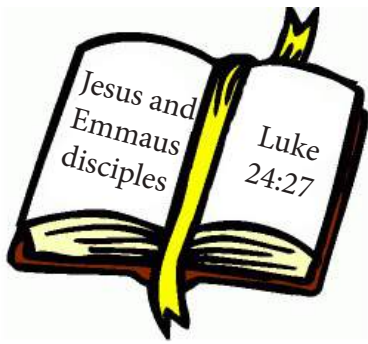
Bible's Big Story

Learner's Workbook

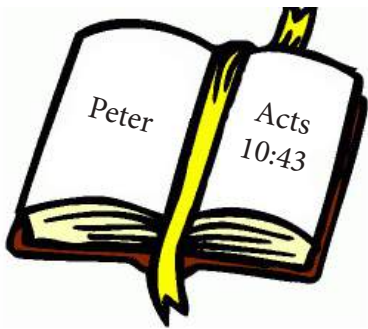


Dr. Jim Cook

"How was the message of Jesus Christ communicated?"



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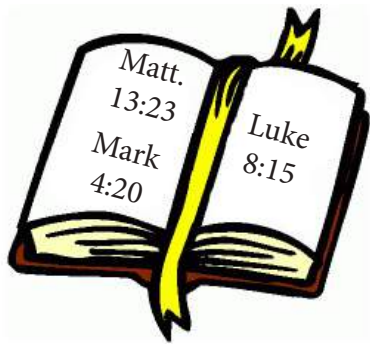


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Worldview Noise: What is it? How does it affect how I communicate the gospel message?



	Jerusalem Acts 2:5-41	Lystra Acts 14:6-18	Athens Acts 17:16-34	Your Culture
1. What facts do you observe from this city?				
2. Is the name of Christ known in this city?				
3. Are people coming to Christ in this city?				
4. Describe the worldview noise in this city or region.				



Matthew 13:23, Mark 4:20, and Luke 8:15 Delight in the Gospel

What key truths can we learn about responding to the gospel from Matthew 13:23, Mark 4:20 and Luke 8:15?

-
-
-

Where did Jesus begin?

Read Luke 24:13-27. What sources of truth did Jesus use to explain truth about Himself?

-
-



What Old Testament stories do you think Jesus could have used to tell about Himself?

- | | |
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Other Gospel Presentations

Evaluate and explain Gospel presentations in your culture that do not share the complete message about Jesus Christ.

-
-

Personal Evangelism

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-

(These are friends who need to come to Christ but are probably not a believer now.)



Personal Discipleship

-
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-
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-

(These are friends who are believers but need to be disciplined.)



Review: Draw (with no words) 6 Things That You Have Learned

Eight Essential Truths To Help Unbelievers Delight in the Gospel

List the 8 essential truths below. Then write out:

- What does each truth mean?
- Give at least 3 examples from Scripture for each truth.

TRUTH

EXAMPLE FROM SCRIPTURE

Truth Number 1: _____

What does this truth mean?

Truth Number 2: _____

What does this truth mean?

Truth Number 3: _____

What does this truth mean?

Truth Number 4: _____

What does this truth mean?

Truth Number 5: _____

What does this truth mean?

Truth Number 6: _____

What does this truth mean?

Truth Number 7: _____

What does this truth mean?

Truth Number 8: _____

What does this truth mean?

1.

2.

3.

1.

2.

3.

1.

2.

3.

1.

2.

3.

1.

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1.

2.

3.



Storytelling

Daily Assignments

Monday

Tuesday

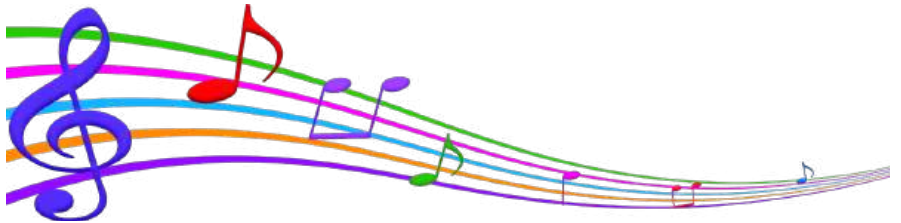
Wednesday

Thursday

Friday

Saturday

Creating Your Own Music

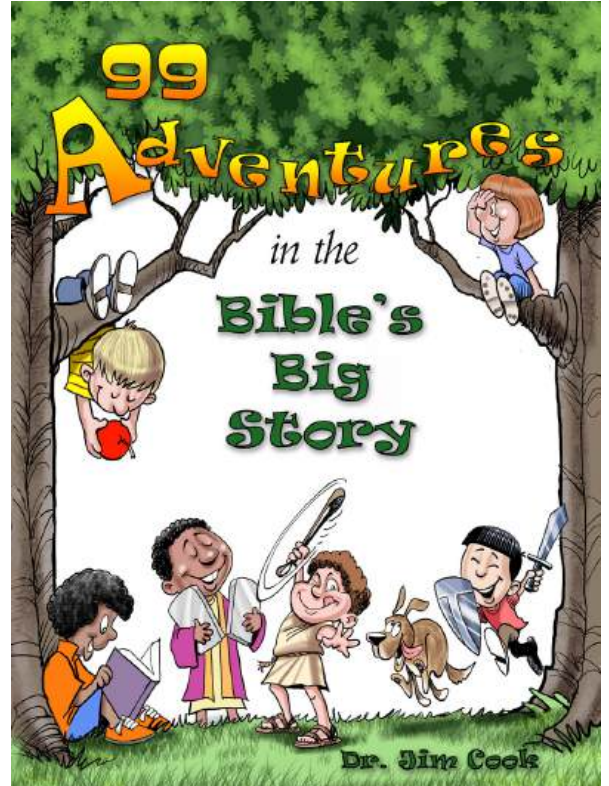


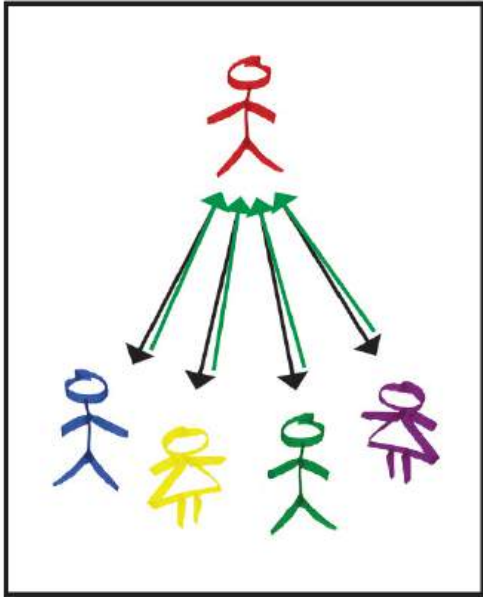
Interactive Teaching

Over 100 interactive teaching ideas are provided in *99 Adventures in the Bible's Big Story*.

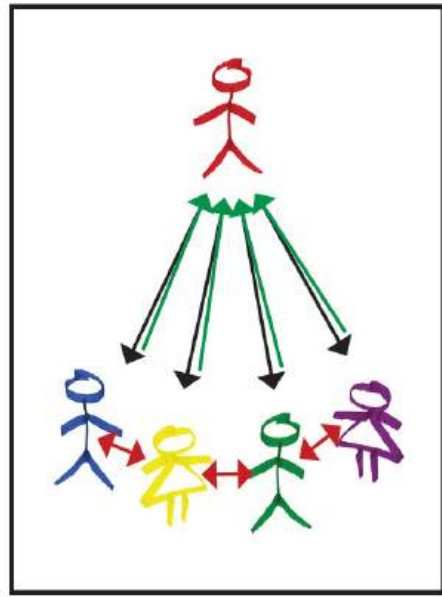
Locate 3 interactive teaching ideas in the curriculum that you would like to use and share with a friend.

- 1.
- 2.
- 3.





Lecture



Interactive

Advantages:

-
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Disadvantages:

-
-
-
-
-

Advantages:

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-
-

Disadvantages:

-
-
-
-
-

99

Adventures

in the
**Bible's
Big
Story**

English Leader's Guide



Welcome

Facilitator:
30 minutes

As part of the team that is welcoming children's ministry, I want to personally thank you for taking the time to devote yourself to serving our Lord Jesus Christ through children's ministry. Approximately 3 out of every 4 people around the world come to faith in Christ between the ages of 4 and 14. Therefore, your time is well spent when you teach children the Bible. Your efforts are greatly needed. Your investment in children will reap a great harvest, eventually. Keep up the great work.

I wrote 99 Adventures in the Bible's Big Story so that children's teachers around the world would have a free curriculum that clearly communicates the message of redemption as it chronologically is told in the Scriptures ... from Genesis to Revelation. Intentionally, I did not include a workbook. However, there are a lot of activities and even a coloring book that could be used. Children will grasp the story of redemption when you, the teacher, communicate it to them clearly. And that is why you are here at this training. We want you to grasp how to tell the story of redemption clearly to children. God bless you as you tell His wonderful story!

Jim Cook

Introduction

Facilitator:
20 minutes

As leaders arrive for training in 99 Adventures in the Bible's Big Story, you should have a set of ground rules laid out for them. They should include:

- No cell phones (unless absolutely necessary)
- Participate in every activity (even if you already know the content)
- Get to know people you have not met before this conference
- Have fun!

Now, let us get started with an opening activity called an "ice breaker." An icebreaker is a special-purpose ship or boat designed to move and navigate through ice-covered waters, and provide safe waterways for other boats and ships. What we want to do is provide a safe way for teachers of children to learn how to be better teachers as they navigate their way through children's ministry.

Find 10 Things in Common: In this icebreaker, you find ten things that you have in common with the other participants in your group. Groups should be no larger than 5 or 6. You start by telling them that things such as body parts are not allowed. Groups can be formed by months a person was born.

UNIT 1: THE GOSPEL

Chronological Bible Teaching

Facilitator:
20 minutes

Why Teach the Bible Chronologically to Children

Each group should read the text out loud.

- Luke 24:27 - Jesus and the Emmaus Road disciples
- Acts 10:43 - Peter
- Acts 26:22-23 - Paul
- Acts 28:23 - Paul

Conclusion: Jesus, Peter, and Paul all explained the gospel story by telling the story as it unfolded in Scripture.

Introduce and give out workbooks. Divide class up into 4 equal groups and assign each group a passage. They should answer this question, “How was the message of Jesus Christ communicated?”

Workbook: Page 1

Understanding the Gospel

Facilitator:
15 minutes

Why Don't Unbelievers Understand the Gospel?

1. First Reason...spiritual blindness. Read or quote and explain 2 Corinthians 4:4.
2. Second Reason...worldview noise.

- We begin with our understanding of the gospel message we want to communicate.
- We listen to that message in words, visuals, or a combination of the two.
- We then talk that to the unbeliever in the best way we know how.
- If the gospel recipient's worldview differs from a Biblical worldview, that message is going to be somewhat confused by “worldview noise.” In any communication process, “noise” is anything that hinders a clear communication of the message from the presenter to the recipient.
- The person to whom the message is given then tries to understand the message. In other words, he tries to make sense of it.
- The accuracy of his listening process (that is, the degree to which he/she understands the message you have intended to communicate) will largely be determined by the density of the worldview noise. The greater the difference between his/her worldview and a Biblical worldview, the more dense the worldview noise will be.

Divide into two groups. Play “The Telephone Game.” This game starts with the leader whispering a sentence to the first person in line. Everyone is supposed to whisper the phrase to the next person in line until everyone has gone at least once. Then, the last person should tell what the sentence is that they heard. Normally, there is a large difference between what the sentence started out at the beginning and what it ended up as at the end. Divide group into 2 or more teams.

Hecklers from other team provide “noise.”

Workbook: page 2

Case Studies From the Early Church: Worldview Noise

Facilitator:
30 minutes

Use sunglasses to show how seeing through sunglasses affects your view.

Divide the class up into 3 groups. Each group will look at worldview noise. One group will look at worldview noise for Jerusalem. One group will look at worldview noise in Lystra, and one group will look at worldview noise in Athens.

Have each group evaluate how much understanding each city had of the Christian faith and its corresponding worldview.

Workbook: page 2

Worldview Noise: Case Studies from the Early Church

Definition of Worldview: A person's worldview is the way they see and understand the world, especially regarding issues such as politics, philosophy, and religion. Someone has said, "By 'worldview' I mean the basic way of interpreting things and events that pervades a culture so thoroughly that it becomes a culture's concept of reality — what is good, what is important, what is sacred, what is real."

Jerusalem Worldview Culture (Acts 2:5-41)

- The groups should read the Bible text carefully and make some notes.
- At the heart of Jerusalem was a lot of religious activity that revolved mostly around the Jewish nation and now the upstart Christian religion.

Lystra Worldview Culture (Acts 14:6-18)

- Paul seems to have been caught off-guard by the Lystra crowd's reaction.
- Paul's inability to understand the Lycaonian language led to his confusion.
- Paul did quickly adjust his response to the worldview noise.

Athens Worldview Culture (Acts 17:16-34)

- Note that we want the group to focus their discussion on Paul's evangelistic ministry with the Epicureans and the Stoics on Areopagus.
- Paul also ministered in Athens to Jews and God-fearing Greeks.

Total Group Discussion of Acts 2 & Acts 14 & Acts 17 Worldview Cultures

- When all groups are prepared to share their responses to the questions on their assigned page, begin with the Acts 2 group. Ask them to share, with the total group, their thoughts on each of the eight questions.
- Emphasize the main point, which should be obvious anyway, that people from various worldview cultures differ in their understand of Biblical worldview concepts that are essential to a person's expression of faith that results in true salvation.

How Dense is the Worldview Noise in Your Culture?

How would you describe ...

1. The dominant worldview in your culture?
2. Where does this culture deviate from the main themes of the Bible? God, man, sin, death, Christ, cross, faith, and life.

UNIT 2: LOVE THE GOSPEL

Delighting in the Gospel

Facilitator:
15 minutes

Delighting in the Gospel-Matthew 13:23

- Read Matthew 13:23 and explain the use of the word “understand” here. Understand, *suneimi* (Greek), means: to put together (mentally) to comprehend, by implication to act, consider, understand, be wise.

Delighting in the Gospel - Mark 4:20

- Read Mark 4:20 and explain this second emphasis that Jesus made with the “good soil” parable—”good soil gospel hearers” receive the gospel with open arms and delight in the Gospel.
- Explain that we communicate the message of salvation to children, we must do so in a way that gives that a clear understanding of basic Bible truths related to salvation and redemption.

Delighting in the Gospel-Luke 8:15

- Read Luke 8:15 and explain the meaning of the Greek word that Luke used here. *Katecho* is the Greek word and it means, to hold fast, keep, possess, retain, seize on, stay, take, withhold.
- Read and comment on the 2 Corinthians 1:24 verse (Paul’s role in discipling believers at Corinth...and it was for their joy!)

Have a volunteer read Mark 4:20, Luke 8:15, and Matthew 13:23. Then, discuss the meaning of the good soil parable to the class. Conclusion: Everyone should delight in the gospel. They should grab it or get it.

Workbook: page 3

Jesus and the Gospel

Facilitator:
20 minutes

To Explain God’s Redemptive Plan—Where Did Jesus Begin?

- It is important to set this discussion/activity up properly, because Jesus used a variety of approaches in explaining God’s plan for redemption. We are not saying that he always used the method that he used here on the road to Emmaus.
- Instruct participants to read the Luke 24:13-27 passage. Explain that this was probably a journey that took a few hours (depending where these people were when Jesus met up with them). For the sake of the activity, let’s say he walked along with these disciples for two hours.
- Define and explain “metanarrative” for the class, since this may be a new term for some people.
 - Narrative = a story
 - Metanarrative = an overarching story that encompasses many other smaller stories
 - For example, while the Bible contains many stories, there is one grand metanarrative (the story of God’s redemptive plan) that ties all of them together.

Illustration: Show class two pictures of any famous painting or sight. The first picture should have almost no detail. The second picture should show the complete picture. Conclusion: the class will see that the presentation of the completed picture is much better.

Other Gospel Presentations

Facilitator:
20 minutes

Other Gospel Presentations

- Explain clearly that we appreciate the gospel presentation methods discussed in this section. We are thankful for the many people who have become true believers through them. However, we do want to honestly evaluate their effectiveness in pagan worldview cultures.
- Assign one or more groups to evaluate the Roman's Road (Romans 3:23; 5:8; 6:23; 10:9-10; and 10:13) gospel presentation. Assign one or more groups to evaluate the John 3:16 presentation.
- For this seminar, list some of the problems or challenges with only presenting one verse evangelism or just a few verses such as the Romans Road or John 3:16.
- Divide into two groups. Have one group discover what are the problems with this method. Have the other group discover what would be a better way to present the message about Jesus.

Explain that other Gospel presentations do not address the Gospel like explaining all of the Scriptures. Do not be critical of other presentations but clearly articulate the need for explaining the Gospel like Jesus did (from all the known Scriptures).

Workbook: page 3

Prayer

Facilitator:
10 minutes

Developing Your Personal Evangelism and Discipleship List

- Instruct them to write down the names of 10 people who are probably unbelievers, for whom they will commit to pray regularly and persistently.
- Instruct them to do the same for 5 people who are probably believers but who need to be discipled.
- Then, give them time to share and pray together in small groups.

Write out names for each list and pray for these people in small groups.

Workbook: page 4

Review

Facilitator:
25 minutes

6 "Windows"

- Instruct the table groups to work on the following activity. Use page 5 of the Learners Workbook to draw 6 pictures with no words. Be prepared to share these 6 pictures with other people in the class.
- Instruct them to create a sequence of simple visuals (one visual per pane), using no words, to illustrate a sequence of the six major concepts taught in this seminar.
- Ask each group to present their window panes to 3 other participants in the group.
- The purpose of this activity is to review what has been learned up to this point.

Review Activity:
"6 Windows"

Tell 3 other participants about your windows. If you learn something new, write it down as a good principle to remember.

Workbook: page 5

UNIT 3: PRESENT THE GOSPEL

Ee-Taow

Facilitator:
40 minutes

The Ee-Taow Story

- Show the entire Ee-Taow video. (approximately 30 minutes)
- You might also ask the class to go to a marking board or flip chart and write three most helpful things they learned from this video.
- Lead the total group in a discussion reflecting back on the video.
- <https://www.youtube.com/watch?v=hjRTBQcf-uc>

Have class record 3 key thoughts from **Ee-taow**; then share them.

99 Adventures in the Bible's Big Story

Facilitator:
15 minutes

Introduce 99 Adventures in the Bible's Big Story

Lead this activity that helps each table choose someone to go up to the front and bring back enough of the 99 Adventures in the Bible's Big Story curriculum for everyone at their table. Possibilities could be:

- "Who looks the strongest"
- "Who got up earliest today so they are most awake"
- "Who went to bed last night the earliest so they are more rested."

Then say something like: "So let's see if we can get familiar with this book. Walk through lesson one, showing how it has several sections (Teacher's helps, Review, Tell the Story, Song, Bible Memory Verse, etc.). Don't spend a lot of time on each one; you are simply introducing the fact that these exist in each lesson. We will spend time later learning about each of these individually. Then conduct an activity that helps your class find these activities:

- "What is the Bible memory verse for the "Adventure 37?"
- "What is the review activity for the lesson "Adventure 2?"
- "What is the story line for Adventure 88?"
- "In what segment of the timeline does Jesus rise from the dead"

Explain to the class that this curriculum is theirs to take home. They will want to become familiar with it and learn each segment of each adventure. Emphaize that there is a template that all 99 lessons have; it is the same layout for each lesson.

99 Adventures Summarized

Facilitator:
40 minutes

Visualize the 99 Adventures in the Bible's Big Story

This activity will show all 99 pictures of the 99 Adventures. The goal of this session is to briefly summarize the Bible's big story of redemption in one sitting. Not all of the pictures need an explanation. Some pictures can be grouped together so that participants can see how all 99 stories become one story.

Participants will see that the 99 vizualized stories tell one big story.

8 Essential Truths that Emerge

Presenting Eight Essential Truths to Help Unbelievers Delight in the Gospel

- The eight essential truths are on page 38 of 99 Adventures in the Bible's Big Story.
- The class should divide up into pairs or groups of 4 or 5 and find a place in the class where they can do the following.
 1. Read one essential truth and then explain that truth from Scripture.
 2. Rotate. The other person should read the next truth and then explain this essential truth.
 3. Do this until all 8 truths are understood.
- Ask for volunteers to share the “eight essential truths” to the entire class (without notes)
- Give examples from Scripture of the eight essential truths. For instance, truth number one is: God is powerful. Ask, “What examples from all of the Bible do we see God as powerful?” (Answer: creation, crossing the Red Sea, Jesus heals people, Jesus rises from the dead, and other examples like this)
- Have class work together until everyone understands the eight truths of the gospel from Genesis to Revelation.

Facilitator:
30 minutes

Have class work together in groups of 4 or 5. Write out in the workbook what each truth means and where they would find at least 3 examples for each truth in the Bible.

Workbook: page 6

UNIT 4: ACTIVE LEARNING ENVIRONMENT

Storytelling

This next session should help all teachers become better story tellers, especially those who tell the greatest story of all. Everyone can become a better story teller to children if they will practice these principles and disciplines.

Read Adventure Number 7 Story 2 or 3 times

Say something like: “Once you know the lesson you will be teaching, read it aloud several times. Today, we’d like you to read it at least two or three times. Now, you may feel silly reading your story out loud by yourself but just know that everyone in the room will be doing the same thing. Don’t be shy. Read your story; read it out loud. You will do this same exercise at home. There is something about not only reading it, but hearing it, so take time now to read your story out loud two or three times. When you are done, stand quietly and wait for the others. (While you’re waiting, you may want to read it again.) GO!”

Summarize the Story to a Partner in 2-3 Sentences

Say something like: “Okay, now that you’ve read your story several times, you need to summarize it in no more than two or three sentences. Look over your story and try to get the main idea down to two or three sentences—you are not telling the story—just the main idea. Once you’ve written it down, find a partner and tell you partner your summary. Then listen to your partner’s story summary.”

Workbook: page 7

Facilitator:
Adventure 7 (total):
60 minutes

Facilitator:
10 minutes
This is your assignment
every Monday.

Facilitator:
10 minutes
This is your assignment
every Tuesday.

Picture Your Story

Try to picture the Biblical story. See yourself as of the the people in this passage. Ask yourself, “Location?” “Main characters?” “What are they doing?” Sketch a simple picture of what the text says and how you visualize the Biblical text. Now, draw that picture that you are visualizing.

Facilitator:

10 minutes

This is your assignment
every Wednesday.

Explain the picture to your partner

Say something like: “You’re getting to know your story pretty well now. But now, find a partner and explain your picture to your partner—DON’T tell the story! Simply explain what is going on in the picture. Fight the temptation to tell too much. Just explain the picture. This shouldn’t take too long, so don’t get bogged down telling the story; explain the picture!”

Facilitator:

10 minutes

This is your assignment
every Thursday.

Put away your paper copy of your story

Say something like: “Now put your book away. Close it and leave it on the table or under your chair.” Tell the story out loud to yourself.

Facilitator:

10 minutes

This is your assignment
every Friday.

Select another partner and tell them your story.

Say something like: “Now find a new partner—someone you haven’t been working with on this story—and walk them around the room as you tell them your story. Be animated; have fun with it! Then listen to your partner’s story as they walk you around the room where they placed their story.”

Facilitator:

10 minutes

This is your assignment
every Saturday.

Debrief

Say something like: “Let’s talk about the process. Ask questions such as:

- Do you think you could tell that story now?
- Why or why not?

“Well, research tells that if you would now tell that story four more times, you would never lose it. That’s right. Sure, you might have to look it over/review it a little, but you would be able to tell the story anywhere you go at any time. So, the challenge is to tell your story again at least four more times before the day is out.” That is your homework assignment. You can find someone else in this room who hasn’t heard your story yet, or a waiter or waitress, someone at the front desk—anyone who is willing to give you four or five minutes to hear your story.”

Facilitator:

10 minutes

Music

Facilitator:

30 minutes

Creating music for your classroom (easier than you might think!)

1. Choose an existing tune – (One that the children and teachers would all be familiar with.) Examples: Old Macdonald Had a Farm or Twinkle Twinkle Little Star
2. Think of words that go along with either the story line, or the application idea of the lesson. Your words must match the rhythm of the song.
3. Taking it to the next level: see if you can design some motions to go along-

with your song!! Kids love to do motions, and it helps them to remember the words.

This is a fun and creative part of the lesson preparation. Many times this job is best done by a small group of people, not just one person working alone.

Storytelling

Facilitator:
Adventure 77 (total):
60 minutes

Repeat the Same Process for Adventure 77

Say something like: "Now we are going to start the process over. Everyone will work on Adventure Number 77. So find the Tell the Story for Adventure Number 77 and read this story out loud 2 or 3 times. When you have finished reading this story out loud 2 or 3 times, stand up.

Creative Methods

Facilitator:
30 minutes

"Tool box" of creative teaching ideas:

1. Get the students involved!
2. Illustrate your story well
3. What are the BEST story illustrations to use for children? Any illustration that gives kids something to hang their thoughts on.
4. Tool box of teaching ideas
5. You have learned your story well
6. Now you will decide HOW you will tell it
7. Make eye contact
8. Facial expressions
9. Variety of voices
10. Move!
11. Silence
12. Bring at least one creative element to each class
13. Involve children in the lesson.
14. Psalm 78:4-7 We will not hide these truths from our children.....

Interactive Teaching

Facilitator:
20 minutes

Over 100 interactive teaching ideas are provided in 99 Adventures in the Bible's Big Story. These interactive teaching ideas are located on the right hand column of every teaching segment.

Discover 3 interactive teaching ideas in the curriculum that you would like to use and share with a friend.

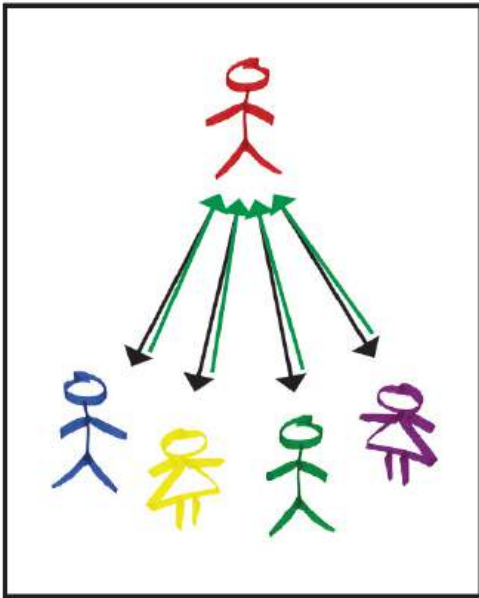
- Why do you like these 3 interactive teaching ideas?
- How you would use these 3 interactive teaching ideas?



Work alone for 10 minutes. Find interactive teaching ideas that you really like, then share with others the next 10 minutes.

Workbook: page 8

Interactive Teaching Comparison



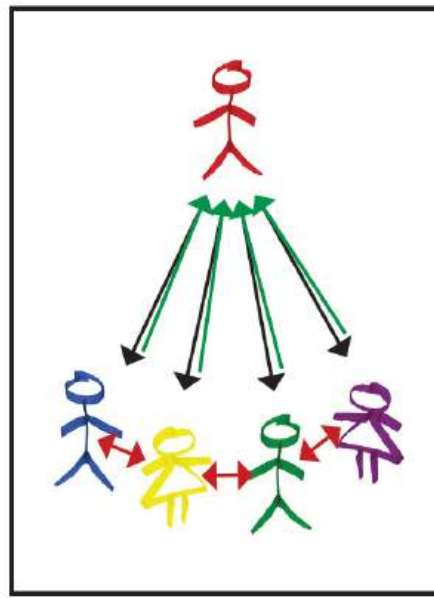
Lecture

Advantages:

- Teacher in control of subject
- More content covered

Disadvantages:

- Sometimes boring
- Class less involved in learning
- Class understands less
- Teacher has favorite subjects
- Students don't have to pay attention



Interactive

Advantages:

- Not boring
- Subject is more interesting
- Class more involved in learning
- Class understands more
- Favorite subjects of teacher avoided
- Discipleship in action

Disadvantages:

- Maybe less content
- Teacher has less control over sessions
- Students may miss the message though activity

Facilitator:
20 minutes

Have participants work together into 4 groups.

- Group 1 participants write out advantages of lecture.
- Group 2 participants write out disadvantages for lecture.
- Group 3 participants write out advantages for interactive teaching.
- Group 4 participants write out disadvantages for interactive teaching.

Then, come together as a class and share results. Try to lead participants toward interactive teaching.

Workbook: page 9

UNIT 5: LEARNING and TEACHING 99 ADVENTURES

Five Teaching Segments

1. *Begin the Lesson*

A review of the previous lessons is given for each lesson. Teachers should start the lesson with this activity for the following reasons:

- Some may not have been paying attention
- Some may have forgotten the previous lessons
- Some may not have been in attendance for the previous lessons

2. *Tell the Story*

There are approximately 800 stories in the Bible. Learning how to tell the story well should be the goal of every teacher. Teacher helps are included to give the kids a “listening focus” while the teacher is telling the story.

3. *Memory Verse*

Every adventure or lesson has a memory verse and a memory verse activity. The teacher should be prepared for the activity if supplies are needed.

4. *Bible Activity*

All throughout the curriculum are activities that focus on the current lesson. These activities are vital to keep the kids involved in the learning process.

5. *Review/Apply the Lesson*

This review at the end of the lesson is different from the review at the beginning of the lesson. This review focuses on just the review of this particular lesson. It is a summary of the lesson with games or activities. It is then followed by how the child can apply what has been learned.

Explain that this is the order to follow when you are in “number” groups.

Facilitator:

Facilitator:

Facilitator:

Facilitator:

Facilitator:

Learn in Colors and Teach in Numbers

- Method for dividing into groups for practice teaching sessions requires blank name tags for each attendee, and 5 different colors of small stick-on dots. (If colored dots are not available, a marker can be used to color the dots on the name tags.) This example will assume you are expecting approximately 50 students and have 4 trainers.
- Prepare name tags for students in this way:
 - Place a color dot in the corner of each name tag, 10 of each color.
 - Number each color dot from 1-10. You now have all 50 name tags ready.
 - As students arrive, write their name on a tag. Begin with all the #1 tags (all colors), then #2, etc. If you have more than 50 students, continue to number the colors evenly with 11, 12, and so on. The students will keep the same color and number for the entire conference!
 - For leaders: Each leader will be assigned one or more segment of the class session Segments:
 - begin the lesson
 - tell the story
 - memory verse
 - Bible activity
 - review/apply the lesson
 - You will prepare a presentation explaining and demonstrating this same segment for lessons 7 and 77. If any materials are needed, you must prepare not only for your demonstration to the students, but for each of them to use as they teach that segment of the lesson to their “classmates”. Using our example of a conference with 50 attendees, you would need to prepare 10 “sets” of materials for each lesson.

LEARN IN COLORS, TEACH IN NUMBERS! The sessions where leaders present the different segments

Adventure Number 7 (30 minutes):

Red	Jim: Begin and Review the Lesson
Green	Susan: Tell the Story and Memory Verse
Yellow	Dean: Bible Activity
Blue	Jim: Begin and Review the Lesson
Orange	Steve: Tell the Story and Memory Verse

Instruct all participants at the end of 30 minutes to go to main meeting area and find the same number as they are.

Adventure Number 77 (30 minutes):

Red	Susan: Tell the Story and Memory Verse
Green	Dean: Bible Activity
Yellow	Jim: Begin and Review the Lesson
Blue	Steve: Tell the Story and Memory Verse
Orange	Dean: Bible Activity

Instruct all participants at the end of 30 minutes to go to main meeting area and find the same number as they are.

Facilitator: All
180 minutes

- Begin the Lesson
- Tell the Story
- Memory Verse
- Bible Activity
- Review/Apply the Lesson

One rotation (30 minutes in color group and 45 minutes in number group) lasts 75 minutes. Two rotations (Adventure 7 and Adventure 77) lasts 150 minutes. With 1 break of 15 minutes, this session will last 165 minutes or almost 3 hours.

After all facilitators teach in colors, they become observers all the time as seminar participants teach in numbers. The teaching time for seminar participants to teach in numbers is 45 minutes.

Scenarios

Facilitator: All
40 minutes

- **Scenario Number 1:** Your team wants to reach children for Jesus Christ. However, you don't have many believers who have taught children or who are willing to teach children regularly. Your goal is to develop a plan of recruiting children's teachers and retaining them.
- **Scenario Number 2:** Your team has chosen to teach 99 Adventures in different age groups. What kind of challenges will you face to implement this objective. Name 2 or 3 challenges that you see and how you will try to solve them.
- **Scenario Number 3:** Your team regularly has unbelieving parents that either listen to the children's lessons from 99 Adventures or they want to know what their children are learning from the Bible. How will you discuss this with interested parents? What types of outreach ideas could be used to help parents learn about the Bible?
- **Scenario Number 4:** Your team is challenged to find a location for several children's classes who will be learning 99 Adventures. How will you advise them? What sorts of classrooms could be created for teaching 99 Adventures?
- **Scenario Number 5:** Your team does not have a lot of financial resources to teach kids. How will you provide for children when you do not have a budget or any money to spend?
- **Scenario Number 6:** Your team is convinced that children's ministry is vital to the success of your church. What will you do to encourage others to believe in this vision? Be as specific as possible.

Recognition Ceremony

Facilitator:
30 minutes

- Personalize ahead of time and now give each student a certificate of completion for this course. You may want to insert these certificates into page protectors before presenting them.
- Along with the certificate, give each course graduate a gift or a prize, if possible, that encourages them to go forward with teaching the Bible chronologically to children.

Needed Resources

- Name tags
- Colored dots
- Ee-taow (video)
- Flip charts or dry erase boards or markers
- Colored paper to match the colored dots
- 99 Adventures in the Bible's Big Story (1 copy per person)
- Printed coloring book (1 copy per person)
- Student Workbook (1 copy per person)
- Gifts for class members
- Completion Certificates

- Certificates for each participant
- Sing songs that were written by seminar participants for 99 Adventures
- Devotional
- Prayer

TOTAL TRAINING

760 minutes
or 12.7 hours

TOTAL TRAINING
WITH BREAKS AND
LUNCHES
15 hours

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99 Adventures

Certificate of Completion

*has completed the training for
99 Adventures in the Bible's Big Story
and is qualified to teach the Bible chronologically*

Jim Cook

*Dr. Jim Cook, author of 99
Adventures in the
Bible's Big Story*

