Old Testament Bible Storying for Children (Part 1)

Community Health Evangelism
OLD TESTAMENT BIBLE STORYING FOR CHILDREN
PART ONE

OVERVIEW

Children love Bible stories! With these Bible storying lessons, they will learn to tell Bible stories, understand what they mean, and apply the truths of the Bible to their own lives. Memory verses and illustrations are also included, along with some games.

Old Testament Bible Storying for Children (Part One) includes Bible stories from the story of creation until the time of Joshua. Part Two includes the remainder of the Old Testament.

The manual is divided into three sections. The first section presents an overview of innovative techniques for Bible storying with children. These are ways that you can vary the lessons and teach them in different ways to make them interesting and exciting. The second section includes review games so that the children will remember the stories and learn the memory verses. The third section includes the Bible stories and discussion questions, along with memory verses and illustrations.

The illustrations are copyright © CalvaryCurriculum.com and are used by permission. Some excellent open source resources are from Kidzana http://www.kidZana.org/ and from Max 7 http://www.max7.org/.

When using this manual, remember these guidelines. First of all, tell the Bible stories in a clear way that is true to the Bible. But feel free to adapt the discussion questions to your children to match their ages and their culture. Younger children, for example, will respond to simpler, less analytical questions. Try to use words that the children are familiar with. Second, make sure the lessons are fun and interactive! Involve the children as much as possible, answering questions, playing games, acting out Bible stories, and telling them on their own. Third, encourage the children to tell these stories to their families, friends, and neighbors.

More than anything, Bible storying is a way to share the truths of God’s Word with children. Pray that the Lord may use this to draw many children to know him.

So is my word that goes out from my mouth: It will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it.
Isaiah 55:11 NIV
### OLD TESTAMENT BIBLE STORYING FOR CHILDREN

#### PART ONE

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HOW TO USE THIS MANUAL

This lesson plan manual is part of an extensive series for use in Community Health Evangelism (CHE) or Neighborhood Transformation (NT).

CHE and Neighborhood Transformation

Community Health Evangelism (CHE) seamlessly integrates evangelism and discipleship with disease prevention and community based development. The work is wholistic, seeking to meet the whole need of individuals and communities through complete obedience to everything that Jesus commanded.

CHE lessons have been written to provide CHE trainers with tools that can be used to assist communities out of poverty while bringing people to faith in Christ. CHE trainers, skilled in participatory learning methods, use these materials to enable communities around the world to escape cycles of poverty and live as followers of Jesus. For information about CHE and how you can be trained as a facilitator, go to www.chenetwork.org.

Neighborhood Transformation is a strategy which helps churches minister in a wholistic manner to people in urban poor neighborhoods. It empowers people to take responsibility for their own lives. It helps neighbors to help their neighbors and moves them from welfare and relief to empowerment. It focuses on assets found in the neighborhood, rather than on fixing needs. Neighbors learn to work together and build local ownership, instead of waiting for outsiders to fix their problems. For more information about Neighborhood Transformation, or NT, go to www.neighborhoodtransformation.net.

Neighborhood Transformation (NT) and Community Health Evangelism (CHE) work side by side and are based on the same principles. CHE began in rural areas of Africa, and has now spread to more than 105 countries. However, the world is becoming more urbanized. Through Neighborhood Transformation, CHE was adapted to work in urban poor areas in North America. Urban CHE applies the strategies of Neighborhood Transformation to cities around the world.

How does CHE/NT training work?

CHE/NT training is intended to empower individuals and communities as architects of their own development. The CHE/NT trainer does not deliver pre-packaged solutions in a lecture, but facilitates discussions that involve the people themselves in creating their own solutions. The purpose of this lesson plan material is to enable the trainer to facilitate those discussions. This basic principle must be understood and guide the user of these materials in the training process. The chart below compares the two approaches:

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<td>Advice giving</td>
<td>Awareness raising</td>
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<td>People listen</td>
<td>People create solutions</td>
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<td>Outsider owns solutions</td>
<td>Insiders own solutions</td>
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<tr>
<td>People wait for outsider to resource the project</td>
<td>People take action</td>
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CHE/NT lessons are formatted to make it easy for the trainer to facilitate discussions and involve the people themselves in analyzing problems, identifying resources, and creating solutions. There are a few simple keys to using this material for its intended purpose:

1. Keep the group small and sit in a circle. Rather than standing in front of participants who are seated in rows, sit with them in a circle. The optimal size for participatory learning is between 15 and 30 people. Never stand up when you speak. Break frequently into smaller groups of 3-6 for more in-depth discussion.
2. **Focus on facilitating activities and encouraging discussion.** The left column of each lesson plan contains the methods, questions, and activities the CHE/NT trainer will use to facilitate learning. The CHE/NT trainer's primary responsibility is to create a learning environment. The methods, activities, and questions in the left column of the lesson plan are designed for that purpose.

3. **Value and record the contributions of each participant.** When solutions are being brainstormed, always have one member of the group serving as a scribe to record the group’s ideas on a large sheet of paper. Post these sheets of paper on the walls of the room for the remainder of the seminar. When facilitating discussion, ask the questions in the left column of the lesson plan and repeat the answers of each participant orally while their contribution is being recorded by the scribe.

4. **Contribute knowledge as a participant in the discussion rather than as the expert.** The knowledge in the right column of each lesson plan is a list of ideas that the group will likely come up with as they brainstorm together. The CHE/NT trainer compares these ideas with the knowledge in the right column of the lesson plan and contributes important thoughts from that column that have been overlooked only after the group’s ideas have been presented and recorded.

5. **Be learner centered.** Use name tags and call participants by name. Begin where the people are and involve them in the process of topic selection. Use language they can understand. Remember that building relationship is essential to a creative process, and to cooperative efforts that bring about change.

6. **Focus on assets.** Ask God to help you see what the people have, not what they lack. Help them to see themselves as stewards of resources rather than victims of circumstance. Identify local resources. Help them appreciate and build on their successes.

7. **Be action oriented.** The purpose of the session is not to transfer knowledge from the trainer to the participants. The purpose of a CHE/NT session is to involve participants in creating solutions that they will own and implement. The process should be one of self discovery. People are more likely to act on their own ideas, then on ideas presented to them by another.

8. **Learn to use starters and the SHOWD questions.** Starters are used at the beginning of a lesson to visualize real life situations, and pose a single problem in a clear and concise way. The purpose of a starter is to focus an issue and stimulate the thinking process. Each starter, whether it is a picture, a role play, a case study, a story, or an object lesson, is followed in the lesson plan by one of more of the SHOWD questions. These questions serve as a framework for CHE/NT lessons, but often only the first two or three questions are asked after a starter because the other questions will be answered in the body of the lesson:

   - What do you **See**? (Retell the story, describe the picture)
   - What is **Happening**? (Focus the problem or the issue to be discussed)
   - Does this happen in **Our** place? (Relate the starter to real life)
   - **Why** is this happening? (Identify causes)
   - What can we **Do** about it? (Create solutions)

**What outcomes are we looking for?**

The success of our training activities can be measured by the following transformational indicators. These are the outcomes that we consistently see in mature CHE/NT programs around the world, and what we are looking for in the lives of those we train:

1. **Shared vision:** The community sees a better future and has hope that it can be achieved.
2. **Leadership:** Godly Christian leaders are positioned and equipped to lead the community toward the accomplishment of its vision.
3. Ownership: People are taking responsibility for their own health and well being.
4. Cooperation: People are united and working together for the common good.
5. Volunteers: People are taking initiative and acting sacrificially to meet the legitimate needs of others.
6. Dignity: People have recovered their identity as made in the image of God and their vocation as stewards of creation. Instead of being controlled or victimized by their environment, they are stewards of it.
7. Learning, Skill, and Resources: People are equipped to identify needs and resources, put together a plan, and mobilize volunteers to accomplish their vision. People are continually reflecting on what is happening in order to learn how to be more effective.
8. Christian Community and Witness: People are becoming followers of Jesus. Believers are meeting together for fellowship, prayer, Bible study and worship, and are sharing Christ with their neighbors in word and deed.
9. Multiplication: Knowledge and skills learned are being transmitted to others.

Once the above outcomes are achieved in the lives of people, their communities change. Health improves, infant mortality decreases, agriculture becomes more productive, jobs are created, water systems, roads, schools and clinics are built, and churches are established or strengthened. Peace, justice, compassion, and righteousness are witnessed in the community and God is glorified. All of this will be the result of solutions created and owned by the people, not programs blueprinted and delivered from the outside.

Adapting the lesson to the context

It is impossible to create lesson plans that can be used universally without adaptation to the context and culture of the participants. The stories and illustrations used in these lessons are intended to provide a framework for discussion of key issues, but will need to be adapted by the user to the context. The participatory process, however, that involves the participants analyzing problems, identifying resources, and creating solutions, must never be compromised.
HOW TO DO BIBLE STORYING WITH CHILDREN

Date: 08/11 (rev. 12/11) (1½ - 2 HOURS)

OBJECTIVES: After working through this lesson, participants will be able to:
1. Give reasons why Bible storying is important.
2. Explain the Bible storying template.
3. Do Bible storying.

OVERVIEW FOR TRAINERS: This lesson introduces Bible storying and gives practical experience in storying.

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<td>Demonstration: Demonstrate Bible storying, Briefly tell the story of The axhead floats, and ask a few observation-interpretation-application questions.</td>
<td>20’</td>
<td>See the handout The axhead floats.</td>
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</table>

----SH questions----
S = What do you See?
H = What is Happening?

I. Bible storying
   Work in large group.
   A. What is Bible storying?
      Think back to our last discussion of health stories.
   B. How is Bible storying different than just telling a Bible story?

II. Bible storying technique.
    Discuss in large group.
    A. What did you notice about how the story was told?
    B. What are some ways to make the story more memorable?

   A. What is Bible storying?
      1. Bible storying is telling and discussing Bible stories.
      2. The children discuss the stories, and then tell them to their family and friends.
   B. How is this different?
      1. The children learn to tell the Bible stories themselves.
      2. They discuss the story to understand what it means.
      3. They learn to apply the Bible to their own lives.
      4. They practice telling the story.
      5. They share the story with their family, friends and neighbors.

   A. Telling the story
      1. The story is told from memory, not read.
      2. The story is told exactly from the Bible.
      3. The storyteller may use gestures and actions to demonstrate the story.
   B. Reinforcing the story
      1. The children may act out the story.
      2. They can do a puppet show or mime.
HOW TO DO BIBLE STORYING WITH CHILDREN

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C. What types of discussion questions are used?

3. You can use flannel graphs.
4. A child can repeat the story.
5. The discussion questions review the story.

C. Discussion questions:
1. What did you see? Or, what happened?
2. Those are observation questions.
3. Why? Or, what do you understand?
4. Those are understanding questions.
5. How does this apply to me?
6. That is an application question.

D. What hand signs are used along with the discussion questions?

1. What do you see? Put your hand above your eyes as if searching.
2. What do you understand? Point to your head.
3. How does this apply to me? Point to your heart.

E. Why use the hand signs?

1. The signs help the children remember each step.
2. The signs act out what they are doing.

III. Preparations for Teaching

Give out the Bible Storying Template
Work in large group.

A. What do you see?

1. First there is a title of the story.
2. Then there is a Bible reference.
3. There may be a theme.
4. There are careful instructions on how to prepare for Bible storying.
5. The children repeat the story, or do a puppet show or mime.
6. They discuss the story.
7. There are observation, interpretation and application questions.
8. There is a memory verse and a coloring page.
9. The children practice teaching the lesson to each other.
10. Then they share it with their family or friends.
11. There is a reference to Calvary Chapel, where the coloring pages came from.
HOW TO DO BIBLE STORYING WITH CHILDREN

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<td>B. Why is it important to tell the story exactly, without changing it?</td>
<td>B. Why tell it exactly?</td>
<td>1. The Bible is God's word.</td>
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<td></td>
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<td>2. You don't want to add your thoughts or your interpretations.</td>
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<td>3. You don't want to leave out something important.</td>
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<td>4. The children should hear what God is saying.</td>
</tr>
<tr>
<td>C. How could you make this more interactive? What else can you do?</td>
<td>C. What else can you do?</td>
<td>1. Tell or act out the story in a modern context.</td>
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<td>2. Have them draw a picture to illustrate the story.</td>
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<td>3. Use an object to illustrate the story.</td>
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<td>4. Do a demonstration, such as planting a seed, or lighting a candle.</td>
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<td>5. Many children enjoy the coloring pages.</td>
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<td></td>
<td>6. Use memory verse games.</td>
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<tr>
<td>D. How would you adapt this for different ages?</td>
<td>D. Adapt for different ages</td>
<td>1. For younger children, you may need to simplify the story or use a children's Bible.</td>
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<td>2. For younger children, you may need to ask easier questions.</td>
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<td>3. Older children can answer more &quot;Why?&quot; questions. They can understand and interpret the Bible.</td>
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<td>4. Older children may not want to use the coloring pages.</td>
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<td>5. They may prefer a puzzle or Bible game.</td>
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<td>6. They may have different ways to apply the story to their own lives.</td>
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<td>7. But both young and older children can make personal applications.</td>
</tr>
<tr>
<td>E. How can the children learn the story and share it with others?</td>
<td>E. Learning and sharing the story</td>
<td>1. They color a coloring page and learn a memory verse.</td>
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<td>2. They could use other Bible games.</td>
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<td>3. Then they practice telling the story to each other.</td>
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<td>4. Finally, they tell the story to their friends and family.</td>
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III. Practice teaching
A. Divide into small groups. Each group will select one Bible story and practice telling it.
# HOW TO DO BIBLE STORYING WITH CHILDREN

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<td>B. Then they will tell the story to the large group, and lead some of the discussion questions.</td>
<td></td>
<td>B. Storying</td>
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<td>C. Discuss your experience. How did it go?</td>
<td></td>
<td>C. Discuss your experience teaching.</td>
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<tr>
<td></td>
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<td>1. I enjoyed it when. . .</td>
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<td>2. It was hard when. . .</td>
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<tr>
<td></td>
<td></td>
<td>3. I felt. . .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Next time I will. . .</td>
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**References:**
Coloring pages are from Calvary Chapel and are available from [http://www.calvycurrriculum.com/childrens-curriculum-nt.php](http://www.calvycurrriculum.com/childrens-curriculum-nt.php)

**ATTITUDE:** Storying is an important way to teach children.

**SKILL:** Participants will be able to tell health stories and do Bible storying.

**EVALUATION:** Are the participants telling health and Bible stories?

**MATERIALS:**
- Newsprint, markers, masking tape
- Story: The axhead floats
- Bible Storying Template
- Bible stories (from the folder, Examples of Stories, or from the DVD, manual, or from the Global CHE Network website)

This lesson is used in: Children’s CHE and in Bible storying.
ELISHA 7: THE AXHEAD FLOATS
Based on: 2 Kings 6:1-7

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after The greedy servant.

STORY:
- What happened to Elisha last time?
- Tell the story of The axhead floats, from 2 Kings 6:1-7.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What did you see?) Sign: Put your hand above your eyes as if searching.
- What were Elisha and the prophets doing?
- What happened to the axhead?
- What did Elisha do?

Understanding questions: (What did you understand?) Sign: Point to your head.
- Why were they cutting down trees?
- Why was the prophet worried?
- What was the axhead made of? Do axheads float?
- Who made the axhead float?
- Does God care about little things, like borrowed axes?
- Why do you suppose that God took care of this problem?

Application questions: (How does this apply to me?) Sign: Point to your heart.
- God sometimes does impressive miracles, but sometimes he works in little ways.
- What are some little ways that God has taken care of you?
- What else has God done for you?

Memory verse and coloring page: 2 Kings 6:5. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of The axhead floats.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
Coloring pages are from Calvary Chapel and are available from http://www.calvarycurriculum.com/childrens-curriculum-nt.php
BIBLE STORYING TEMPLATE

TITLE
Based on:
Theme:

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see
the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at
the story taking place as you practice retelling the story out loud to check your memory. Then reread the
story out loud to note where you made mistakes and try again. Repeat this process until you can tell the
story smoothly and accurately. Stand and move around as you take the role of various speakers. You
may use your own words, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Tell the story of.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own. Adapt the questions to the age of the
children.

Observation questions: (What do you see?) Sign: Put your hand above your eyes as if searching.
•
Understanding questions: (What do you understand?) Sign: Point to your head.
•
Application questions: (How does this apply to me?) Sign: Point to your heart.
•

Memory verse and coloring page: Verse. You can use the memory verse games to learn this verse.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of ....
• Use the picture book to tell the story of ...

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
Coloring pages are from Calvary Chapel and are available from http://children.cccm.com/curriculum/
Memory Verse
HELPING OTHERS TO LEARN BIBLE STORIES

Date: 05/12

OBJECTIVES: After working through this lesson, participants will be able to:
1. Demonstrate using a Storyboard.
2. Show other ways to remember Bible stories.

OVERVIEW FOR TRAINERS: This lesson is adapted from Brigada Today. The lessons may be used with children, teens, or adults.

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. Usually this takes about four times total. Stand and move around as you take the role of various speakers. You may use your own words, but stick exactly to the content of the Bible story.

Prepare a Storyboard, a set of cards or a poster with simple stick figures depicting the action in the Bible story.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>TIME</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible Story: Tell a Bible story</td>
<td>5&quot;</td>
<td></td>
</tr>
<tr>
<td>I. Using a storyboard</td>
<td>15&quot;</td>
<td>I. Using a storyboard</td>
</tr>
<tr>
<td>A. Show the storyboard. What is a storyboard? What does it do?</td>
<td></td>
<td>A. What is a storyboard?</td>
</tr>
<tr>
<td>B. Divide into pairs. Practice telling the Bible story using the storyboard.</td>
<td></td>
<td>1. The stick figures are the main people in the story.</td>
</tr>
<tr>
<td>II. Reviewing the story</td>
<td>10&quot;</td>
<td>II. Reviewing the story</td>
</tr>
<tr>
<td>Discuss in large group.</td>
<td></td>
<td>A. Key locations</td>
</tr>
<tr>
<td>A. Where did the story take place? Where are some key locations in the story?</td>
<td></td>
<td>1. The story took place …</td>
</tr>
<tr>
<td>B. Tell the story again. Or—Would anyone like to retell the story?</td>
<td></td>
<td>2. One scene was located . . .</td>
</tr>
<tr>
<td>III. Divide into small groups.</td>
<td>25&quot;</td>
<td>III. Drama, pantomime, painting or song</td>
</tr>
<tr>
<td>One group develops a drama, acting out the story.</td>
<td></td>
<td>A. Drama</td>
</tr>
<tr>
<td>Another group develops a pantomime.</td>
<td></td>
<td>B. Pantomime</td>
</tr>
<tr>
<td>One group makes up a song about the story.</td>
<td></td>
<td>C. Song</td>
</tr>
<tr>
<td>Another group draws or paints pictures from the story.</td>
<td></td>
<td>D. Drawing or painting</td>
</tr>
<tr>
<td>Each group will then present their story to the large group.</td>
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</table>
### HELPING OTHERS TO LEARN BIBLE STORIES

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<tr>
<th>METHOD</th>
<th>TIME</th>
<th>KNOWLEDGE</th>
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</thead>
<tbody>
<tr>
<td>IV. Summary</td>
<td>5&quot;</td>
<td>IV. Summary</td>
</tr>
<tr>
<td>Discuss in large group.</td>
<td></td>
<td>A. How many times?</td>
</tr>
<tr>
<td>A. How many times have you now heard that Bible story?</td>
<td></td>
<td>1. Six times!</td>
</tr>
<tr>
<td>2. No, at least eight times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Maybe even ten times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Do you think you can tell others the story?</td>
<td></td>
<td>B. Telling others</td>
</tr>
<tr>
<td>1. Yes!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Now it would be easy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. What are some ways that you learned the story?</td>
<td></td>
<td>C. Learning the story</td>
</tr>
<tr>
<td>1. We heard the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. We practiced telling the story with the storyboard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. We talked about key locations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. She repeated the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. We did a pantomime.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. We acted out the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. We made up a song.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. We drew pictures of the story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. During this week, tell the story to at least three of your neighbors or friends.</td>
<td></td>
<td>D. Tell the story.</td>
</tr>
</tbody>
</table>


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**ATTITUDE:** We can learn to tell Bible stories.

**SKILL:** Participants will be able to tell Bible stories, and will be able to use storyboards, dramas, pantomimes, songs, or drawings to tell the story.

**EVALUATION:** Are the participants telling Bible stories to their friends and neighbors?

**MATERIALS:**
- Newsprint, markers, masking tape
- Storyboard: a set of cards or a poster with stick figures showing the main event in the Bible story

This lesson is used in: Bible storying
How Can You Help Others Learn Bible Stories More Effectively?

This past week, Mark Snowden told us about a professional storyteller named John Walsh. "He uses a highly interactive procedure in Bible storying training to involve everyone in a larger group in the action. John said that after telling the story, he gets them to practice it. He shows them a storyboard that he uses to remember the main scenes. His storyboard is simply a set of cards or a poster with simple stick figures depicting the action in the Bible story. John divides the group into pairs and asks them to use his storyboard to retell the story to each other. Then he asks them in larger groups to describe the locations in the story. He retells the story. At that point he divides them into creative art groups. One group develops a drama; another works out a pantomime. A third group creates a song and still another paints pictures of the story. Then he has each group present their production to the whole group. By the time John is finished, his listeners have heard or experienced the story twelve times!"

Learn more about Mark and his co-workers at http://www.oralbible.com


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EXPLORING THE BIBLE WITH CHILDREN

Date: 09/12 (1 – 1½ HOURS)

OBJECTIVES: After working through this lesson, participants will be able to:
1. Teach different ways to explore Bible stories.
2. Demonstrate different ways to explore Bible passages.
3. Put these strategies into practice with a group of children.

OVERVIEW FOR TRAINERS: Participants will learn creative ways to explore Bible stories and Bible passages with children. This lesson is adapted from 7 Ways Leaders Training Guide by Max 7. (This may be divided into two shorter lessons.)

METHOD | TIME | KNOWLEDGE
---|---|---
5”

Role Play: Two children’s leaders are talking.

1st How can we make the Bible stories come alive for the children?
2nd They repeat verses and answer some questions. But do they really understand the stories?
1st And sometimes we do the same thing, week after week.
2nd What can we do differently?
1st I don’t know.
2nd Me neither.

----SHOWD questions----
S = What do you See?
H = What is Happening?
O = Does this happen in Our place?
W = Why does this happen?
D = What will we Do about it?

I. What are some ways that children can explore the Bible?
Hand out Exploring Bible Stories. Each group will learn one strategy, and then teach demonstrate it with the large group.
A. Exploring Bible Stories

II. Exploring Bible passages
Some parts of the Bible are not stories. Bible passages teach ideas or concepts, like the Sermon on the Mount in Matthew 7. Here are some ways to explore these passages.
A. Divide into small groups.
Hand out Exploring Bible Passages. Each group will learn one technique and then teach it to the large group.

A. Exploring Bible stories
1. Make a model
2. Interviews
3. Draw the main events of the story.
4. Drama scenes
5. Story telling
6. Act it out
7. Write a song

A. Exploring Bible passages
1. Role play drama
2. Make a poster
3. Tell someone else what you learned
4. Time capsule
5. Real life story
6. Make a parable or story
7. Whole body learning
### EXPLORING THE BIBLE WITH CHILDREN

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<thead>
<tr>
<th>METHOD</th>
<th>TIME</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>III. Discussion</td>
<td>5&quot;</td>
<td>III. Discussion</td>
</tr>
<tr>
<td>A. What did you think? Which of those strategies do you want to use with the children?</td>
<td></td>
<td>A.</td>
</tr>
<tr>
<td>B. Try these out with the children that you work with, and then report back to us.</td>
<td></td>
<td>B. Try this out</td>
</tr>
</tbody>
</table>

**References:**
Max 7. 7 Ways Leaders Training Guide.

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**ATTITUDE:** We can use creative ways to explore the Bible.

**SKILL:** Participants will learn a variety of methods to explore Bible stories and Bible passages.

**EVALUATION:** Are the participants using these techniques with children?

**MATERIALS:**
- Newsprint, markers, masking tape, crayons, pencils
- Materials as listed in the handouts
- Exploring Bible Stories handout
- Exploring Bible Passages handout

This lesson is used in: Children’s CHE
## Make a Model

**Materials Needed:** Natural materials (sticks, leaves, mud, clay) or cardboard, newspaper, PlayDough or molding clay or other materials that you have on hand.

**Instructions:** Ask the children to create a piece of art that relates to the Bible story using the resources that are readily available. For example, in the story of David and Goliath, David could be made out of small sticks and leaves while Goliath could be made out of bigger sticks and mud. Ask the children questions to explore the themes of the Bible lesson while they are working on their models.

## Interviews

**Materials Needed:** Volunteers to take the part of characters in the Bible story.

**Instructions:** In this activity, choose 2 or 3 children to pretend to be the most important characters from the Bible story (for example, David and Goliath).

Have them sit in interview seats at the front. Help the other children think of questions to ask them. Some questions to David could be: *What did you think of the Israelite army when you arrived? What did you think when you first saw Goliath up close? What were you worried about?*

Questions for Goliath could be: *What did you think of David when you first saw him? Why did you hate the Israelites so much?*

Then interview the children. Gently guide the children’s answers so that they understand the main ideas in the story.

## Draw the main events in the story.

**Materials Needed:** Paper and pencils, crayons, or markers for each child.

**Instructions:** Each child is given a piece of paper and a pencil. They can divide the paper into 4 parts. After reading the Bible story talk with the children about what the most important events in the story are. Write these so all children can see the list. Ask children to draw each of the events in a separate section of their piece of paper.

**Variation:** Children may like to draw themselves in the story. *Would they be in the crowd or would they ask Jesus a question? What questions would they ask?* Write this in a speech bubble like a comic. They could turn over the paper and draw how the Bible story would look if it happened in their lives and where they live.

## Drama Scenes

**Materials Needed:** Divide into small groups of 4-5 children.

**Instructions:** Read the children the Bible story and ask them to get into groups of 4-5. Tell children that each group has 2 minutes to create frozen statues of one or two events in the story so they look like a photograph, like a freeze frame or still scene. Each group will have a certain part of the story to create a still frame drama scene. Each group performs their scene in the order that the story happened.

**Variations:** The other children can guess which part of the story the still frame drama scene is about. Leaders can ask children questions related to their character in the still scene.
### Story Telling

**Instructions:** Tell the Bible story as a story rather than reading the passage. Here are some methods:

- **Puppets** – Simple puppets can be made out of socks or boxes. A team of leaders can tell the story using a simple script, with the children using the puppets to portray the characters. A table on its side can make a good theatre.
- **Sound story** – As the leader tells the story the children can make sound effects at the appropriate times in the story. For example: rushing wind, thunder, cries for help and animal noises.
- **Use props** – Hold up different objects as the leader tells the story which will help connect the main ideas. For example: loaves and fishes could be objects for the Feeding of the 5000 story.

### Act it Out

**Instructions:** Ask for some children to role play the characters in the Bible story. For example, if you are doing the story of ‘Daniel in the Lion’s Den’ you will need children to play the roles of Daniel, The King, the officials who accused Daniel, an angel and some lions. As the leader reads or retells the Bible story, children act out their parts while the rest of the group watches. Leaders may also act out parts.

### Write a Song

**Instructions:** Organize children into small groups of 4-5. Ask them to write a song or a chant which tells the Bible story and explains it. At the end of 10 minutes have the children perform the song for the others. Be careful that it is not a contest but simply a time to show others what they have learned.

**Variation:** A leader could prepare a chorus for everyone to sing together. Teach this to the whole group first. Each group could write a verse about a different part of the story and give them a few minutes to work it out. At the end the song is brought together in a whole group with each verse being sung by one of the small groups. Everyone joins in singing the chorus after each verse.

Adapted from: Max 7. 7 Ways Leaders Training Guide.
EXPLORING BIBLE PASSAGES

Use these ideas for passages that teach ideas or give instructions, like the Sermon on the Mount, or Galatians 5:22-23. Discuss the story to find out the main meaning before starting these activities.

### Role Play Dramas

**Instructions:** As a large group, talk about the main things we have learned from the Bible passage. Brainstorm situations this message could apply to in the children’s life. Write these and summarize them so everyone can see the ideas. Divide the children into groups. Each group must choose a situation where this teaching would be useful. Then they make a short drama set in their modern world, which demonstrates the teaching. After about 5 minutes have each group perform to the other children. Discuss ideas as needed.

**Variations:** Each group can create 2 endings for their role play; one is negative and one is the positive Godly outcome. Each group could be given a prop to include in their drama. The situations could be mimed and the other children could then guess what the situation is. The leader could have different situations to give to children on small cards. Examples of situations could be being bullied at school, or being tempted to steal from a shop.

### Make a Poster

**Materials Needed:** Paper, pencils, chalk or markers

**Instructions:** Discuss together the main message of the passage. In this activity children will work together to make a poster, thinking of a creative way to present the message so it can be clearly communicated to others. Use pictures, symbols and words.

**Variations:** Work in pairs or small groups to create a poster. Bring other craft materials to make the posters attractive. Children could also cut out words and pictures from magazines or newspapers to make a collage. Think about some creative places the posters can be displayed.

### Tell someone else what you have learned

**Materials Needed:** Two groups of children, and two separate but related Bible passages, and objects to illustrate the passages.

**Instructions:** The children are divided into 2 large groups. Each group goes to a different area to read and discuss the Bible passage with a leader. Give each child an object to help explain the lesson. For example if the lesson is about giving, the Bible passages could be ‘The Widow’s Offering’ (Luke 21:1-4), and ‘Giving to the Needy’ (Matthew 6:14). The objects could be coins and bread for the poor and hungry.

After 5-10 minutes the children come back together and sit facing a person from the other large group. Each child has 2 minutes to explain what they have learned and how it can be applied in their life using the object.

### Time Capsule

**Materials Needed:** Paper and pencils, box, dirt and shovel (or another place to hide the box)

**Instructions:** Children are given paper and pencils. They are asked to write a letter to themselves explaining what they have learned and why they should remember this in a year’s time. Pictures and cartoons may also be drawn. When they have all finished, children address their letters to themselves and put these in a box to be opened in 12 months. You could have fun wrapping the box (to weather proof it) and burying it together.
## Make a Parable or Story

**Instructions:** Children work in small groups to write a parable or story which illustrates the message of the Bible passage. Jesus made up many stories to illustrate what he was teaching. The story can be told by one or two children, acted out as a drama, or told as a puppet play.

**Variations:**
- **Use objects** – each group is given an object that they must use in their drama. The objects can be fun and creative.
- **Puppets** - simple puppets can be made out of socks or boxes. A table on its side can make a good theatre.
- **Drama** – a short play can be made. Mime and narration can also be used.
- **Sound story** - as the story is told, children can make sound effects at the appropriate times in the story. Examples include: rushing wind, thunder, cries for help and animal noises.

## Whole Body Learning

**Instructions:**
- **Statues or Body sculptures** — children work in pairs; one as the clay and the other as the sculptor. The leader suggests emotions and positions the statue needs to be in. For example, Peter getting out of the boat to walk on water to Jesus, or the feelings expressed in Psalm 139.
- **Mime** — children use whole bodies to express or symbolize a Bible passage (try Isaiah 40:11-15).

## Real Life Story

**Instructions:** Find a real life story about someone who lives the message of the Bible teaching. There are many well-known people from every culture whose stories are worth telling. For example; Archbishop Desmond Tutu, Mother Teresa or Eric Liddell. Remember to tell the story in an exciting way. Keep it less than 5 minutes long. The internet is a good way to research people.

**Variation:** Tell the story as if you are that person and even dress like them. You may also have another leader interview you.
FUN WAYS TO TEACH CHILDREN

Date: 06/04 (rev 11/12) (1½ HOURS)

OBJECTIVES: After working through this lesson, participants will be able to:
1. Use games to teach Bible verses.
2. Teach Bible stories in an interesting and interactive way.
3. Work from Bible stories to practical applications.
4. Use review games.

OVERVIEW FOR TRAINERS: This lesson gives practical experience in teaching Children’s CHE. This lesson can be divided into two shorter lessons.

METHOD

| Role Play: A teacher is standing at the chalkboard, teaching in a monotone in front of a group of bored, fidgety children. Teacher | 5" |
| Today’s lesson is about the character of God. As can be seen in the creation narratives of Genesis 1 and 2, God is omnipotent, omniscient, sovereign, omnipresent, and eternal. 1st (Whispers) What is she talking about? 2nd (Whispers) I don’t know! When can we get out of here? 1st (Whispers) Soon I hope! (He shoots a rubber band at a girl across the room.) |

----SHOWD questions----
S = What do you See?  
H = What is Happening?  
O = Does this happen in Our place?  
W = Why does this happen?  
D = What will we Do about it?

I. What can we do to keep the children interested? Discuss in large group. 10" I. What we can do to keep the children interested:
A. Be interactive with involvement of the children.  
B. Involve multiple senses with stories, dramas, puppet shows, and songs.  
C. Involve action when possible.  
D. Be fast-moving, suited to children with a shorter attention span.  
E. Be practical and direct, not abstract.  
F. Be easy to understand, avoiding religious jargon and technical terms.  
G. Be fun, with many games.
II. Memory Verse Games
Each week the children will be learning a Bible memory verse. Here are some games to make that interesting. Divide into small groups. Each group will take one method (from the Memory Verse sheet) and demonstrate it to the other groups.

- A. Take-It-Away
- B. Add-A-Word
- C. Scrambles
- D. Riddles
- E. Songs
- F. Puzzles
- G. Seek And Find
- H. Code
- I. Treasure Hunt
- J. Actions
- K. Call and Respond

III. How can the Bible story be taught in an interesting way? Discuss in a large group.

III. Ideas for the Bible teaching:
- A. Illustrate the Bible passage with flannelgraph figures.
- B. One person can narrate the passage, while the children act out the story.
- C. The children can take parts, acting out and speaking the words of the characters in the story.
- D. The passage can be acted out with puppets or figures.
- E. Draw a comic book or pictorial illustration of the story.
- F. Use object lessons, stories, or parables to illustrate Bible principles.

IV. Application question
What is an application question? How can the children be encouraged to apply what they have learned? Discuss in large group.

IV. Application question
- A. What is an application? An application is a practical outworking of the Bible principle in our own lives.
- B. Divide into small groups to practice making up application questions. For example if the Bible teaching is on the Ten Commandments, such as “Thou shall not steal,” what are possible application questions?

- 1. What would you do if you found a $10 bill outside the grocery store?
- 2. What would you do if the grocery store clerk only charged you $1 for a $5 item?
- 3. Do we always need to pay taxes?
FUN WAYS TO TEACH CHILDREN

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<th>METHOD</th>
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4. Your brother left some coins on the table. He has plenty of money. He will never notice if you take a quarter to buy a candy bar. Besides, he is your brother. He should be looking out for you. What will you do?

5. What are other ways of stealing? For example, if we are being paid to wash cars, but decide to read a comic book instead, is that stealing?

6. In what ways do we rob God? (See Malachi 3)

C. Another form of application question is a practical application or assignment based on the lesson. If the children have learned the wordless book method of sharing the gospel, they can be asked to use the wordless bracelet to share the gospel with three people before the next class.

D. Encourage the children to teach their parents and their brothers and sisters what they have learned.

E. Encourage the children to show their neighbors and friends what they have learned.

V. Review games
Divide into teams and have each team demonstrate a review game (from the Review Games sheet). For each game, write out a series of review questions from the current lesson and from past lessons. Stress the understanding of Biblical principles more than knowledge of details.

VI. Summary
Why do we use games and interactive strategies? What are we trying to do?

A. Tic-Tac-Toe game
B. Balloon Burst
C. Cross the Line
D. Hot Shot
E. Body Building
F. Lock and Key
G. Christian Concentration
H. Hang the Devil
I. Bible Basketball
J. Pop Quiz

Reference:
Master Lesson Book, Faith Roots School of the Bible, Willie George Ministries.
ATTITUDE: Teaching should be fun and interactive.

SKILL: Participants will learn some interactive approaches for teaching children. They also will gain confidence in teaching children.

EVALUATION: Are the participants using interactive methods and games to teach children?

MATERIALS:
- Newsprint, markers, masking tape
- Memory Verse Games handout
- Review Games handout and supplies for each game

This lesson is used in: Children’s CHE
MEMORY VERSE GAMES

**Take-It-Away:** The verse is printed out (on a chalkboard or pieces of paper) from which words can be removed one word at a time. Have the children repeat the verse a few times, and then start removing one word at a time. The children guess which word was taken away; continue to repeat the verse, removing one word each time until all the words are removed.

**Add-A-Word:** This is just the opposite of Take-It-Away. You add the words of the verse one at a time, having the children say as much as is revealed each time. Once the verse is complete, have them say it several times.

**Scrambles:** All the words of the verse are put on a board or on pieces of paper, but in the wrong order. The children must put them in the right order and then say the verse. Have a contest between teams, or against time, to add excitement to this.

**Riddles:** A picture can be used for each word in the verse, or a question can be asked, which when answered, reveals a word of the verse.

**Songs:** Put the verse to a song or rhythm.

**Puzzles:** Write the verse on a large piece of heavy paper, and cut it into several odd-shaped pieces. This can be used along with any of the first three methods.

**Seek And Find:** Write each word on a separate piece of paper and hide them. Hide the words of the memory verse in balloons, flour, under leaves or around the room. The goal is to keep the children moving and curious as they search for the words. They may have to pop balloons or dig through flour, mud or leaves or hay to find the in order to find part of the verse. The children must find the words and then put them in the proper order. For added excitement make two sets of words (of different colors), and have a race between two teams.

**Code:** Make up a simple code. The children must work out the code in order to unscramble the memory verse.

**Treasure hunt:** Create a treasure hunt with a series of clues. The final treasure is the memory verse.

**Call and respond:** The leader calls out a portion of the verse and a question, and the children respond. For example for John 3:16,

<table>
<thead>
<tr>
<th>Leader</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who loves the world?</td>
<td>God</td>
</tr>
<tr>
<td>What did he do?</td>
<td>He gave his only Son</td>
</tr>
<tr>
<td>Who is his Son?</td>
<td>Jesus</td>
</tr>
<tr>
<td>If you believe in Jesus</td>
<td>You will not die but have eternal life</td>
</tr>
</tbody>
</table>

**Actions:**
Make up actions for each part of the Bible verse. For example, they could illustrate 1 Peter 5:8: “Be alert and of sober mind. Your enemy the devil prowls around like a roaring lion looking for someone to devour.” At first they would be alert, like a soldier on guard. Then they would prowl around, acting like a lion or crawling on their hands and knees.
REVIEW GAMES

Write out a series of review questions from the current lesson and from past lessons. Stress the understanding of Biblical principles more than knowledge of details.

---

**Tic-Tac-Toe**

Draw a tic-tac-toe board on the chalkboard. Choose an “X” team and an “O” team, and select a helper from each team. Ask a review question and pick a child to answer it. If the answer is correct, have the helper make his team's “X” or “O” mark on the tic-tac-toe board. Continue until all the questions are answered.

*Supplies:* Chalkboard and chalk, or large tablet and marker

---

**Balloon Burst**

Divide 24 balloons between two teams and tape them on the chalkboard. When a team answers a review question correctly they can pop one of their balloons with a pin. The side to pop all its balloons first wins.

*Supplies:* 24 small balloons, tape, chalkboard or bulletin board, 2 pins

---

**Cross the Line**

Divide into two teams, and choose a runner for each team. Ask a question and choose a child to answer it. If the answer is correct, then the runner for that team gets to take two steps toward the finish line. The team whose runner crosses the finish line first wins.

*Supplies:* Tape or string to mark the finish line

---

**Hot Shot**

Divide the group into two teams. The first player comes forward and answers a question. If the answer is correct, let that child shoot the rubberband at the wastebasket. If the answer is incorrect, ask the question of the other team. Keep score, giving three points for every correct answer and one point for each rubberband that enters the wastebasket.

*Supplies:* A package of rubber bands, a wastebasket or bucket, and a scoreboard

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**Body Building**

Divide the chalkboard into two sides. Ask a question of a child on the first team. If the answer is correct, let that child draw a head on his team’s side of the chalkboard. Continue the game asking questions and letting the child who answers correctly draw a body part (the head, neck, body, right arm, left arm, right leg, left leg, right hand, and left hand) on their team’s chalkboard. If time permits, you can add a shirt, pants, shoes, hat, tie, etc. The first team to complete their drawing wins.

*Supplies:* Chalkboard and chalk, or a large tablet and marker

---

**Lock and Key**

Cut 20 locks and 20 keys out of construction paper. Write the question on the locks and the answers on the keys. Put 10 locks and their keys in a set for team one, and the other 10 locks and keys in a set for team two. Put these in two stacks at the front of the room. Divide the group into two teams, and have them line up relay-race style. Players will run to the front of the room and try to match an answer with a question. As soon as he or she makes a correct match, the child can run back to the team and tag the next person to make the second match. The game continues until one team completes all the matches.

*Supplies:* Construction paper, scissors
**Christian Concentration**

On the reverse side of the cards, label the cards so there are 12 pairs of cards with Bible names (2 of Peter, 2 of Paul, etc.) Mix up the cards, and place them in 4 rows of 6 cards each, with the name down. Choose two teams and alternate asking review questions of the two teams. If the answer is correct, the child who answered the question gets the chance to try to make a match, and if successful removes the pair of cards. If there is no match, turn the cards over again. Continue until all the matches are made.

*Supplies:* 24 3” by 5” cards, market, tape, board

---

**Hang the Devil**

Choose a key word or character from the Bible story. In the middle of the chalkboard draw a blank for each letter of the word. If they can answer a review question correctly, the children are given a chance to choose a letter. If they guess one of the correct letters of the word, a letter is added to the word. Also, with each correct answer, successive body parts of the devil are added to a drawing of a gallows and noose on the chalkboard (head, neck, body, right arm, left arm, right leg, left leg, right hand, left hand, etc.)

*Supplies:* Chalkboard and chalk, or large tablet and marker

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**Bible Basketball**

On the posterboard, draw an outline of a basketball court with a free-throw line and a basket on each side. Divide the group into two teams. The first player of the first team comes to the front of the room to “take a shot” at the first question. If he or she gets it right, the team gets two points and the first player on the second team gets to “take a shot.” If a player cannot answer the question, he “misses the shot,” his team receives no points, and the “ball” is given to the next player on the other side.

*Supplies:* Large piece of poster-board, markers for drawing

---

**Pop Quiz**

Write each of the questions on a small piece of paper and insert in a balloon. Now blow up the balloon with the question inside, and then attach the balloons to the bulletin board or chalkboard. Divide the group into two teams. The first player comes forward, pops a balloon with a pin, and reads the question. If the child can answer the question, their team gets 5 points. If not, he or she can pick someone on their team to answer it, in which case the team receives 3 points. If the second team member answers incorrectly, the second team can attempt to answer the question and get 1 point. Then team two sends their first player forward to pop a balloon and answer a question. Play continues until all the questions are answered. The team with the most points wins.

*Supplies:* 20 small balloons, tape, bulletin board or chalkboard, 2 pins, scoreboard
PARTICIPATORY SELF-DISCOVERY WITH FLASH CARDS

Date: 06/12 (1 HOUR)

OBJECTIVES: After working through this lesson, participants will be able to:
1. Use flash cards to illustrate and tell Bible stories.
2. Use flash cards to review and share Bible stories.
3. Make or draw their own flash cards.

OVERVIEW FOR TRAINERS: Learn to use flash cards as a dynamic tool for participatory self-discovery. This material is based on material from Lim Su Min and Rev. Dr. Gordon Wong.

<table>
<thead>
<tr>
<th>METHOD</th>
<th>TIME</th>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telling a Bible story with flash cards:</td>
<td>10”</td>
<td></td>
</tr>
<tr>
<td>Preparation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose a short Bible story or parable to tell.</td>
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</tr>
<tr>
<td>Before telling the story, prepare 5-10 flash cards with words or drawings of people, places, things, actions or emotions, showing the main points of the story.</td>
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<tr>
<td>Tell the Bible story.</td>
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<tr>
<td>After telling the story, ask the participants to use the flash cards to retell the story. Have them arrange the flash cards in order and use them to tell the story.</td>
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</tr>
</tbody>
</table>

----SH questions----
S = What do you see?
H = What is happening?

I. Using flash cards
   Discuss in large group.
   A. Why use flash cards?
   B. What is on the flash cards?
   C. When can you use these cards?
   D. What are some ways to use the cards?

A. Why use flash cards?
   1. Flash cards help to illustrate the story.
   2. Participants learn the story.
   3. They remember the story better.
   4. They discover this for themselves.
   5. They can use the cards to tell others the story.

B. What is on the flash cards?
   1. A few words, or a drawing
   2. People
   3. Places
   4. Things
   5. Actions
   6. Emotions (such as angry, sad, happy, discouraged, or excited)

C. When can you use these cards?
   1. With children
   2. With adults
   3. When you are telling a Bible story
   4. For any kind of story
   5. With a group of people

D. What are some ways to use the cards?
   1. To tell the story.
   2. To put the cards in order
   3. To discuss the story
   4. To understand the story
   5. To apply the story to your own life
   6. To review or retell the story
   7. To tell the story to others
## Participatory Self-Discovery with Flash Cards

<table>
<thead>
<tr>
<th>Method</th>
<th>Time</th>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Steps</td>
<td>10&quot;</td>
<td>II. Steps</td>
</tr>
<tr>
<td>A. Suppose that you want to use cards as you teach a Bible story to a group of children or adults. What steps are involved?</td>
<td></td>
<td>A. What steps are involved?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Select a Bible story.</td>
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<tr>
<td></td>
<td></td>
<td>2. Make 5 or 10 flash cards of people, places, things, actions, or emotions.</td>
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<tr>
<td></td>
<td></td>
<td>3. Tell the story.</td>
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<td></td>
<td></td>
<td>4. Ask the children or adults to arrange the cards in order and use them to tell the story.</td>
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<td></td>
<td></td>
<td>5. Discuss practical applications of the story.</td>
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<td></td>
<td></td>
<td>6. Break into small groups to pray.</td>
</tr>
<tr>
<td>B. How do the cards help in self-discovery? Give examples.</td>
<td>B. Self-discovery</td>
<td></td>
</tr>
<tr>
<td>Show the picture, <em>Participatory Self-Discovery</em>.</td>
<td>1. Using the cards, they learn what happened in the story. (What did you see? What happened? What happened next?)</td>
<td></td>
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<td></td>
<td>2. They understand the story better. (Why did he do that? Why did that happen? What is God telling us?)</td>
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<tr>
<td></td>
<td>3. They can remember the story and tell it to others.</td>
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<tr>
<td>C. Another part of self-discovery is application to our own lives. Give examples of application questions.</td>
<td>C. Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. How does that apply to me?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Does that happen in our place?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. What should we do about it?</td>
<td></td>
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<tr>
<td></td>
<td>4. What is God trying to teach me?</td>
<td></td>
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<tr>
<td>D. Another important step is prayer. What do we pray about?</td>
<td>D. Prayer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. For God to teach us through this Bible story.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. That we can apply it to our own lives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. That we can teach it to others.</td>
<td></td>
</tr>
<tr>
<td>III. Divide into small groups. Give each group blank cards. Each group will select a short Bible story or a parable. They will make cards with drawings or words to illustrate the story, and then use the cards to tell the story to the rest of the group.</td>
<td>III. Using cards to tell a Bible story</td>
<td></td>
</tr>
</tbody>
</table>

### Attitude:
We can use flash cards to tell Bible stories.

### Skill:
Participants will be able to use flash cards to tell and understand Bible stories.

### Evaluation:
Are the participants using flash cards to tell Bible stories to others?

### Materials:
- Newsprint, markers, masking tape
- Flash cards for a Bible story
- Blank flash cards
- Bibles
- *Participatory Self-Discovery* illustration

This lesson is used in: Bible Storying
PARTICIPATORY SELF-DISCOVERY

Participatory Self-Discovery
Lim Su Min, 2012
## BIBLE STORYING WORKSHEET

<table>
<thead>
<tr>
<th>Check when completed</th>
<th>Skill or Accomplishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like to listen to Bible stories.</td>
</tr>
<tr>
<td>2.</td>
<td>We have acted out Bible stories.</td>
</tr>
<tr>
<td>3.</td>
<td>I can answer questions about the Bible stories.</td>
</tr>
<tr>
<td>4.</td>
<td>I can explain what the story means.</td>
</tr>
<tr>
<td>5.</td>
<td>I know how to apply the teachings of the Bible stories to my own life.</td>
</tr>
<tr>
<td>6.</td>
<td>I know how to tell Bible stories.</td>
</tr>
<tr>
<td>7.</td>
<td>I know how to ask discussion questions about the Bible stories.</td>
</tr>
<tr>
<td>8.</td>
<td>I told my family a Bible story.</td>
</tr>
<tr>
<td>9.</td>
<td>I told my family five Bible stories.</td>
</tr>
<tr>
<td>10.</td>
<td>I told my family ten Bible stories.</td>
</tr>
<tr>
<td>11.</td>
<td>I told ten friends or neighbors a Bible story.</td>
</tr>
<tr>
<td>12.</td>
<td>I told my friends and neighbors five Bible stories.</td>
</tr>
<tr>
<td>13.</td>
<td>I told my friends and neighbors ten Bible stories.</td>
</tr>
<tr>
<td>14.</td>
<td>My friends and neighbors gather together to hear Bible stories.</td>
</tr>
</tbody>
</table>
7 ways to explore a Bible story
Source: Max 7 from http://www.max7.org/

A Bible story has a definite narrative with a beginning, middle and end and usually a main character.

1. Make a model
**What you need:** clay, natural things (For example: sticks, mud and leaves)

**Alternatives:** Use cardboard, plasticine, newspaper and matchsticks.
Ask the children to create a piece of art that relates to the Bible story using the resources readily at hand. For example, in the story of David and Goliath, David could be made out of small sticks and leaves while Goliath could be made out of bigger sticks and mud. Children could be asked questions to explore the themes of the Bible lesson while they are working on their models.

2. Interviews
**What you need:** volunteers to be characters in the story.

In this activity, choose 2 or 3 children to pretend to be the most important characters from the Bible story (For example: David and Goliath). Sit them in interview seats at the front. Help the other children think of questions to ask them.

Some questions to David could be: *What did you think of the Israelite army when you arrived? What did you think when you first saw Goliath up close? What were you worried about?* Questions for Goliath could be: *What did you think of David when you first saw him? Why did you hate the Israelites so much?*

Then interview the children. Gently guide the children's answers so that they understand the main ideas in the story.

3. Draw the main events in the story
**What you need:** paper and pencils for each child.

Each child is given a piece of paper and a pencil. They can divide the paper into 4 parts. After reading the Bible story talk about what the most important events in the story are. Write these so all children can see the list. Ask children to draw each of the events in a separate section of their piece of paper.

**Variation:** Children may like to draw themselves in the story. *Would they be in the crowd or would they ask Jesus a question? What questions would they ask?* Write this in a speech bubble like a comic.

They could turn over the paper and draw how the Bible story would look if it happened in their lives and where they live.

4. Still frame drama scene
**What you need:** 4-7 children per group
Read the children the Bible story and ask them to get into groups of 4-5. Tell children that each group has 2 minutes to create frozen statues of one or two events in the story so they look like a photograph (freeze frame or still scene). Each group will have a certain part of the story to create a **still frame drama scene**. Each group performs their scene in the order that the story happened.

Variation: The other children can guess which part of the story the **still frame drama scene** is about.

Leaders can ask children questions related to their character in the still scene.

5. **Story telling**
A leader with skills in story telling can tell the Bible story instead of reading it from the Bible.

**Variations:**
- **Puppets** - simple puppets can be made out of socks or boxes. A team of leaders can tell the story using a simple script. A table on its side can make a good theatre.
- **Sound story** - as the leader tells the story the children can make sound effects at the appropriate times in the story. For example: rushing wind, thunder, cries for help and animal noises.
- **Use props** - hold up different objects as the leader tells the story which will help connect the main ideas. For example: loaves and fishes could be objects for the **Feeding of the 5000** story.

6. **Act it out**
**What you need:** children to volunteer to be characters from the story.
Ask for some children to role play the characters in the Bible story. For example, if you are doing the story of ‘Daniel in the Lions Den’ you will need children to play the roles of Daniel, The King, the officials who accused Daniel, an angel and some lions. As the leader reads or retells the Bible story, children act out their parts while the rest of the group watches. Leaders may also act out parts.

7. **Write a Song**
Organize children into small groups of 4-5. Ask them to write a song or a chant which tells the Bible story and explains it. At the end of 10 minutes have the children perform the song for the others. Be careful that it is not a contest but simply a time to show others what they have learned.

Variation: A leader could prepare a chorus for everyone to sing together. Teach this to the whole group first. Each group could write a verse about a different part of the story and have 10 minutes to work it out. At the end the song is brought together in a whole group with each verse being sung by one of the small groups. Everyone joins in singing the chorus after each verse.

There are more than 7 ways to explore a Bible story. Use ideas that work best for your group and share your ways with other leaders through **www.max7.org**
A Bible passage teaches ideas or concepts. It is direct teaching like Matthew 5 or Galatians 5:22-23. Because of this, we need to ensure that the children understand the content. These activities are used alongside the reading or hearing of the Bible passage.

Role play drama
As a large group, talk about the main things we have learned from the Bible passage. Brainstorm situations this message could apply to in the children’s life. Write these and summarize them so everyone can see the ideas. Divide the children into groups. Each group must choose a situation where this teaching would be useful. Then they make a short drama set in their modern world which demonstrates the teaching. After about 5 minutes have each group perform to the other children.

Discuss ideas as needed.

Variations:
• Each group can create 2 endings for their role play; one is negative and one is the positive Godly outcome.
• Each group could be given a prop to include in their drama.
• The situations could be mimed and the other children could then guess what the situation is. The leader could have different situations to give to children on small cards. Examples of situations could be being bullied at school, or being tempted to steal from a shop.

Make a poster
What you need: paper and pencils, markers or chalk.
In this activity children will be given time to make a poster which will be displayed at the end of the lesson. They need to think of a creative way to present the message so it can be clearly communicated to others. Use pictures, symbols and words.

Variations:
• Work in pairs or small groups to create a poster.
• Bring other craft materials to make the posters attractive.
• Children could also cut out words and pictures from magazines or newspapers to make a collage.
• Think about some creative places the posters can be displayed.

Teach someone else what you have learned
What you need: 2 different but related Bible passages
The children are divided into 2 large groups. Each group goes to a different area to read and discuss the Bible passage with a leader. Give each child an object to help explain the lesson. For example if the lesson is about giving, the Bible passages could be ‘The Widow’s Offering’ (Luke 21:1-4), and ‘Giving to the Needy’ (Matthew 6:14). The objects could be coins and bread for the poor and hungry.
After 5-10 minutes the children come back together and sit facing a person from the other large group. Each child has 2 minutes to explain what they have learned and how it can be applied in their life using the object.

**Time capsule**

**What you need:** paper and pencils

Children are given paper and pencils. They are asked to write a letter to themselves explaining what they have learned and why they should remember this in a year's time. Picture and cartoons may also be drawn. When they have all finished, children address their letters to themselves and put these in a box to be opened in 12 months. You could have fun wrapping the box (to weather proof it) and burying it together.

**Make a parable**

Children work in small groups to write a parable which illustrates the message of the Bible passage. Jesus made up many stories to illustrate what he was teaching. The story can be told by one or two children, acted out as a drama, or told as a puppet play.

Variations:
- **Use objects** - each group is given an object which they must use in their drama. The objects can be fun and creative.
- **Puppets** - simple puppets can be made out of socks or boxes. A table on its side can make a good theatre.
- **Drama** - a short play can be made. Mime and narration can also be used.
- **Sound story** - as the story is told, children can make sound effects at the appropriate times in the story. For example: rushing wind, thunder, cries for help and animal noises.

**Whole body learning**

- **Statues or Body sculptures** — children work in pairs; one as the clay and the other as the sculptor. The leader suggests emotions and positions the statue needs to be in. For example, Peter getting out of the boat to walk on water to Jesus, or the feelings expressed in Psalm 139.
- **Mime** — children use whole bodies to express or symbolize a Bible passage (try Isaiah 40:11-15).

**Real life story**

Find a real life story about someone who lives the message of the Bible teaching. There are many well-known people from every culture whose stories are worth telling. For example; Archbishop Desmond Tutu, Mother Teresa or Eric Liddell. Remember to tell the story in an exciting way. Keep it less than 5 minutes long. The internet is a good way to research people. Variation: Tell the story as if you are that person and even dress like them. You may also have another leader interview you.

There are more than 7 ways to reinforce a Bible passage. Use ideas that work best for your group and share your ways with other leaders through [www.max7.org](http://www.max7.org)
Enrichment 8a-1
THE HAND: Make Disciples

ACTIVITY: Storytelling Tips
(10-15 minutes)

Materials Needed: Pencil/paper or chalkboard
Bibles

Instructions/Activity:
Consider the following five principles in presenting an excellent Bible story. These principles are not meant to be followed in exact order, but considered for the story presentation as a whole.

1) Start well
• Clear BEGINNING statement – Question or Strong statement or Visual aid/object to get group attention.
  Have you ever been frightened/lonely/sad? E.g. King Ahab was more frightened of his wife than God!
• Background Information – What led up to the situation in this story? Keep this brief but enough to set the scene. Don’t worry about names of ALL characters for younger children. Just say “his servant” or “the King”
• Character contrast – Explain good and bad character qualities or attitudes in the people.
  This applies to some stories and is useful to show the right way.

2) Help children feel like they are there
• Conversations – Use actual words spoken in the Bible. You can also imagine what people might be saying to each other and use those conversations in your story. Say “I think some people would have said…”
• Word pictures describing the situation well – weather, noises, people’s clothes, expressions and actions, sensations of hot, cold, thirst, hunger.
• Use voice and body actions to make it exciting/interesting.
• “You are the best visual aid!” Speak slow, fast, loud, soft, whisper. Act out the movements of people in the story e.g praying, crying, laughing, staggering, begging- overcome our shyness so kids can be blessed!
• Describe feelings or emotions of people in story and what they may have been thinking.
  e.g. amazement, fear, hope, doubt, jealousy, anger, kindness – wondering who could help them etc. Children can relate these to themselves.

1 for 50 CORE Training Curriculum PILOT VERSION

2010-11 PILOT VERSION
• Created by groups from a dozen nations, this resource is offered “open source”. Adapt, translate and use it as you wish.
• Please send ideas, feedback or edits by July 2011 to include in a final revision to 1for50@gmail.com.
• Give explanations and reasons for behavior or events.
  Good lessons show how problem were overcome. The Bible
does not always explain things clearly for children. Tell them
why people or God did certain things. If you’re not sure then say
“maybe they did that because…”
• Use visual aids or object lessons when possible, but realize that the
  best storytellers do not rely on props.

3) Involve Children in the Story
• Help listeners to identify with people in story
  i.e. Refer to similar emotions or problems children have today.
• Also sometimes use a personal testimony of yourself in similar situation.
  Be honest about your weakness or failings when you were a child or
  adult.
• Consider ways to involve a child’s five senses in the story:
  see, hear, listen, feel, taste, touch
  involve their whole body, when possible!
• Questions –use these to keep attention.
  Answer most of the difficult questions yourself to keep story
  flowing without long stops while children think. They often want
  to talk about unrelated things. This is not the time to be
  sidetracked.

4) Keep Bible truth and its application at the center
• Spiritual truth and life application – Explain clearly and more than once.
  It is much better if it is in middle of story and then repeated at end.
• Bible verse – Quote one or two to support the teaching. Use one main
  verse.
• Ask questions for reflection that help a child answer the question,
  “What does this mean to me?”

5) Finish well!
• Conclusion – Make it short. Give a challenge. Lead quickly to prayer.

Closing
After reviewing these principles together, ask people to work in pairs and
discuss these questions.
• What are the easiest things for you to include in as you present
  a Bible story to children?
• What is challenging for you?
• What one thing did you learn that you will focus on next time
  you prepare and present a story to children?
**TIPS FOR ENGAGING KIDS IN A BIBLE STORY, BY KIDZANA**

When telling a Bible story, keep kids engaged by using great story-telling practices:
- Use eye contact
- Watch your facial expressions
- Use a variety of voices, pitches and volumes
- Move your body and arms
- Don’t be afraid of silence
- Try answer/call phrases
- Or use key repeated phrases

And get kids involved in the telling of the story. Here are a few ideas:
Without moving from their seats, students can move their ...
- Mouths – make sound effects ...
- Faces – grimace, sad face, happy face, funny expressions ...
- Eyes – blink, search, squint ...
- Hands – clap, touch, wave, wiggle, pat, hold, help ...
- Fingers – wiggle, walk ...
- Toes – wiggle, tap ...
- Voices – shout, whisper ...
- Shoulders – shrug, sway, etc ...
- Knees – knock, bend, straighten, flop
- Or any other body part ...

You may invite students to participate in the story by ...
- Taking a classroom trip
- Checking a classroom corner
- Rocking and swaying (with a boat?)
- Jumping, wiggling, twirling, walking, running in place
- Other ideas?

You can find many other excellent ideas on the Kidzana website:
Children’s Ministry Games

How to use games to enhance your children’s ministry and some game suggestions for different age groups.

Source: [http://www.max7.org](http://www.max7.org)

Games may be the most versatile part of your children’s ministry programming.

They can be great crowd-breakers, help kids forge deeper relationships, serve as a perfect escape valve for kids’ surplus energy, give kids new experiences that lead to learning, act as a fun transition between other activities...or they can be a gigantic waste of time.

Yes, children love playing games, but before you add a game to your program, make sure it’s a purposeful game. Does it lead to learning? Reinforce the Bible point or lesson you want kids to remember? Set up another learning activity? If not, why surrender valuable time to something that doesn’t add value and may even distract from your teaching?

You already know that games work. Decide to make them work for you, not against you, by making sure they’re contributing to kids’ learning.

How to Create a Game That Reinforces Your Bible Lesson

Some curriculums already provide games that connect to the Bible lesson. If so, use them even if they’re new to your kids. A game that makes the point is worth learning!

If you do have to start from scratch, here’s how to create a game that will tie to your lesson.

**• Begin with the point:** What exactly do you want kids to learn? Write the point in one brief statement. Be crystal clear in your mind what you want to accomplish. Let’s say it’s a lesson that makes the point “God makes us a family.”

**• Think of a game kids already know** that involves them working together or “being a family” in another way. Tweaking and adapting existing games saves you time and makes explaining rules a breeze because children are already familiar with the basics. In this case you might have them play Link Tag, a variation of the game Tag.

Here’s how you play: Have children form pairs, and have each pair link elbows so that they’re both facing the same direction and can move together. Have an unlinked child be “It.” At your signal the child who’s “It” will attempt to tag another child, who will then “unlink” and let the child who was “It” take his or her place. Then the unlinked child will be “It.” After a child becomes “It,” that child can’t tag anyone for ten seconds, which gives pairs a chance to scatter.

**• After playing this game, have kids debrief** what they experienced. The discussion is what connects the Bible lesson and game. Be sure questions include feeling questions as well as “what do you think” questions, and include the Bible point. For example, these questions could follow the game described above:

• How did you feel when you were “It”? When you were in a linked pair?
• How was being linked with someone like being in a family?
• Why do you think God makes those who follow him a family?

A tip: Make sure any game you have kids play is age-appropriate.
How to Know if a Game Will Work With Your Kids—*Before* You Play It

A game might look great on paper, but how can you know if it’ll fly or flop with your particular group of children?

Here are some guidelines that came from an interview with a former Kenner toy designer whose job was determining whether a toy would send parents flocking to toy stores.

- **Start with what already works.** What games do your kids like already? For all the reasons discussed above, tweaking an existing game may be the way to go.

- **Test the game.** Gather your own kids or neighborhood children for a dry run. You may find that you need to clarify the rules or that there’s another way to play the game that’s more fun.

- **Keep the game simple. And safe.** Complicated games tend to collapse under the weight of their rules. Be sure the game has a clear goal, such as getting over the line or catching a ball, and a few equally clear rules. And any game that’s unsafe is already a candidate for disaster no matter how it’s played. Is this game easy to understand and communicate? Is it safe to play?

- **Engage kids’ imaginations.** Capturing kids’ imaginations is what makes games engaging and fun. It also helps if players can’t predict the outcome early in the game. Does your game include an element of strategy? Unpredictability? If so, you may have a winner!

**Competitive and Noncompetitive Games**

Competition isn’t bad in and of itself. Life is full of competitions, from grades to landing a starting spot on a sports team or first chair in an orchestra. Competition can sharpen skills and motivate some kids to excellent performance.

The problem with competition is that you create winners and losers. Ask yourself: Does competition teach what you want kids to learn in your children’s ministry? Does beating another team communicate grace? Do you want some kids to feel like winners at the expense of children who are therefore losers?

I believe noncompetitive games are better for children because they promote self-confidence and self-esteem. Noncompetitive games are kind. They promote group-building. They involve cooperation. And they allow everyone to participate, not just those who have a special skill. In most cases, noncompetitive games fit better with the church mission.

Terry Orlick, an author who believes in the importance of noncompetitive games, has published two books of cooperative games. The back cover of his book *The Second Cooperative Sports & Games Book* explains his philosophy: “Terry Orlick’s approach to sports is simple: When people play together and not against each other, everyone has more fun.”

Be warned: Competitive kids will often resist cooperative play. They’ll try to add competition to the game, or they’ll complain that since no one wins, the game is pointless.

To change this tendency, start by introducing familiar cooperative games. Tag works if you’ll keep the play area small so that a child’s ability to run and dodge quickly doesn’t become a factor.

If you do play competitive games, change the rules so that winning isn’t important. For example, play softball in a noncompetitive fashion. When the batter doesn’t hit the ball after three tries, the batter becomes the first baseman. The first baseman moves to second base and so on. The right fielder runs in to join the batting lineup.
How to Deal With Competition

There may come a time when you have to play competitive games. Maybe your children’s ministry group visits another church that has planned an entire program of competitive games. Or you end up coaching a children’s basketball team.

If this happens, start by setting a few simple rules:

1. **No name-calling.** Don’t let children put down other children or themselves. This includes times when children make mistakes during the game and call themselves “dummies.”

2. **No unnecessary roughness.** Competition can bring out the bully in some kids—and adults. If you see a cheap shot in a basketball game, call it. If you see relationships being damaged by competition, intervene.

3. **Insist on good sportsmanship.** Always. And look for actions and attitudes that exemplify good sportsmanship in your opinion, and praise children who demonstrate those. Set clear guidelines.

Before competitive play commences, explain that God loves every child on all teams. Have children find something they like about the other team and tell the other players. Encourage children to cheer a good performance, no matter which team does it. Have children learn and act on this rule: Winning isn’t the important thing; loving each other is.
Games

Preschool Games (Ideal for 3-6 Year Olds)

Animal Action

Supplies: none

Scripture: Genesis 2:19-20

Kids will enjoy becoming Adam’s new zoo.

Coach’s Comment: To help you think quickly on your feet, write out a list of animals before the game.

Seat children in a group so that all of them can see you.

Say: Let’s pretend that I’m Adam and that you’re the animals God made. God has given me the job of naming you. I’m going to choose one person to turn around and step away from the group so he or she won’t hear what animal I am telling the rest of you to be. That person will be the guesser. When I say out loud, “One, two, three; guess which animal we might be!” everyone in the group will start acting like the animal I told you to be. Then the guesser is going to turn around and try to guess what animal you are.

Whisper the same animal name in each child’s ear. Say the rhyme, and let the children act out the animal until the guesser identifies it. After the first child has guessed, choose other children until each child has had a turn. Try having the guesser become the new Adam. Be ready to help the child choose another animal and say the rhyme.

To make the game more challenging, encourage older kids to act out each animal silently. Younger children will enjoy the game more (and be more easily identified) if they also make animal sounds.

Blind Blessings

Supplies: A blindfold

Scripture: Genesis 27

Use this game to help children learn about their senses of touch and how they can find out about people or things without using their eyes.

Coach’s Comment: Always offer young children the choice of wearing a blindfold or closing their eyes tightly. Sometimes a stretchy headband or wristband works better than a traditional blindfold.

Help children sit in a circle facing the center.

Ask: What do you notice about the people in our class? Who has short hair? Long hair? Who has a bow in her hair?

Say: Isaac was blind, but he thought he could discover which of his sons was with him by the hair he felt. Let’s see how well we can do figuring out who someone is by touching his or her hair.

Select one person to be Jacob and Esau’s father, Isaac. Have Isaac sit on a chair in the center of the circle, and blindfold him or her. Select another child to come near Isaac and see if Isaac can guess the person’s identity by gently touching his or her hair and clothing. If Isaac is having difficulty guessing correctly, ask the other children to give some clues. Take turns until everyone has had the opportunity to be either Isaac or the other child.
Pharaoh’s Frogs

Supplies: None

Scripture: Exodus 8:1-15

Children will fly high in this leapfrog game to use with the story of Egypt’s plague of the frogs.

This game works best in the middle of a large room, or, better yet, outside. Frogs love cool grass, you know.

Say: In this Bible story, Pharaoh wouldn’t let Moses and his people leave the country. So God sent many frogs into the Pharaoh’s land. These frogs were everywhere. They were in the rivers, in the beds, and even in the ovens. Pharaoh sure didn’t like so many frogs everywhere. Let’s pretend that we are some of those pesky frogs in the Pharaoh’s palace. Have the kids squat down in a line with their chins tucked to their chests. Allow about one foot of space between frogs.

Have the last frog in the line hold on to the hands of two helpers. Have the child place each of his or her hands on one of the helpers’ hands to jump over each frog. Helpers will need to squat and stand with the jumper’s movements. Children will need varying degrees of help. When the first jumper has finished the line, he or she becomes a frog at the front of the line. Use this chant to help pace the children and make it easier to spot them:

Jump, jump, jump, jump, jump (say “jump” for each child in line);

The frogs made Pharaoh quite a grump!

Follow Me

Supplies: A large candle or a flashlight and a cloud cut from paper or a handful of cotton batting

Scripture: Exodus 13:17-22

Play this game after you have learned about Moses and the children of Israel following God in the pillars of cloud and fire.

Have the children stand in a straight line so that they all are facing the teacher. They should be standing so that if they wanted to follow the leader, they would have to take side steps to do it.

Say: Who is the line leader in this line? It depends on which direction we go, doesn’t it? In our story today, the children of Israel followed God. Sometimes God was a fiery pillar (hand the candle or flashlight to the child on one end) and sometimes he was a pillar of cloud (hand the cloud to the child on the other end). Today we are going to pretend that one line leader is the fiery pillar and the other line leader is the pillar of cloud.

Say: When I call out “Pillar of Fire!” follow the person who is holding the candle. When I call out “Pillar of Cloud!” make an about-face and follow the person who is holding the cloud.

Before beginning the game, have children practice making about-faces in their line. For younger children, be sure to stop the action for a moment before they follow the new leader. For older kids, switch more abruptly. Change leaders frequently.
Samuel, Samuel

Supplies: A pillow

Scripture: 1 Samuel 3

Illustrate the story of God talking to Samuel as he slept in the temple.

Make a circle. Pick one child to be Samuel. Say: As Samuel was sleeping, he heard a voice calling his name. Our Samuel will lay down and pretend to go to sleep. Then I will point to one of you, and the person I point to will softly call, “Come here, Samuel.” Have the child playing Samuel lay down in the middle of the circle and pretend to go to sleep with his or her head on the pillow and his or her eyes closed. When the child closes his or her eyes, pick one child in the circle to say, “Come here, Samuel.” Samuel will then “wake up,” walk over to whoever he or she thinks was talking, and says, “I am here.” If Samuel guesses correctly, the two children trade places. If the guess was incorrect, the person who called says, “Go back to bed.” Then Samuel can try again. Play until everyone has had a chance to be Samuel.

Is This the One?

Supplies: None

Scripture: 1 Samuel 16:1-13

Reenact the story of David’s anointing as king of Israel.

Have the class stand. Choose one child to be Samuel.

Say: The Bible tells us that Samuel went to the house of Jesse to choose one of Jesse’s many sons to be king. Today we are going to pretend that you are Jesse’s children. Samuel is going to close his eyes, and I will point to a David so the rest of you will know who should be anointed king. Then Samuel will open his or her eyes. Samuel will go around to different children and ask, “Is this the one?” You will all answer, “No, that’s not the one” or “Yes, that’s the one.”

When David has been guessed, he or she becomes the new Samuel. The retired Samuel becomes one of Jesse’s sons. Continue the game until everyone has had a turn to be Samuel or David.

Rain, Rain, Ahab

Supplies: None

Scripture: 1 Kings 18:45-46

Children will enjoy playing this version of Duck, Duck, Goose after hearing the story of Elijah and the miracle of outrunning Ahab’s chariot.

Have the children all sit in a circle facing the middle. Choose one child to be Elijah. Say: Today we’re going to play “Rain, Rain, Ahab.” In the Bible, Elijah warned King Ahab that there was a big rainstorm coming. When Ahab got into his chariot, God helped Elijah outrun Ahab and his chariot all the way down a mountain. When you are Elijah, walk behind your friends and tap each one on the head and say “rain” until you get to someone who you want to chase you. Then tap that person’s head and say “Ahab.” Ahab will chase you as you run all the way back around the circle to the space that Ahab left open and sit down quickly. Ahab will be the new Elijah. Add detail by showing the kids how to wiggle their fingers to make “raindrops” as they tap their friends. Allow each child to have a turn as Elijah, even if Ahab catches Elijah.
**Baskets Full of Smiles**

Supplies: None

Scripture: Matthew 14:13-21

Never run out of fun in this game to accompany the feeding of the five thousand.

Have two teams line up in relay-style lines.

Say: *Only one little boy brought fish and bread to lunch, but when he shared, Jesus used the food to feed the whole crowd. Everyone was happy. We’re going to see if you have a happy face you can share, because Jesus can use your shared smile to make others happy.*

Instruct the first person in each line to make a happy, silly face and show it to the person behind him or her. That person imitates the face and shows it to the person behind him or her until the face has gotten all the way to the end of the line. The person at the end of the line runs up to the beginning of the line and makes a different face. Play continues until everyone has had a turn.

Say: *You shared a happy, silly face with everyone until we all laughed. Looks like we have plenty of fun to go around and some left over, too!*

**Come Along**

Supplies: None

Scripture: Mark 1:14-20

Reinforce the story of how Jesus chose his disciples by playing this choosing game.

Say: *Remember how Jesus went along the Sea of Galilee asking people to become his disciples? Today we’re going to pretend that we are being chosen, too.*

Help the children form a circle. Have them stand as if they were marching in a circle. Have each child put his or her outside hand out. Choose one child to be Jesus.

Say: *When you are Jesus, walk around the circle and choose someone by taking his or her hand. That child will walk with you and catch the hand of someone else. We’ll keep on choosing people until everyone has been chosen. Then we’ll have a new circle, and we’ll pick a new Jesus to start the next game.*
Name Stomp

Supplies: None

Scripture: Luke 1:26-38

Help kids stomp out the sounds of some special names after telling about how Jesus got his name.

Have the kids scatter around the middle of the room.

Say: In this Bible story, the angel told Mary what the name of her special son would be. It was Jesus. Show the kids how to stomp on each part of Jesus’ name. Your name was chosen especially for you, too. Let’s take turns saying our first names out loud. We’ll all stomp with our feet one time for each part of each person’s name.

Encourage the kids to stomp once for each part in the first name. Have them try doing the same thing with their last names. Or if they know their first, middle, and last names, have them stomp out those parts. When older kids have mastered this, have them each figure out whose name has the same pattern of stomps as their name does. Have children with the same pattern stand and stomp out the parts together. As you are nearing the end of the game, have the children stomp the phrase “Jesus loves me!” all together.

Missing in Action

Supplies: None

Scripture: Luke 2:41-52

Kids figure out who’s missing in this Hide-and-Seek game.

Say: In our Bible story, Jesus’ family was walking home and suddenly noticed he was missing. In our game today, I’m going to count to twenty and let all of you hide. Then I’ll find some of you and together, we will try to figure out who’s still missing.

Close your eyes and count slowly enough to allow all the children to hide. After you have found most of the kids, have them look around to see who is missing and call that person to come out. For more rounds, enlist a child to be the seeker after you count together.
Find My Sheep

Supplies: None


Children will seek for lost sheep in this game that builds language and observation skills.

Have the children stand in a circle.

*Say: Jesus is the Good Shepherd who knows each one of his sheep. When one is lost, he goes and finds it. I am going to pretend to be a shepherd, but I need someone to help me find my sheep.*

Choose a child to stand with you in the center of the circle.

*Say: I am going to describe my lost sheep to you. As soon as you think you know who it is, go and get the sheep and bring it to me.*

Begin describing one of the other children. State the “sheep’s” hair color, describe his or her clothes, and name any other distinctive characteristics. When your helper has correctly identified the child you were describing, direct the helper to stand in the circle and allow the sheep to be your new helper. Continue until all the children have been “found.”

Chariot Tag

Supplies: None

Scripture: Acts 8:26-40

Children will pretend to be chariots in this fast game of Tag.

Ask for one volunteer to be Philip. Say: *The Bible tells us about a man named Philip who ran after a man in his chariot to tell him about Jesus. Today (child’s name) will be Philip. The rest of you will get down on your hands and knees and run around the room on all fours like chariots. When Philip tags you, sit down and wait until all of the other chariots have been tagged. We’ll choose a new Philip and play several times.*
Elementary Games (Ideal for 7-12 year olds)

Moses and the Fiery Serpents

Supplies: None

Scripture: Numbers 21:4-9.

Play this game in a large, cleared, indoor area. Have all the players remove their shoes. Choose a “Moses” to stand in a designated safe zone at one end of the playing area. Choose two players (or more if your group is large) to be the “fiery serpents.” The rest of the class are the “children of Israel”.

The game starts with everyone lying down. The fiery serpents slither on their bellies among the children of Israel. (The serpents must keep their tummies on the floor; they cannot be on their hands and knees.) When Moses calls, “Fiery serpents!” the children of Israel jump up and try to run to the safe zone while avoiding being tagged by a serpent. When a child is tagged, he or she must quickly drop to the floor and then join the serpents in trying to tag others.

Fiery serpents may not enter the safe zone, and the children of Israel who enter must go out to rescue others by touching any serpent on the ankle. The healed serpent and the rescuer hold hands and return to the safe zone. They then must go out to rescue others.

The rescuers may be touched and turned into serpents while going out but not while returning with a “healed” serpent.

The game continues until all are saved or all become serpents.

Hear the Voice

Scripture: Matthew 11:28

Game Overview: Kids will close their eyes and follow a voice.

Supplies: Bible

Place one child in the center of the room, and tell this child to keep his or her eyes open. Ask other kids to scatter throughout the room and close their eyes.

The child whose eyes are open will silently move somewhere else in the room, then say aloud, “Come to me.” Other children, with their eyes still closed, will move toward the voice until they reach the speaker as the speaker continues to say, “Come to me” every few seconds.

When kids find the speaker, they may open their eyes, then sit down and “rest” until everyone has found the speaker.

At the end of the game, discuss the following questions:

• How did it feel to rely on something other than your sight when moving toward a goal?
• What did you do when you reached the speaker?

Read aloud Matthew 11:28; then ask:

• According to this verse, who should we come to?
• What should we give Jesus? What will Jesus give us?

Say: Jesus wants us to come to him with any problems or fears or worries we have. He loves us and cares for us. Jesus will give us rest!
Heels-to-Toes Race

Scripture: Ephesians 4:2-3

Game Overview: Kids will learn to “stick together” in this game of balance.

Supplies: Bible

Have kids form pairs and stand at one end of a hall or classroom. Ask partners to stand one behind the other, facing front to back. The child facing the partner’s back must touch his or her toes to the heels of the partner at all times. To help with balance, the partner standing behind might want to hold the other partner’s waist or shoulders.

When you say “Go,” partners will carefully race to the other side of the room. If they break the heels-to-toes connection, partners won’t start over. Just celebrate the number of steps taken, and encourage players to develop a strategy for staying together. When the partners reach the other side of the room, they’ll switch positions and return to the start line. Clap for a good job of cooperating with each other!

At the end of the game, gather the kids, and read Ephesians 4:2-3. Then ask the following questions:

- How did you work with your partner in this game?
- How does the Bible say we should get along?

Ask all kids to hook up one more time, heel to toe, and say: Make every effort to work together and get along. Jesus wants us to!

On the Road to Damascus

Scripture: Acts 9:1-22

Game Overview: This simple game will help kids get to know one another better.

Supplies: Bible.

Form a circle. Read aloud Acts 9:1-22. Explain that just as Saul was on a journey, they too are on a journey to get to know Jesus. But before they leave, they’ll need to pack their suitcases and get to know their traveling companions.

Have kids each think of an object that represents a talent or interest they have. For example, if Pam is a dancer, she could “pack” a pair of ballet slippers.

Say: We’re on the road to Damascus. I’m [name], and I brought my [item of choice].

Have the child on your left repeat the phrase, your name and item, and add his or her own. With each turn, the list gets longer and children must remember the names and interests of others. Your list may sound something like this: “We’re on the road to Damascus. Alice brought her Bible. Andy brought his soccer ball. Jan brought her math book. And I brought a paint brush.” If kids have trouble remembering, others can give hints.

The game is over when the last person has repeated everyone’s name and object.

Remind children that the Christian journey is an exciting one. Say: God will make us more like Jesus and will show us how to use our talents and interests to serve him on our journeys. Ask:

- Why does God want us to be like Jesus?
- What are ways we can be more like Jesus?

Give kids each a piece of clay and have them create an object that represents their talent or interest. Have an art show and let kids display their works for each other to see.

- How can we use our talents to serve God?
Memory Verse Games

**Take-It-Away:** The verse is printed out (on a chalkboard or pieces of paper) from which words can be removed one word at a time. Have the children repeat the verse a few times, and then start removing one word at a time. The children guess which word was taken away, and continue to repeat the verse, removing one word each time, until all the words are removed.

**Add-A-Word:** This is just the opposite of Take-It-Away. You add the words of the verse one at a time, having the children say as much as is revealed each time. Once the verse is complete, have them say it several times.

**Scrambles:** All the words of the verse are put on a board, or on pieces of paper, but in the wrong order. The children must put them in the right order and then say the verse. Have a contest between teams, or against time, to add excitement to this.

**Riddles:** A picture can be used for each word in the verse, or a question can be asked, which when answered, reveals a word of the verse.

**Songs:** Put the verse to a song or rhythm.

**Puzzles:** Write the verse on a large piece of heavy paper, and cut it into several odd-shaped pieces. This can be used along with any of the first three methods.

**Seek and Find:** Write each word on a separate piece of paper and hide them. Hide the words of the memory verse in balloons, flour, under leaves or around the room. The goal is to keep the children moving and curious as they search for the words. They may have to pop balloons or dig through flour, mud or leaves or hay to find the in order to find part of the verse. The children must find the words and then put them in the proper order. For added excitement make two sets of words (of different colors), and have a race between two teams.

**Code** Make up a simple code. The children must work out the code in order to unscramble the memory verse.

**Treasure Hunt** Create a treasure hunt with a series of clues. The final treasure is the memory verse.

**Call and Respond** The leader calls out a portion of the verse and a question, and the children respond. For example for John 3:16,

<table>
<thead>
<tr>
<th>Leader</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who loves the world?</td>
<td>God</td>
</tr>
<tr>
<td>What did he do?</td>
<td>He gave his only Son</td>
</tr>
<tr>
<td>Who is his Son?</td>
<td>Jesus</td>
</tr>
<tr>
<td>If you believe in Jesus</td>
<td>You will not die but have eternal life</td>
</tr>
</tbody>
</table>

**Actions** Make up actions for each part of the Bible verse. For example, they could illustrate 1 Peter 5:8: “Be alert and of sober mind. Your enemy the devil prowls around like a roaring lion looking for someone to devour.” At first they would be alert, like a soldier on guard. Then they would prowl around, acting like a lion or crawling on their hands and knees. (This will not work for all verses.)
REVIEW GAMES

Write out a series of review questions from the current lesson and from past lessons. Stress the understanding of Biblical principles more than knowledge of details.

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**Tic-Tac-Toe**

**Supplies:** Chalkboard and chalk, or large tablet and marker

Draw a tic-tac-toe board on the chalkboard. Choose an “X” team, and an “O” team, and select a helper from each team. Ask a review question, and pick a child to answer it. If the answer is correct, have the helper make his team's “X” or “O” mark on the tic-tac-toe board. Continue until all the questions are answered.

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**Balloon Burst**

**Supplies:** 24 small balloons, tape, chalkboard or bulletin board, 2 pins.

Divide 24 balloons between two teams, and tape them on the chalkboard. When a team answers a review question correctly, they can pop one of their balloons with a pin. The side to pop all its balloons first, wins.

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**Cross the Line**

**Supplies:** Tape or string to mark the finish line.

Divide into two teams, and choose a runner for each team. Ask a question, and pick a child to answer it. If the answer is correct, then the runner for that team gets to take two steps toward the finish line. The team whose runner crosses the finish line first, wins.

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**Hot Shot**

**Supplies:** A package of rubberbands, a wastebasket or bucket, and a scoreboard.

Divide the group into two teams. The first player comes forward and answers a question. If the answer is correct, let that child shoot the rubberband at the wastebasket. If the answer is incorrect, ask the question of the other team. Keep score, giving 3 points for every correct answer, and one point for each rubberband that enters the wastebasket.

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**Body Building**

**Supplies:** Chalkboard and chalk, or a large tablet and marker.

Divide the chalkboard into two sides. Ask a question of a child on the first team. If the answer is correct, let that child draw a head on his team’s side of the chalkboard. Continue the game, asking questions, and letting the child who answers correctly draw a body part (the head, the neck, the body, the right arm, the left arm, the right leg, the left leg, the right hand, and the left hand) on their team’s chalkboard. If time permits, you can add a shirt, pants, shoes, a hat, a tie, etc. The first team to complete their drawing wins.

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**Lock and Key**

**Supplies:** Construction paper, scissors

Cut 20 locks and 20 keys out of construction paper. Write the question on the locks and the answers on the keys. Put 10 locks and their keys in a set for team one, and the other 10 locks and keys in a set for team two. Put these in two stacks at the front of the room. Divide the group into two teams, and have them line up relay-race style. Players will run to the front of the room and try to match an answer with a question. As soon as he or she makes a correct match, the child can run back to the team and tag the next person to make the second match. The game continues until one team completes all the matches.
Christian Concentration

**Supplies:** 24 3" by 5" cards, market, tape, board

On the reverse side of the cards, label the cards so there are 12 pairs of cards with Bible names (2 of Peter, 2 of Paul, etc.) Mix up the cards, and place them in 4 rows of 6 cards each, with the name down. Choose two teams, and alternate asking review questions of the two teams. If the answer is correct, the child who answered the question gets the chance to try to make a match, and removes the pair of cards. If there is no match, turn the cards over again. Continue until all the matches are made.

Hang the Devil

**Supplies:** Chalkboard and chalk, or large tablet and marker

Choose a key word or character from the Bible story. In the middle of the chalkboard, draw a blank for each letter of the word. If they can answer a review question correctly, the children are given a chance to choose a letter. If they guess one of the correct letters of the word, a letter is added to the word. Also, with each correct answer, successive body parts of the devil are added to a drawing of a gallows and noose on the chalkboard (head, neck, body, right arm, left arm, right leg, left leg, right hand, left hand, etc.)

Bible Basketball

**Supplies:** Large piece of posterboard, markers for drawing

On the posterboard, draw an outline of a basketball court, with a free-throw line and a basket on each side. Divide the group into two teams. The first player of the first team comes to the front of the room to “take a shot” at the first question. If he or she gets it right, the team gets two points and the first player on the second team gets to “take a shot”. If a player cannot answer the question, he “misses the shot”, his team receives no points, and the “ball” is given to the next player on the other side.

Pop Quiz

**Supplies:** 20 small balloons, tape, bulletin board or chalkboard, 2 pins, scoreboard

Write each of the questions on a small piece of paper and insert in a balloon. Now blow up the balloon with the question inside, and then attach the balloons to the bulletin board or chalkboard. Divide the group into two teams. The first player comes forward, pops a balloon with a pin, and reads the question. If the child can answer the question, their team gets 5 points. If not, he or she can pick someone on their team to answer it, in which case the team receives 3 points. If the second team member answers incorrectly, the second team can attempt to answer the question and get 1 point. Then team two sends their first player forward to pop a balloon and answer a question. Play continues until all the questions are answered. The team with the most points wins.
THE CREATION
Based on: Genesis 1:1-2:3

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Tell the story of the creation, from Genesis 1:1 to 2:3.
• Draw a picture of God's creation.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Who created the heavens and the earth?
• What happened on the first day? What did God do?
• What did God do on the second day?
• What did God create on the third day?
• What happened on the fourth day?
• What did God create on the fifth day?
• What did God create on the sixth day?
• What did God do on the seventh day?

Understanding questions: (Why?)
• How big is the universe? How many stars can you see?
• If God made the heavens and the earth, and the whole universe, what does that tell you about God?
• What did God say about his creation? Did he like it?
• What were the heavens and the earth like on the first day? Some versions say that it was “formless and empty”. What does that mean?
• How did God fill the earth?
• What were God’s instructions for the man and the woman? What did he want them to do?

Application questions: (How does this relate to me?)
• What can you tell about God by looking at the stars or by looking closely at a beautiful flower? What is God like?
• What do you like best about God’s creation?
• What else did God create? Did he create you and your family?
• Do you ever thank God for his creation?
• God rested from his work on the seventh day. What is a day of rest? Do you set aside one day to rest and to worship God?

Memory verse and coloring page: Genesis 1:31. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the creation.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
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THE CREATION

God saw all that he had made, and it was very good.
(Genesis 1:31)

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CREATION 2: THE GARDEN
Based on: Genesis 2:4-25.

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. Usually this takes about four times total. Stand and move around as you take the role of various speakers. You may use your own words, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Tell the story of Adam and Eve.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
• What was the Garden of Eden like?
• What was found in the Garden? Draw a picture of the Garden.
• What was not found there? (Hint: Was there any sickness or death there?)
• How was Adam formed?
• What did he do with the animals?
• Did he find a companion for himself when he named the animals and birds?
• How was the woman formed?
• What was Adam’s reaction when he saw her?

Understanding questions: (Why?)
• What was the tree of the knowledge of good and evil?
• Why couldn’t they eat from that tree? What did God tell them?
• Why weren’t the animals and birds good enough companions for Adam?
• In what ways was the woman a better companion for him?
• Why was the woman formed from his side (or his rib) rather than from his head or his foot?
• What does the Bible teach about marriage?

Application questions: (How does this relate to me?)
• Have you ever wanted to live in a world without pain or problems?
• Why do we struggle with problems and with illnesses and death today?

Memory verse and coloring page: Genesis 2:16-17. You can use the memory verse games to learn these verses.

5. Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the Garden.
• Use the Adam and Eve picture book to tell this story.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
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And the LORD God commanded the man, "You are free to eat from any tree in the garden; but you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die."

(Genesis 2:16-17)
DISOBEDIENCE OF ADAM AND EVE

Based on: Genesis 3:1-23

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words, but stick exactly to the content of the story.

THEME: DISOBEDIENCE

STORY:

• Tell the story of the fall from Genesis 3.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)

• Who was the snake?
• How did the woman respond to him?
• Why was she tempted?
• What did she do?
• Where was the man at this time? Did he see what happened?
• What did he do?

Understanding questions: (Why?)

• Did Adam and Eve obey God when they ate the fruit of the tree?
• Then why did they do it? Why didn't they obey God?
• How did their lives change after they ate the fruit?
• Why did they hide from God?
• What happened as a result of their disobeying God?
• What happened to the woman? How did her life change?
• What happened to the man? How did his life change?
• Could they continue to live in the Garden? Why not?
• How did God continue to take care of them, even after they sinned?

3. Application questions: (How does this relate to me?)

• Have you ever disobeyed God?
• For example, have you ever lied or disobeyed your parents?
• Have your parents ever punished you?
• Do you think that God would ever punish you?
• Who saves you from God’s punishment? (Hint: What did Jesus do for you?)

4. Memory verse and coloring page: Genesis 3:9. You can use the memory verse games to learn this.

5. Practice:

• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the fall.
• Use the picture book Adam and Eve to help tell the story.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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The LORD God called to the man, "Where are you?"
(Genesis 3:9)
CREATION AND FALL 4: CAIN AND ABEL
Based on: Genesis 4:1-16

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Tell this story after the story of The Fall.

STORY:
• Tell the story of Cain and Abel, from Genesis 4:1-16.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Who were Cain and Abel?
• What kind of work did they do?
• What kind of sacrifice did each one offer to the Lord?
• What did Cain do to his brother out in the field?
• What was Cain’s punishment from the Lord?
• Where did Cain go to live?

Understanding questions: (Why?)
• Why do you think that God was pleased with Abel’s sacrifice but not with Cain’s?
• Did God know that Cain was upset?
• What warning did the Lord give to Cain?
• He said, “Sin is crouching at your door but you must master it.” What does it mean to master sin?
• Why did Cain want his brother Abel to go out to the field with him?
• Did Cain tell the truth when God asked him where Abel was?
• Why was Cain upset with his punishment? What was he afraid of?
• How did the Lord protect Cain?

Application questions: (How does this relate to me?)
• Have you ever been tempted to do something wrong?
• What happened?
• Were you able to master or overcome the temptation?
• All of us sinned and fail God. How can we be forgiven when we have sinned?
• Cain went out from the presence of the Lord. He no longer walked with God. Does that still happen today?
• How can you stay close to God and follow him?

Memory verse and coloring page: Genesis 4:8. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Cain and Abel.

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Now Cain said to his brother Abel, "Let's go out to the field." And while they were in the field, Cain attacked his brother Abel and killed him.

(Genesis 4:8)
ADAM AND EVE

Listen to the story of

The Creation of Adam and Eve

• What was the Garden of Eden like?
• What did you find in the Garden?
• What was not found there?
• How was Adam formed?
• What did he do with the animals?
• Did he find a companion for himself?
• How and why was the woman formed?
• What was Adam's reaction when he saw her?
• How was she a companion for him?

Personal Application

• What did you learn from the story of the creation of Adam and Eve?
• What did you learn about God's plan for his creation?
• What did you learn about the relation of man and woman?
• What did you learn about God's plan for marriage?
• What did you learn about God's plan for his creation of Adam and Eve?

The Fall of Adam and Eve

Listen to the story of

• Who was the snake?
• How did the woman respond to him?
• Why was she tempted?
• What did she do?
• Where was the man at this time?
• What did he do?

• What was not found there?
• What did you find in the Garden of Eden?
• What was the Garden of Eden like?
• How and why was the woman formed?
• What was Adam's reaction when he saw her?
• How was she a companion for him?
The Fall of Adam and Eve

What did you learn from the story of the Fall of Adam and Eve?

1. What were the consequences of their action?
2. How did it affect the life of the woman?
3. How did it affect the life of the man?
4. How did God continue to take care of them?

Personal Application

1. How did they rebel against God?
2. What happened as a result?
3. How does this affect your life?
4. Do you ever rebel against God?
5. How does this affect your relationships with other people and with God?
6. What did you learn from the story of the Fall of Adam and Eve?

Sources:
Illustrated King James Bible and Gospel Recording Network
NOAH 1: BUILDING THE ARK
Based on: Genesis 6:5-22

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Teach this story after the creation stories.

STORY:
• Tell the story of Noah building the ark, from Genesis 6:5-22
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Describe God’s feelings about the people he had created.
• What did God plan to do?
• Who was Noah?
• What did God tell Noah to do?
• What instructions did God give to Noah about the animals?

Understanding questions: (Why?)
• Why was God sad? Why was his heart filled with pain?
• Why did he want to destroy all the people?
• How did Noah respond to God’s instructions?
• Was this easy for Noah?
• What would his neighbors think when they saw Noah build the ark? (Hint: Up until that time, they had no rain and had never seen a flood.)
• How big was the ark? Compare the size of the ark to a soccer field or a large building.
• Was Noah a man of faith? How do you know?
• What is a covenant?
• What covenant or agreement did God make with Noah?

Application questions: (How does this relate to me?)
• Is God sad when we disobey him?
• Noah had great faith in God when he obeyed him and built the ark. Do you have faith in God?
• Noah showed his faith by obeying God even when it was difficult. How do you show your faith?
• Has anyone ever made fun of you for your faith in Christ? How did you respond?
• God made a covenant with Noah. Has God made a covenant or agreement with us? (Hint: New Testament means “new covenant”).

Memory verse and coloring page: Hebrews 11:7. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of building the ark.

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By faith Noah, when warned about things not yet seen, in holy fear built an ark to save his family.

(Hebrews 11:7)
NOAH 2: THE FLOOD
Based on: Genesis 7:1 – 8:19

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Building the ark.

STORY:
• Tell the story of the flood, from Genesis 7:1 – 8:22.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Who went into the ark?
• How long did it rain?
• How high were the waters?
• What happened to all the animals and people who were not in the ark?
• What happened when Noah sent out the raven and the two doves?
• When the earth was dry, what instructions did God give to Noah and to the animals?

Understanding questions: (Why?)
• Why did God send the flood?
• How did God protect Noah and his family?
• Was Noah a young man? How did he get the strength to do all this?
• How did Noah know when the earth was dry again?
• What did God tell the animals to do? Why was that important?

Application questions: (How does this relate to me?)
• Have you ever disobeyed God?
• What does God think when we disobey him?
• All of us have disobeyed God and rebelled against him. Will God send another flood?
• How can we be forgiven today?
• Who paid the price for our sins?
• Have you asked God to forgive you for your sins?
• God rescued Noah from the flood. How does God rescue us today?

Memory verse and coloring page: Genesis 7:17. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the flood.

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For forty days the flood kept coming on the earth, and as the waters increased they lifted the ark high above the earth.

(Genesis 7:17)
**NOAH 3: GOD’S COVENANT WITH NOAH**  
**Based on:** Genesis 8:20 – 9:17

**PREPARATION:** In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

**INTRODUCTION:** Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after *The Flood.*

**STORY:**
- Tell the story of God’s covenant with Noah, from Genesis 8:20 – 9:17.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

**DISCUSSION:** Use some of these questions or add your own.

**Observation questions:** (What happened?)
- What did Noah do when he left the ark?
- What promises did God make?
- How did God bless Noah and his sons?
- God made a covenant or agreement with Noah. What sign did he give to Noah?
- What did God tell Noah about the rainbow?

**Understanding questions:** (Why?)
- Why did Noah offer a sacrifice to God?
- Why won’t God send another flood?
- How do you know that human life is important to God?
- Why is it important to preserve life and not kill others?
- Man is made in the image of God. What does that mean?
- What covenant or agreement did God make with Noah?
- What does the rainbow mean?
- What will God remember when he sees the rainbow?

**Application questions:** (How does this relate to me?)
- Do people still disobey God today?
- Will God send another flood to destroy us?
- Does God still punish people who disobey him?
- Have you disobeyed God?
- How can you be saved from God’s punishment?
- Why did Jesus die on the cross? How does that bring forgiveness for you?
- What should you remember every time that you see a rainbow?

**Memory verse and coloring page:** Genesis 9:16. You can use a memory verse games to learn this.

**Practice:**
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of God’s covenant with Noah.

**Used in:** Children’s CHE/Spiritual/Bible Storying/Old Testament

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"Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth."

(Genesis 9:16)
The Story of Noah (continued)

What did God decide to do?
Why?
What did he tell Noah to do?
What was the purpose of the boat?
How big was the boat?
Was it easy to build?
Is it always easy to obey God?
Has he ever asked you to do something that was hard for you?

Who went inside the boat with Noah?
Who closed the door?

What would happen to them?
What was God’s promise to Noah?

But what about Noah’s neighbors? Why did God include them in his plan?

Who else lived in the ark with Noah and his family?
Who else lived in the ark with Noah and his family?

Who shut the door?

Did they believe a flood was coming?
Building the ark!

What do you think Noah’s neighbors said while he was building the ark?

What would happen to them during the flood?

What would happen to Noah and his family?
Who shut the door?
What was the purpose of the ark?
Was it easy to build?

Listen to the second part of the story, Noah and the Flood.
Tell the story of Noah to your family.

What was the flood like?
What happened to the earth?
What happened to the people and the animals on earth?
Why were they destroyed?
What does this show about God's character?
What happened to Noah and his family and the animals in the boat?
Where did the boat end up?
What did they do next?
What solemn promise or covenant did God make to them?
What does this show you about what God is like?
What was the sign of the promise?

Who was Noah?
What was the problem in the days of Noah?
Do we have that problem today?
How was Noah different from his neighbors?
What was the problem in the days of Noah?

Listen to The story of Noah.

Source of Illustrations: JesusAndKidz.com and ChristArt.com
THE TOWER OF BABEL
Based on: Genesis 11:1-9

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after the stories of Noah.

STORY:
• Tell the story of the Tower of Babel, from Genesis 11:1-9.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• At first, how many languages did the people speak?
• What did the men build after they settled on the plain?
• What could the men do if they worked together and spoke the same language?
• What did the Lord do with them? Where did they go?
• What languages did they speak now?

Understanding questions: (Why?)
• Why did the men want to build a city and a great tower? What was their purpose?
• Why didn’t the Lord want them to build a city and a great tower?
• How would you describe the attitude of the men? Did they trust in God or in themselves?
• Why did the Lord confuse their language?
• The name “Babel” sounds like the word for “confused”. Why is that a good name for this place?
• Why couldn’t they finish building the city?
• Where did the people go after that?

Application questions: (How does this relate to me?)
• The people on the plain were proud of their abilities and wanted to make a name for themselves. Have you ever been proud or cocky?
• Do you want to make a name for yourself? Do you want to be famous?
• What does it mean to give glory to God?
• How can you praise and glorify God instead of receiving praise yourself?
• How many languages do people speak today?
• Can you speak with a person who talks Japanese or Swahili? Why not?
• Is it easy for people to work together today?
• Why are there many languages and many divisions between people?

Memory verse and coloring page: Genesis 11:4. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the Tower of Babel.

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Then they said, "Come, let us build ourselves a city, with a tower that reaches to the heavens, so that we may make a name for ourselves and not be scattered over the face of the whole earth."

(Genesis 11:4)
ABRAHAM 1: GOD CALLS ABRAM  
Based on: Genesis 11:30 to 12:7

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again.

INTRODUCTION: This is the first story on the life of Abraham, or Abram. How did Abram show his faith?

STORY:
• Tell the story of Abram’s call, from Genesis 11:30 to 12:7.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Where did Terah, Abram, Sarai, and Lot travel?
• Who is Lot? What is Lot's relationship to Abram?
• How many children did Abram and Sarai have?
• Try to find Ur, Haran and Shechem on the map of Abram’s journey.
• They settled in Haran. Then what happened to Terah?
• What did the Lord tell Abram to do?
• What promises did the Lord make to Abram?
• Where did Abram, Sarai and Lot travel to?

Understanding questions: (Why?)
• God called Abram to follow him to a new area. Was it easy for Abram to leave Haran and follow the Lord’s instructions?
• What did Abram leave behind when he left Haran?
• The Lord promised to make Abram into a great nation. Why was that hard to do? (Hint: How old was Abram? How many children did he have?)
• How did Abram demonstrate faith in God?
• The Lord promised to bless Abram. What does that mean?

Application questions: (How does this relate to me?)
• Pretend that you are Abram, leaving Haran. What would it be like to give up everything to follow God?
• What does it mean to follow God today?
• Abram demonstrated his faith when he obeyed God. Do you have faith in God?
• How can you show your faith?
• Has the Lord ever called you to do something difficult?
• What have you left behind to follow God?
• What promises has the Lord made to you?
• How has God blessed you or provided for you?

Memory verse and coloring page: Genesis 12:2. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of God Calls Abram.

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ABRAM’S JOURNEY

The LORD had said to Abram,
“Leave your country, your people and your father's household and go to the land I will show you. I will make you into a great nation and I will bless you.”

(Genesis 12:1-2)
ABRAHAM 2: THE VISIT TO EGYPT
Based on: Genesis 12:10-18

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after *The Call of Abraham*

STORY:
• Tell the story of *The Visit to Egypt*, from Genesis 12:10-18.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Where did Abram and Sarai go?
• What did Abram tell Sarai to say when they arrived in Egypt?
• Who is Pharaoh?
• What did Pharaoh do?
• What happened to Pharaoh and there people of his household after Sarai came to them?
• What did Pharaoh do when he realized that Sara was Abram’s wife?

Understanding questions: (Why?)
• Why did Abram and Sarai go to Egypt?
• What is a famine?
• Abram said that Sarai was his sister. Was he telling the truth?
• Why didn’t Abram want the Egyptians to know that Sarai was his wife?
• When he said that Sarai was his sister, was Abram doing the right thing? Why or why not?
• Why did Pharaoh take Sarai to his palace? What did he want to do?
• Why did the Pharaoh and the Egyptians have serious diseases?

Application questions: (How does this relate to me?)
• Abram told a lie in order to protect himself. Is it ever right to tell a lie?
• Have you ever told a lie? What happened?
• Does lying cause any problems?
• Abram believed in God, yet he made a bad mistake. Do Christians ever make mistakes or disobey God?
• What should you do if you have told a lie or disobeyed God?

Memory verse and coloring page: Genesis 12:10. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of *The Visit to Egypt.*

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
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Now there was a famine in the land, and Abram went down to Egypt to live there for a while because the famine was severe.

(Genesis 12:10)
PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after the story about Abram’s visit to Egypt.

STORY:
• Tell the story of Lot leaving Abraham, from Genesis 13:1-18.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Where did Abram, Sarai and Lot travel after they left Egypt?
• What did Abram and Lot own? Did they a lot of flocks and herds?
• What happened between the herdsmen of Lot and the herdsmen of Abram?
• Where did Lot want to live? Which area did he pick?
• Were there any problems in Sodom?

Understanding questions: (Why?)
• Why did the two groups of herdsmen quarrel?
• Why did Abram and Lot decide to separate and go in different directions?
• Abram was the uncle of Lot. Why did he give Lot the first choice of land?
• Why did Lot pick the Jordan Valley? Who was he thinking of when he chose the best lands?
• Lot thought that he made the better choice. Do you think that he will get away with it?
• What promises did the Lord make to Abram?
• What are offspring? Where would Abram’s offspring live?
• Can you count the dust of the earth?
• Abram had no children. But what was God’s promise to him? How many offspring would he have?
• Why did the Lord make these great promises to Abram?

Application questions: (How does this relate to me?)
• What land would you choose if you were Abram or Lot? The well-watered plains or the more mountainous area?
• Do you often choose what is best for yourself? Or do you think of other people? Give examples.
• The Lord promised to bless Abram. What promises does God make to us today?

Memory verse and coloring page: Genesis 13:9. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Lot leaving Abram.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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“Is not the whole land before you? Let’s part company. If you go to the left, I'll go to the right; if you go to the right, I'll go to the left.”

(Genesis 13:9)
ABRAHAM 4: ABRAM RESCUES LOT
Based on: Genesis 14:11-24

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Lot leaves Abram. Now Lot was living in Sodom, but four kings attacked the area.

STORY:
• Tell the story of Abram’s rescue of Lot, from Genesis 14:11-24.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Where did Lot live? Near which city?
• What happened to Lot?
• What did Abram do when he heard that Lot was taken captive?
• Who is Melchizedek?
• What did Melchizedek say to Abram?
• What did Abram give to Mechizedek?
• Did Abram keep any of the goods that he rescued?

Understanding questions: (Why?)
• Why was Lot taken captive?
• Why did Abram rescue Lot?
• Melchizedek was a priest. What do priests do?
• Melchizedek blessed Abram. What is a blessing?
• Why did Abram give him a tenth of everything?
• Why didn’t Abram want to receive a reward from the king of Sodom?

Application questions: (How does this relate to me?)
• Were you ever in trouble?
• Have you ever been rescued by your parents or another adult?
• Has God ever rescued you?
• Abraham gave the priest a tenth of everything. What do you give to God?
• When you do something good, should you always be rewarded? Why or why not?

Memory verse and coloring page: Genesis 14:11-12. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Abram’s rescue of Lot.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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The four kings seized all the goods of Sodom and Gomorrah and all their food; then they went away. They also carried off Abram's nephew Lot and his possessions, since he was living in Sodom.

(Genesis 14:11-12)
ABRAHAM 5: GOD’S PROMISE
Based on: Genesis 15:1-7

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see
the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at
the story taking place as you practice retelling the story out loud to check your memory. Then reread the
story out loud to note where you made mistakes and try again. Repeat this process until you can tell the
story smoothly and accurately. You may use your own words and cut down on the number of names, but
stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.
Tell this story after Abram rescues Lot.

STORY:
• Tell the story of God’s promise, from Genesis 15:1-7
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• How many children did Abram and Sarai have?
• What did the Lord promise to Abram?
• Abram was a traveler. He lived in tents. What did the Lord promise about the land?

Understanding questions: (Why?)
• What was Abram afraid of?
• Why was it hard for Abram and Sarai to have children?
• Who would give them children?
• What are offspring? (Hint: Offspring are your children, grandchildren, great grandchildren, and so on.)
• Can you count the stars?
• How many offspring will Abram have?
• What other remarkable promise did the Lord give to Abram?
• Why was Abram a righteous man? Was it because of all the good works that he did?

Application questions: (How does this relate to me?)
• The Lord said, “I am your shield, your very great reward.” How has God been a shield to you? How
  has he protected you?
• Is the Lord your reward? In what way?
• The Lord promised to give them children. What has the Lord done in your life?
• What has the Lord promised to you?
• Abram believed the Lord. Do you believe God’s promises to you?

Memory verse and coloring page: Genesis 15:5. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of God’s promise.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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He took him outside and said, "Look up at the heavens and count the stars--if indeed you can count them." Then he said to him, "So shall your offspring be."

(Genesis 15:5)
ABRAHAM 7: GOD’S COVENANT WITH ABRAHAM
Based on: Genesis 17:1-10, 15-19

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after God’s Promise.

STORY:
• Tell the story of God’s covenant with Abraham, from Genesis 17:1-10, 15-19.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• How old was Abram when God appeared to him?
• What did God tell him to do?
• What new name did he give to Abram?
• What would happen to all the males?
• What was Sarai’s new name?
• What would be the name of Abraham and Sarah’s new son?

Understanding questions: (Why?)
• Why was it hard for Abram and Sarai to have children?
• God’s covenant was with Abram and his descendants. What are descendants? (Hint: You are a descendant of your parents and grandparents.)
• A covenant is an agreement between two people. What covenant did God make with Abram?
• Abram’s new name, Abraham, means “Father of many.” Why is that a good name for him?
• What is circumcision? Are boys in your family circumcised?
• The name Sarah means “princess”. Why is this a good name for her?
• Why did Abraham laugh?

Application questions: (How does this relate to me?)
• Has God ever made a covenant or promise with you?
• Has God ever done something that seemed impossible to you?
• What is your favorite promise in the Bible?
• How is God calling you to serve others?

Memory verse and coloring page: Genesis 17:1. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of God’s covenant with Abraham.

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When Abram was ninety-nine years old, the LORD appeared to him and said, “I am God Almighty; walk before me and be blameless.”  
(Genesis 17:1)
FAITH (ABRAHAM AND SARAH)
Based on: Genesis 18:1-15

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Can you believe God when he tells you something that seems impossible?

STORY:
• Tell the story of Abraham and Sarah, from Genesis 18:1-15.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own. Adjust them to the age of the children.
Observation questions: (What do you see?) Sign: Put your hand above your eyes as if searching.
• How did Abraham and Sarah take care of their three visitors?
• What promise did the LORD give to Abraham and Sarah?
• Did Sarah believe his promise that she would have a child? What did Sarah do?
• Do you think that LORD kept his promise to Abraham and Sarah?

Understanding questions: (What do you think this means?) Sign: Point to your head.
• Why was it hard for Sarah to believe the LORD’s promise of a son?
• How did the LORD know what she was thinking?
• Does God always keep his promises? Why or why not?
• What is faith?
• Hebrews 11:1 says, “Faith is being sure of what we hope for. It is being certain of what we do not see.” What did Abraham and Sarah hope for?
• Why was it hard for Sarah to believe God’s promise?

Application questions: (How does this apply to me?) Sign: Point to your heart.
• What do you have faith in?
• Abraham showed his faith in God by believing his promise even when it seemed impossible. What has God promised you?
• Do you believe God’s promises to you?
• What difference does that make in your life?
• How can you demonstrate your faith in God in your daily life?

MEMORY VERSE: Genesis 18:14. You can use a memory verse game to learn this.

DRAW A PICTURE of Abraham and Sarah and the 3 visitors. Write your memory verse under it.

PRACTICE:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Abraham and Sarah.

Used in: Children’s CHE/Bible Storying/Moral Values

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ABRAHAM 7: ISAAC IS BORN
Based on: Genesis 21:1-8

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after God’s covenant with Abraham.

STORY:
• Tell the story of Isaac is born, from Genesis 21:1-8.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What happened to Sarah?
• What did Abraham name his son?
• What did they do when Isaac was 8 days old?
• How old was Abraham when Isaac was born?
• What did Sarah say about Isaac?

Understanding questions: (Why?)
• What was remarkable about Isaac’s birth?
• What had God promised to Abraham and Sarah?
• Why was Isaac circumcised? What did that show?
• The name Isaac means “he laughs”. Why is that a good name for him?
• How did the Lord give Sarah joy and laughter?

Application questions: (How does this relate to me?)
• Isaac was born as a result of God’s promise to Abraham and Sarah. Does God always keep his promises?
• Can you think of any other promises in the Bible?
• What promises does God have for you?
• God gave Sarah laughter and joy through the birth of her son Isaac. What can you rejoice in?
• Spend time giving thanks to God for what he has done for you.

Memory verse and coloring page: Genesis 21:2. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Isaac is born.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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Sarah became pregnant and bore a son to Abraham in his old age, at the very time God had promised him.

(Genesis 21:2)
ABRAHAM 8: THE SACRIFICE OF ISAAC
Based on: Genesis 22:1-18

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Isaac is born.

STORY:
• Tell the story of the sacrifice of Isaac, from Genesis 22:1-18.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What did God tell Abraham to do?
• Describe what Abraham did in response.
• What question did Isaac ask Abraham?
• Was Abraham ready to offer Isaac as an offering to God? How do you know?
• What did the Lord provide as a sacrifice, instead of Isaac?
• What did Abraham call that place?

Understanding questions: (Why?)
• What is a burnt offering? Why did people make burnt sacrifices?
• Why did the Lord tell Abraham to sacrifice his son as a burnt offering?
• Put yourself in Abraham’s place. What was he thinking and feeling?
• Why did Abraham obey God?
• Put yourself in Isaac’s place. What did Isaac think and feel when he was laid on the altar?
• Why didn’t Isaac resist?
• How did the Lord provide for the burnt offering?
• How was Abraham’s faith tested?
• What three promises did the Lord make to Abraham?
• Why did the Lord bless Abraham?

Application questions: (How does this relate to me?)
• Abraham was willing to give up his son to obey God. Has God asked you to give anything up or to change your life in order to follow him?
• Abraham offered his son. Read John 3:16. Did anyone else offer his Son as a sacrifice?
• The ram died instead of Isaac. Why did Jesus die? Who did Jesus die for?
• Did Jesus die in your place?
• Where is Jesus today? Is he alive? What does Jesus offer you today?

Memory verse and coloring page: Genesis 22:13. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the sacrifice of Isaac.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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Abraham looked up and there in a thicket he saw a ram caught by its horns. He went over and took the ram and sacrificed it as a burnt offering instead of his son.

(Genesis 22:13)
ISAAC 3: A WIFE FOR ISAAC
Based on: Genesis 24:1-58

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Tell the story of A bride for Isaac, from Genesis 24:1-58.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What did Abraham tell his servant to do?
• Where did the servant go to find a wife for Isaac?
• Who would guide him? How would he know where to go?
• How would he know if she was the right women? What sign did he ask for?
• What did Rebekah do at the well?
• Who is Rebekah? Did her family know Abraham?
• What did the servant have to say to Rebekah’s family? Why had he come to their land?
• Was Rebekah willing to go with him?

Understanding questions: (Why?)
• Why did Abraham want Isaac to have a wife from his land rather than from the land of Canaan?
• How did the servant recognize that the Lord had chosen Rebekah to be Isaac’s wife?
• Why did the servant praise the Lord? What had the Lord done?
• Why were Rebekah’s father and brother willing to let her go back with the servant?
• Pretend that you are Rebekah’s brother or her father or mother. Would you let her go?

Application questions: (How does this relate to me?)
• Abraham sent his servant to choose a wife for his son. Does that happen in your country?
• The Lord guided the servant to find Rebekah. She was the wife he had chosen for Isaac. How does God guide you today?
• He rejoiced and praised God for what he had done. What has God done for you?
• How can you thank him and praise him?

Memory verse and coloring page: Genesis 24:14. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of A wife for Isaac.

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“May it be that when I say to a girl, 'Please let down your jar that I may have a drink,' and she says, 'Drink, and I'll water your camels too'—let her be the one you have chosen for your servant Isaac.”
(Genesis 24:14)
ISSAC 4: JACOB AND ESAU  
Based on: Genesis 25:2-34

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. This is the first story in the series on Jacob.

STORY:
• Tell the story of Jacob and Esau from Genesis 25:2-34.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Who are Isaac and Rebekah?
• What did Isaac pray for?
• How did God answer his prayer?
• Which twin was born first?
• The name Esau means “hairy”. What did Esau look like?
• What work did Jacob and Esau do?
• What price did Esau pay for the stew?

Understanding questions: (Why?)
• What was special about the birth of Jacob and Esau?
• The name Jacob means “he grasps his heel.” Why was that a good name for him?
• Jacob grasped his brother’s heel. What else did he take hold of?
• Another name for Esau is Edom or “red”. Why was that a good name for him?
• Esau, as the first-born son, had special rights and privileges. That was his birthright. Was his birthright important to him?
• Why did he give up his birthright?
• Describe Jacob’s character. What was he like?
• Describe Esau’s character. What was he like?

Application questions: (How does this relate to me?)
• The Lord answered Isaac’s prayers. How has he answered your prayers?
• Are you more like Esau, or like Jacob? What do you like to do?
• Jacob took advantage of his brother, and got his birthright, or his special rights as the first son. Have you ever taken advantage of or tricked anybody?
• For Esau, eating a bowl of stew was more important than his birthright. What is important for you?

Memory verse and coloring page: Genesis 25:32. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Jacob and Esau.

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Look, I am about to die," Esau said. "What good is the birthright to me?"

(Genesis 25:32)
ISAAC 5: ISAAC’S BLESSING
Based on: Genesis 27:1-40

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. This is the second story in the series on Jacob. Tell this story after Jacob and Esau.

STORY:
• Tell the story of Isaac's blessing.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• How old was Isaac?
• What did he tell Esau to do?
• What did Rebekah tell Jacob to do?
• How could Isaac tell Jacob and Esau apart?
• What blessing did Isaac give to Jacob?
• What “blessing” did Isaac give to Esau?

Understanding questions: (Why?)
• How did Jacob and Rebekah trick Isaac?
• Why did Jacob wear Isaac’s clothes?
• Why did Rebekah cover his hands and his neck with goatskin?
• How did Jacob deceive Esau two times? (The name Jacob means He grasps the heel or He deceives.)
• Was it fair that Jacob received the blessing?
• Do you think that Jacob will get away with it? Or will he be punished for his deceit?
• Pretend that you are Isaac. What would you have done in his place?

Application questions: (How does this relate to me?)
• Have you ever been deceived or tricked? What was it like?
• Have you ever tried to deceive or trick someone else? What happened?
• How have your parents taken care of you?
• What are their dreams for you? What blessing would they like to give you?
• How has the Lord blessed you or taken care of you?

Memory verse and coloring page: Genesis 27:34-35. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Isaac’s blessing.

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When Esau heard his father's words, he burst out with a loud and bitter cry and said to his father, "Bless me--me too, my father!" But he said, "Your brother came deceitfully and took your blessing."

(Genesis 27:34-35)
Blind Blessings

Supplies: A blindfold

Scripture: Genesis 27

Use this game to help children learn about their senses of touch and how they can find out about people or things without using their eyes.

Coach’s Comment: Always offer young children the choice of wearing a blindfold or closing their eyes tightly. Sometimes a stretchy headband or wristband works better than a traditional blindfold.

Help children sit in a circle facing the center.

Ask: What do you notice about the people in our class? Who has short hair? Long hair? Who has a bow in her hair?

Say: Isaac was blind, but he thought he could discover which of his sons was with him by the hair he felt. Let’s see how well we can do figuring out who someone is by touching his or her hair.

Select one person to be Jacob and Esau’s father, Isaac. Have Isaac sit on a chair in the center of the circle, and blindfold him or her. Select another child to come near Isaac and see if Isaac can guess the person’s identity by gently touching his or her hair and clothing. If Isaac is having difficulty guessing correctly, ask the other children to give some clues. Take turns until everyone has had the opportunity to be either Isaac or the other child.

JACOB 1: JACOB AND ESAU
Based on: Genesis 25:2-34

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. This is the first story in the series on Jacob.

STORY:
• Tell the story of Jacob and Esau from Genesis 25:2-34.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Who are Isaac and Rebekah?
• What did Isaac pray for?
• How did God answer his prayer?
• Which twin was born first?
• The name Esau means “hairy”. What did Esau look like?
• What work did Jacob and Esau do?
• What price did Esau pay for the stew?

Understanding questions: (Why?)
• What was special about the birth of Jacob and Esau?
• The name Jacob means “he grasps his heel.” Why was that a good name for him?
• Jacob grasped his brother’s heel. What else did he take hold of?
• Another name for Esau is Edom or “red”. Why was that a good name for him?
• Esau, as the first-born son, had special rights and privileges. That was his birthright. Was his birthright important to him?
• Why did he give up his birthright?
• Describe Jacob’s character. What was he like?
• Describe Esau’s character. What was he like?

Application questions: (How does this relate to me?)
• The Lord answered Isaac’s prayers. How has he answered your prayers?
• Are you more like Esau, or like Jacob? What do you like to do?
• Jacob took advantage of his brother, and got his birthright, or his special rights as the first son. Have you ever taken advantage of or tricked anybody?
• For Esau, eating a bowl of stew was more important than his birthright. What is important for you?

Memory verse and coloring page: Genesis 25:32. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Jacob and Esau.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
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"Look, I am about to die," Esau said.
"What good is the birthright to me?"

(Genesis 25:32)
JACOB 2: ISAAC’S BLESSING
Based on: Genesis 27:1-40

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. This is the second story in the series on Jacob. Tell this story after Jacob and Esau.

STORY:
• Tell the story of Isaac’s blessing.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• How old was Isaac?
• What did he tell Esau to do?
• What did Rebekah tell Jacob to do?
• How could Isaac tell Jacob and Esau apart?
• What blessing did Isaac give to Jacob?
• What “blessing” did Isaac give to Esau?

Understanding questions: (Why?)
• How did Jacob and Rebekah trick Isaac?
• Why did Jacob wear Isaac’s clothes?
• Why did Rebekah cover his hands and his neck with goatskin?
• How did Jacob deceive Esau two times? (The name Jacob means He grasps the heel or He deceives.)
• Was it fair that Jacob received the blessing?
• Do you think that Jacob will get away with it? Or will he be punished for his deceit?
• Pretend that you are Isaac. What would you have done in his place?

Application questions: (How does this relate to me?)
• Have you ever been deceived or tricked? What was it like?
• Have you ever tried to deceive or trick someone else? What happened?
• How have your parents taken care of you?
• What are their dreams for you? What blessing would they like to give you?
• How has the Lord blessed you or taken care of you?

Memory verse and coloring page: Genesis 27:34-35. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Isaac’s blessing.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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When Esau heard his father's words, he burst out with a loud and bitter cry and said to his father, "Bless me--me too, my father!" But he said, "Your brother came deceitfully and took your blessing."

(Genesis 27:34-35)
JACOB 3: JACOB’S DREAM
Based on: Genesis 27:41-45 and Genesis 28:10-22

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Jacob's blessing.

STORY:
• Tell the story of Jacob’s dream from Genesis 27:41-45 and Genesis 28:10-22.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What did Esau think after Jacob received his father’s blessing? What did Esau plan to do?
• What did Rebekah tell Jacob to do?
• Describe Jacob’s dream when he stopped for the night.
• What did Jacob think when he awoke?

Understanding questions: (Why?)
• Why was Esau angry?
• Why did Jacob leave home?
• In his dream, Jacob saw angels. What are angels? What do they do?
• Who is the Lord? What did he say about himself?
• How many descendants would Jacob have? (Descendants are his children, grandchildren, great-grandchildren, etc.)
• What does it mean to be blessed? Who would be blessed through Jacob?
• What would the Lord do for Jacob?
• Why did Jacob name the place Bethel? (The name Bethel means “house of God”.)
• What is a vow?
• What vows or promises did Jacob make?

Application questions: (How does this relate to me?)
• How does God speak with us today?
• How has God blessed you? What has he done for you?
• Jacob said that if he returned safely, the Lord would be his God. Is the Lord your God?
• What does it mean to follow God? How does that change your life?
• Have you made any promises to God?

Memory verse and coloring page: Genesis 28:12. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Jacob’s dream.

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He had a dream in which he saw a stairway resting on the earth, with its top reaching to heaven, and the angels of God were ascending and descending on it.

(Genesis 28:12)
JACOB 4: LEAH AND RACHEL
Based on: Genesis 29:1-30

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Jacob’s dream.

STORY:
• Tell the story of Leah and Rachel, from Genesis 29:1-30.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Where did Jacob go?
• Describe how the shepherds watered the sheep.
• Who is Rachel? Who is Leah?
• Who did Jacob love?
• What happened?

Understanding questions: (Why?)
• Why was Laban happy to meet Jacob?
• After he arrived, Jacob worked with Laban. What wages did Jacob ask for?
• What happened after seven years? How did Laban trick Jacob?
• Why didn’t Laban want Rachel to be married before Leah?
• Jacob was deceived or tricked by Laban. Did Jacob ever trick anyone else? (Hint: Think of the story of Isaac’s blessing.)
• Jacob had two wives. Does that happen today?

Application questions: (How does this relate to me?)
• Jacob worked for seven years in order to marry Rachel. What are you willing to work hard for?
• What hard work have you done in the past?
• Jacob wanted to marry Rachel. Do you always get what you want?
• Laban deceived or tricked Jacob. Has anyone ever tricked you? What happened?
• In the past, Jacob deceived his brother Esau. Have you ever tricked anyone? What happened?
• Is it right to deceive or trick other people? Why or why not?

Memory verse and coloring page: Genesis 29:16. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Leah and Rachel.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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Now Laban had two daughters; the name of the older was Leah, and the name of the younger was Rachel.

(Genesis 29:16)

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JACOB 5: JACOB WRESTLES WITH GOD  
Based on: Genesis 32:1-12, 22-30

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Leah and Rachel.

STORY:
• After many years and many children, it was time for Jacob and his family to return home. But he was afraid to meet his brother Esau.  
• Tell the story of Jacob wrestles with God, from Genesis 32:1-12 and 22-30.  
• Have the children act out the story, or do a puppet show or mime.  
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
God told Jacob to go back to his country and to his relatives.  
• Who met Jacob when he went on his way?  
• What message did Jacob send to his brother Esau?  
• What did Jacob pray to God?  
• What happened that night, after Jacob sent his family across the stream?  
• What happened to Jacob’s hip?  
• What new name did the man give to Jacob?

Understanding questions: (Why?)
• What would Jacob think when he heard that his brother was coming to meet him, along with 400 men?  
• Why was Jacob afraid of Esau?  
• Who wrestled with Jacob?  
• The name Jacob means “he grasps the heel” or “he deceives”. Why is that a good name for Jacob?  
• The name Israel means “he struggles with God”. Why is that a good name for him?  
• The man blessed Jacob. What is a blessing?  
• Why did Jacob call the place Peniel? The name Peniel means “face of God”.

Application questions: (How does this relate to me?)
• Who are you afraid of? Do you have any enemies?  
• Have you ever prayed to God for help when you were in trouble?  
• Have you ever struggled with God?  
• Has God promised to protect you and to be with you?

Memory verse and coloring page: Genesis 32:28. You can use a memory verse games to learn this.

Practice:  
• Divide into pairs to practice telling this story.  
• During the week, tell your family, friends and neighbors the story of Jacob wrestles with God.

Used in: Children’s CHE/Spiritual/BibleStorying/Old Testament

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Then the man said, "Your name will no longer be Jacob, but Israel, because you have struggled with God and with men and have overcome."

(Genesis 32:28)
JOSEPH 1: JOSEPH IS SOLD
Based on: Genesis 37:1-36

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. This is the first story in the life of Joseph. Teach this story after the stories of Jacob.

STORY:
• Tell the story of Joseph is sold, from Genesis 37:1-35.
• Have the children act out the story, or do a puppet show or mime.
• Draw a picture of Joseph’s robe.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
• Who is Joseph? What was his job?
• Who is Israel? What is his other name?
• What did Israel give to Joseph?
• Describe Joseph’s dreams.
• What happened when Joseph went to visit his brothers? What did his brothers do?
• What did Jacob think when they took Joseph’s robe back to him?
• Where did Joseph go at the end of the story?

Understanding questions: (Why?)
• Why did Israel give Jacob a robe?
• Why did Joseph’s brothers hate him?
• Explain the dream of the sheaves of grain. What was happening?
• Explain the dream of the sun, the moon, and the eleven stars.
• What did Joseph think? Was he proud of himself?
• Why did Joseph’s brothers sell him?
• How did they make Jacob believe that Joseph had died?
• What did Joseph think, as he was taken away to Egypt?

Application questions: (How does this relate to me?)
• Joseph’s brothers hated him. Did they do the right thing?
• Do you think that Joseph’s brother will get away with it?
• What would you think if your brother or sister was the favorite, getting the best gifts?
• Are you ever angry with your brothers and sisters? What do you do?

Memory verse and coloring page: Genesis 27:28. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Joseph is sold.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
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So when the Midianite merchants came by, his brothers pulled Joseph up out of the cistern and sold him for twenty shekels of silver to the Ishmaelites, who took him to Egypt. (Genesis 37:28)
**Medical Ambassadors International and Global CHE Network**

**JOSEPH AND POTIPHAR**  
Based on: Genesis 39:1-23

**PREPARATION:** In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. Stand and move around as you take the role of various speakers. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

**INTRODUCTION:** Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after *Joseph is sold.*

**STORY:**
- Tell the story of Joseph and Potiphar, from Genesis 29:1-23.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

**DISCUSSION:** Use some of these questions or add your own.

**Observation questions:** (What happened?)
- How did Joseph get to Egypt?
- Who is Potiphar? What did Joseph do in Potiphar’s house?
- Was Potiphar pleased with Joseph’s work?
- What did Joseph look like?
- What did Potiphar’s wife want to do?
- How did Joseph respond?
- What did Potiphar’s wife do when Joseph refused to be with her?
- What happened to Joseph?
- What happened in the prison while Joseph was there?

**Understanding questions:** (Why?)
- Why did the Lord bless Potiphar’s house?
- Why was Joseph put into prison? Was that fair?
- Did the Lord forget about Joseph while he was in prison?
- Why did Joseph have success in whatever he did?

**Application questions:** (How does this relate to me?)
- Potiphar’s wife falsely accused Joseph. What she said was not true. Has that ever happened to you?
- What should you do when someone accuses you of something that is not true?
- Joseph worked hard, even though he was thrown into jail. What kind of work do you do?
- Do you work hard and do your work well?
- Joseph took charge of Potiphar’s house and later the prison. What are you in charge of?
- How can your work help other people?

**Memory verse and coloring page:** Genesis 39:19. You can use a memory verse games to learn this.

**Practice:**
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of *Joseph and Potiphar.*

**Used in:** Children’s CHE/Spiritual/Bible Storying/Old Testament

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When his master heard the story his wife told him, saying, "This is how your slave treated me," he burned with anger. Joseph's master took him and put him in prison, the place where the king's prisoners were confined.

(Genesis 39:19-20)
JOSEPH IN PRISON
Based on: Genesis 39:20-40:23
and Genesis 41:1-40

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see
the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at
the story taking place as you practice retelling the story out loud to check your memory. Then reread the
story out loud to note where you made mistakes and try again. Repeat this process until you can tell the
story smoothly and accurately. You may use your own words and cut down on the number of names, but
stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.
Teach this lesson after Joseph and Potiphar. This story has two parts, and can be taught on two days.

STORY: (part one)
• Tell the story of Joseph in prison, part one, from Genesis 39:20-40
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What work did Joseph do in prison?
• What was the dream of the chief cupbearer?
• According to Joseph, what did the dream mean?
• What was the dream of the chief baker?
• According to Joseph, what did the dream mean?
• What happened to the chief cupbearer?
• What happened to the chief baker?
• Did the chief cupbearer remember Joseph?

Understanding questions: (Why?)
• Why was Joseph thrown into prison?
• How was Joseph faithful in his work?
• How was Joseph able to interpret their dreams?
• Who helped Joseph to know what the dreams meant?

Application questions: (How does this relate to me?)
• God helped Joseph to know what the dreams meant. How does God speak to us today?
• How can you come to know God better?
• Do you have a Bible? Do you read the Bible ever day?
• How can you talk to God?
• Do you pray to God every day?

Memory verse and coloring page: Genesis 39:20-21. You can use a memory verse games to learn this.

STORY: (part two)
• Tell the story of Joseph in prison, part two, from Genesis 40:1-40.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?
**DISCUSSION**: Use some of these questions or add your own.

**Observation questions**: (What happened?)
- Who is Pharaoh?
- Tell the story of the seven fat cows and the seven ugly cows.
- Tell the story of the grain.
- What did the wise men and the magicians try to do?
- What did the chief cupbearer say to Pharaoh?
- According to Joseph, who would give Pharaoh the answer to his dreams?
- After Joseph interpreted his dream, who did Pharaoh put in charge or his palace?

**Understanding questions**: (Why?)
- What does it mean to interpret a dream?
- Why couldn’t the wise men and the magicians interpret the dream?
- What did the fat cows and the ugly cows mean?
- What did the seven good heads of grain mean?
- What would happen in Egypt?
- What was Joseph’s advice for Pharaoh? What should they do?

**Application questions**: (How does this relate to me?)
- Think back to when Joseph was in prison. What would it feel like to be in prison?
- Have you ever been in a situation that seemed hard and hopeless?
- Who did Joseph depend on? Who helped him to interpret dreams?
- Who helped him to leave prison?
- How do you rely on God? How has the Lord taken care of you or rescued you?

**Memory verse and coloring page**: Genesis 41:10. You can use a memory verse games to learn this.

Draw a picture of the seven fat cows and the seven thin, ugly cows. Write your memory verse under your picture.

**Practice**:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Joseph in prison.

**Used in**: Children’s CHE/Spiritual/Bible Storying/Old Testament

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But while Joseph was there in the prison, the LORD was with him; he showed him kindness and granted him favor in the eyes of the prison warden.

(Genesis 39:20-21)
JOSEPH AND HIS BROTHERS  
Based on: Genesis 43:15-44:34

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Joseph in prison.

STORY:
• Give this introduction. “Pharaoh’s dream came true. Seven years of good crops were followed by seven years of famine with not enough food. But, under Joseph’s guidance, Egypt was able to store up a lot of grain so they had enough for the time of famine. Other countries came to Egypt to buy grain. Joseph’s brothers came from the land of Canaan to buy grain, but they did not recognize Joseph. So they headed back to the land of Canaan with the grain. They did not know it, but Joseph put the silver they paid back in their sacks. But the famine continued. Finally, the brothers headed back to Egypt to buy more grain. They took gifts for the Egyptians, along with the silver, and this time their youngest brother Benjamin went along.”
• Tell the story of Joseph and his brothers, from Genesis 43:15-44:34.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What did Joseph tell his steward to do when he saw his brothers return to Egypt? (A steward is an assistant.)
• What did Joseph think when he saw his brother Benjamin? (Benjamin did not go with them the first time.)
• After the dinner, what did Joseph tell the steward to do with the silver cup?
• Where was the silver cup found?
• How would Benjamin be punished?

Understanding questions: (Why?)
• Why were the men afraid when they were taken to Joseph’s house? What did they think that Joseph would do?
• Was the steward angry with them? Why or why not?
• What was unusual about the way the brothers were seated?
• Why did Joseph put the silver cup in Benjamin’s sack? What was he trying to do?
• Why didn’t the brothers want Benjamin to stay in Egypt? What were they afraid of?
• Who is their father?
• What did Jacob think had happened to his son Joseph?
• What did Judah offer to do so that Benjamin would not have to stay in Egypt?
• Why did Judah offer to take Benjamin’s place?

Application questions: (How does this relate to me?)
• Joseph hid the silver cup in Benjamin’s sack. Have you ever played a trick on anybody?
• Have you ever been punished for doing something wrong?
• What is sin? Have you ever rebelled or sinned against God?
• What is the punishment for sin? (See Romans 3:23.)
• In this story, Judah offered to be punished in Benjamin’s place. Has anyone been punished in your place? (See Romans 5:8.)
Memory verse and coloring page: Genesis 44:17. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Joseph and his brothers.

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But Joseph said, "Only the man who was found to have the cup will become my slave. The rest of you, go back to your father in peace."

(Genesis 44:17)
JOSEPH MAKES HIMSELF KNOWN TO HIS BROTHERS  
Based on: Genesis 44:33-45:18

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Tell the story of Joseph makes himself known, from Genesis 44:33-45:18.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
• What did Judah offer to do? How did this protect Benjamin?
• What did Joseph do when he heard Judah’s offer?
• Who is Joseph’s father?
• Were the brothers ashamed that they had sold Joseph into slavery?
• Was Joseph angry with them or punish them?
• How much longer would the famine last?
• Where could Joseph’s brothers and father live? (Hint: Goshen is in Egypt.)
• What did Pharaoh tell the brothers to do?

Understanding questions: (Why?)
• Why did Joseph cry out and weep?
• Why didn’t Joseph’s brothers recognize him? (Hint: Did Joseph look like his brothers? What was he dressed like? What language did he speak? See the coloring page.)
• Why were Joseph’s brothers afraid of him?
• Why did Joseph forgive them?
• According to Joseph, why did God send him to Egypt ahead of them?
• Who really send Joseph to Egypt? Did the brothers do it?
• What responsibility did Pharaoh give to Joseph? What did Joseph do?
• How would Pharaoh take care of Joseph’s family?

Application questions: (How does this relate to me?)
• Joseph’s brothers sold him into slavery, but Joseph forgave them. Have you done anything wrong?
• Has anyone ever forgiven you?
• What would you do in Joseph’s place? Would you forgive the brothers?
• Joseph recognized that God was at work, and that his slavery in Egypt had a purpose. Does God have a purpose in your life?
• Is God at work even when there are problems and difficulties?

Memory verse and coloring page: Genesis 45:3. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Joseph makes himself known.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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Joseph said to his brothers, "I am Joseph! Is my father still living?" But his brothers were not able to answer him, because they were terrified at his presence.

(Genesis 45:3)
JACOB MOVES TO EGYPT

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• Who is Jacob?
• What did the brothers tell Jacob?
• Did Jacob believe them? What finally convinced him that Joseph was alive?
• What did God tell to Jacob?
• Who traveled to Egypt with Jacob?
• What did Joseph do when he saw his father?
• What did Israel tell Joseph?
• Who is Israel?

Understanding questions: (Why?)
• Why was Jacob surprised and stunned when the brothers told him that Joseph was still alive?
• God told Jacob to not be afraid. Why not?
• What would God do with Jacob and his family? What was his promise?
• Jacob left his home to leave for Egypt. Why was he willing to go?
• When Jacob arrived in Egypt, he told Joseph that he was ready to die. Why did he say that?
• Was Jacob happy or sad when he said that?

Application questions: (How does this relate to me?)
• Jacob left his home to move to a new country. Have you ever moved to a new place?
• Do any of your brothers or sisters or other relatives live far away? What happens when you are with them again?
• Jacob told Joseph that he was ready to die. Are you scared of death? What will happen when you die?

Memory verse and coloring page: Genesis 45:28. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Jacob moves to Egypt.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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And Israel said, "I'm convinced! My son Joseph is still alive. I will go and see him before I die."

(Genesis 45:28)
MOSES 1: SLAVERY IN EGYPT
Based on: Exodus 2:1-14

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. This is the first in a series of lessons on Moses.

STORY:
- Background: Joseph’s family moved to Egypt from Israel because there was a drought in their country. At first, they were treated well. But then a new king came to power.
- Tell the story of Slavery in Egypt, from Exodus 1:1-14.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
- How many people from Joseph’s family came to Egypt?
- Describe the growth of their family.
- What did the new king think about them?
- What did the king do to try to control them?
- What happened when they were oppressed and given hard work to do?

Understanding questions: (Why?)
- Why were the Israelites in Egypt?
- Why was the new king afraid of them?
- Why did he give them hard work and make them slaves?
- The Israelites were being taken advantage of. They were oppressed. What were they thinking?
- Did God know about their problem?

Application questions: (How does this relate to me?)
- What is it like to live away from home, far from your country?
- Pretend that you are a slave in Egypt. What work would you have to do?
- It is normal to work around your house. But have you ever had to do hard work for another person without pay?
- Is there still slavery today? Where?
- Do you ever feel like God has forgotten you?

Memory verse and coloring page: Exodus 1:12-13. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Slavery in Egypt.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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But the more they were oppressed, the more they multiplied and spread; so the Egyptians came to dread the Israelites and worked them ruthlessly.

(Exodus 1:12-13)
MOSES 2: MOSES IS BORN
Based on: Exodus 1:15 – 2:10.

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Slavery in Egypt.

STORY:
• Does anyone want to tell the story of Slavery in Egypt? What happened?
• Tell the story of Moses is born.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What are midwives?
• What did the king of Egypt want the midwives to do?
• What did the midwives do?
• When his first plan didn’t work, what did Pharaoh (the king of Egypt) tell them to do with the baby boys?
• What did the woman do with her baby boy?
• What happened with Pharaoh’s daughter? What did she do?
• What was the suggestion of the baby’s sister?
• Who cared for the baby after that?

Understanding questions: (Why?)
• Why did the king of Egypt want to kill the baby boys?
• Why didn’t the midwives kill them?
• How did God reward the midwives?
• Why did the baby’s mother put him in a basket?
• Why did Pharaoh’s daughter rescue the baby?
• The name Moses sounds like the Hebrew for “draw out”. Why was that a good name for him?
• How did God protect Moses?

Application questions: (How does this relate to me?)
• Has God ever protected you from danger?
• How does God take care of you?
• How has God worked in your life?

Memory verse and coloring page: Exodus 2:10. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Moses is born.

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She named him Moses, saying, "I drew him out of the water."
(Exodus 2:10)

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MOSES 3: THE BURNING BUSH
Based on: Exodus 3:1-17 and 4:1-17

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Moses is born.

STORY:
• Background: Moses grew up among the Egyptians, and later with his wife’s family. But he was still concerned about the Israelites who lived in slavery.
• Tell the story of The burning bush from Exodus 3:1-17 and Exodus 4:1-17. Note: You can separate this into two stories and two lessons, if you wish.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

PART ONE: THE BURNING BUSH

Discussion
Observation questions: (What happened?)
• What was Moses doing at the beginning of the story?
• What strange sight did he see?
• What did God tell him?
• What did he promise to do for his people?

Understanding questions: (Why?)
• Why did God appear to Moses from within a burning bush?
• The Israelites were suffering in Egypt. Was God concerned about his people?
• What was God’s promise to Moses?
• What are some special names for God?
• What does the name I AM WHO I AM mean? When was God born? Can anyone control God?
• What did God want Moses to do?
• Why was Moses afraid to do this?
• Would the elders and leaders of Israel listen to him?

Application questions: (How does this relate to me?)
• How does God appear to you today?
• How can you hear his voice?
• Has God ever asked you to do something that was hard or scary?

PART TWO. MOSES IS AFRAID.
Tell the story, from Exodus 4:1-17
Discussion:

Observation questions: (What happened?)
• What was Moses fearful of?
• What sign did God show him? What happened to his staff?
• What happened to his hand?
• What happened to the water from the Nile?
• Was Moses still afraid after these signs?
• Who would help Moses and speak for him?
• Who is Aaron?

Understanding questions: (Why?)
• What reasons or excuses did Moses give? Why didn’t he want to go?
• God showed Moses several signs. What is a sign?
• Why did God show Moses these signs?
• Why was the Lord angry with Moses?
• What would Aaron do for Moses?

Application questions: (How does this relate to me?)
• Have you ever been afraid to do something?
• Moses thought that he didn’t speak well, that he was slow to speak. Do you ever feel like that?
• Who would help Moses speak?
• Who can help you, when you are afraid or when things are difficult for you?
• Does God ever want you to speak up for him? Give an example.

Memory verse and coloring page: Exodus 3:14. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of The burning bush.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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God said to Moses, "I AM WHO I AM. This is what you are to say to the Israelites: 'I AM has sent me to you.'"
(Exodus 3:14)

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MOSES 4: THE TEN PLAGUES
Based on: Exodus 8:20-32

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words, but stick exactly to the Bible story.

INTRODUCTION: Tell this story after The burning bush.

STORY:
• Would anyone like to tell the story of The burning bush?
• Background: Finally, Moses obeyed God. He went back to his people, the Israelites, and told them about his meeting with God. And he went to the Pharaoh, the king of Egypt, saying “Let my people go.” But Pharaoh refused, even when Moses showed him the miraculous sign. Finally, the Lord sent a series of plagues on the people of Israel. Here is the story of one of those plagues.
• Tell the story of the plague of flies, from Exodus 8:20-32.
• After the flies, God sent a whole series of plagues on the Egyptians, such as blood, frogs, gnats, flies, diseases of livestock, boils, hail, locusts, and darkness. Each time, Pharaoh hardened his heart and refused to let them go.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
• What did Moses ask the Pharaoh for? What did he want to do?
• What would God do if Pharaoh would not let his people go?
• What happened?
• Did Pharaoh change his mind and let them go?

Understanding questions: (Why?)
• Why did Moses want to leave Egypt, along with the people of Israel?
• Why didn’t Pharaoh want to let them go?
• Why didn’t the swarms of flies bother the people of Israel?
• Why did the flies attack the Egyptians but not the Israelites?
• Was Pharaoh an honest man? Did he do what he said he would do?
• Pharaoh “hardened his heart” and would not let them go. What does it mean to “harden your heart”?
• Why do you think that God sent all those plagues?

Application questions: (How does this relate to me?)
• Are you ever hardhearted? Do you ever refuse to listen to your parents, or to God?
• Would God send plagues like these today?
• But what could happen to you if you refuse to obey your parents?
• What could happen to you if you refuse to obey God?

Memory verse and coloring page: Exodus 8:21. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of The ten plagues.

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"If you do not let my people go, I will send swarms of flies on you and your officials, on your people and into your houses."
(Exodus 8:21)
THE PASSOVER
Based on: Exodus 12:21-32

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Tell this story after The ten plagues.

STORY:
• What happened last time with Moses and the Israelites?
• Background: The people of Israel wanted to leave Egypt, where they were being treated like slaves, but the Pharaoh did not want to let them go. So the Lord sent one last plague. Before this, he gave careful instructions to Moses so that the people of Israel would be ready.
• Tell the story of The Passover, from Exodus 12:21-31.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What did Moses tell the people to do?
• What did they do with the lamb?
• Hyssop is a type of plant. What did they do with the hyssop?
• What did the Lord do when he saw the blood on their doorframes?
• What happened to the Egyptian families?
• What did the Pharaoh tell Moses and Aaron to do?

Understanding questions: (Why?)
• Why is this called the Passover? What was passed over?
• Why did the people of Israel sacrifice a lamb?
• Why did they paint blood on their doorframes?
• Why did the Pharaoh finally decide to let them go?
• As Christians, what does the Passover mean to us? Who is our Passover lamb?

Application questions: (How does this relate to me?)
• Do we still sacrifice lambs today? Why or why not?
• We all have sinned, and the penalty for sin is death. (Romans 6:23). Does God give us the punishment that we deserve?
• Why not? Who took that punishment for us?
• What did Jesus do for us? Who died in your place?
• How can you remember what Jesus has done for you and tell others about it?

Memory verse and coloring page: Exodus 12:31. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of the Passover.

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"Rise up, get out from among my people, both you and the children of Israel; and go, serve Yahweh, as you have said!"

Exodus 12:31
MOSES 6: CROSSING THE RED SEA
Based on: Exodus 14:5-31

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children.

STORY:
• Tell the story of Crossing the Red Sea, from Exodus 14:5-31.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What happened last time, in the story of the Passover?
• The Pharaoh decided to let them go, but then he changed his mind. Then what happened?
• What did the Israelites say to Moses when they saw the Egyptians chase them?
• What did the Lord tell them to do?
• What happened to the pillar of cloud?
• What happened to the Red Sea?
• What happened to the Egyptian army?
• Who was fighting for the people of Israel?

Understanding questions: (Why?)
• Why were the Israelites afraid?
• Why did Moses tell them not to be afraid? What would the Lord do for them?
• What did the Lord do for them? How did he guide them?
• What did the people of Israel learn about God?
• How did the Lord gain glory through this?

Application questions: (How does this relate to me?)
• When the Israelites were afraid, they complained to God. Do you ever complain?
• What should we do instead of complaining?
• Pretend that you were with the Israelites, just before they crossed the Red Sea. What did they see?
• Put yourself in their place. What did they feel?
• After this, the people feared the Lord and put their trust in him. What does it mean to fear God?
• How can you fear God and put your trust in him?

Memory verse and coloring page: Exodus 14:31. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Crossing the Red Sea.

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And when the Israelites saw the great power the LORD displayed against the Egyptians, the people feared the LORD and put their trust in him and in Moses his servant.
(Exodus 14:31)
MOSES 7: BREAD FROM HEAVEN
Based on: Exodus 16:1-21, and 31-35

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Tell this story after Crossing the Red Sea.

STORY:
• What happened last time, in the story of Crossing the Red Sea?
• Tell the story of Bread from heaven, from Exodus 16:1-21 and 31-35.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• The Lord was leading the Israelites from the Red Sea toward the Promised Land. But what did they have to cross first?
• What did the people of Israel say to Moses? What did they want?
• How did the Lord provide bread for them? How did he give them meat?
• Describe the bread from heaven. What did they call it?

Understanding questions: (Why?)
• Why did the people of Israel grumble and complain? Were they trusting in God?
• What was their life really like, back in Egypt?
• How would they know that is was the Lord who brought them out of Egypt?
• How was the bread from heaven a test for the people of Israel?
• What happened if they gathered too much? What happened if they saved some for morning?
• How long did the people of Israel receive manna from heaven?
• Why did they store some of the manna for the generations to come?

Application questions: (How does this relate to me?)
• Have you ever complained to God? Or to your parents?
• Does God ever test your faith? How?
• How has God provided what you need?
• How can you know that God took care of you?
• How can you remember what God has done?
• How does this help you to trust in God the next time there is a problem?

Draw a picture or build a statue. Show what God has done for you.

Memory verse and coloring page: Exodus 16:35. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Bread from heaven.

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The Israelites ate manna forty years, until they came to a land that was settled; they ate manna until they reached the border of Canaan. (Exodus 16:35)
MOSES 8: WATER FROM THE ROCK
Based on: Exodus 17:1-6

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Tell this story after Bread from heaven.

STORY:
• What happened last time, in Bread from heaven?
• Tell the story of Water from the rock, from Exodus 17:1-6.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What were the people of Israel upset about?
• What did they think would happen to them?
• What did the Lord tell Moses to do?
• What happened?

Understanding questions: (Why?)
• Why did they quarrel with Moses and grumble?
• How were they putting the Lord to the test?
• Why were they angry with Moses?
• Why should they know better? What had they seen in the past?

Application questions: (How does this relate to me?)
• How has God taken care of you in the past?
• Do you ever forget what God has done for you?
• Are you ever angry or upset with God?
• How can you remember what God has done for you?
• What are some practical ways to trust in God when there are problems?

Memory verse and coloring page: Exodus 17:6. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of Water from the rock.

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"I will stand there before you by the rock at Horeb. Strike the rock, and water will come out of it for the people to drink."

(Exodus 17:6)
**MOSES 9: THE TEN COMMANDMENTS**  
**Based on:** Exodus 19:17-20 and 20:1-17

**PREPARATION:** In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

**INTRODUCTION:** Bible storying is a powerful way to present Biblical truths to both adults and children. Teach this story after *Water from the rock*.

**STORY:**
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

**DISCUSSION:** Use some of these questions or add your own.

**Observation questions:** (What happened?)
- Describe Mount Sinai.
- Moses went up Mount Sinai to meet with God. What did God tell him?
- What is a commandment?
- Who gave Moses these commandments, or rules to live by?

**Understanding questions:** (Why?)
- Why was Mount Sinai covered with smoke?
- What do the Ten Commandments tell us about God? What kind of God is he?
- How many of the Ten Commandments can you name?
- Can you explain any of the commands in your own words?
- Is it possible to keep all of these commands, all of the time?

**Application questions:** (How does this relate to me?)
- How can you put God first in your life?
- What is an idol, or a false god? Do we have any false gods today?
- Do you try to follow God’s laws?
- Have you ever broken one of these laws?
- If you break God’s law, will he forgive you?

**Memory verse and coloring page:** Exodus 20:2. You can use a memory verse games to learn this.

**Practice:**
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of *The Ten Commandments*.

**Used in:** Children's CHE/Spiritual/Bible Storying/Old Testament

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"I am the LORD your God, who brought you out of Egypt, out of the land of slavery.  
(Exodus 20:2)
MOSES 10: THE GOLDEN CALF
Based on: Exodus 32:1-24

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after The Ten Commandments.

STORY:
• What happened last time, in the story of The Ten Commandments?
• Tell the story of The golden calf.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
  • What was Moses doing, up on the mountain?
  • When he took a long time, what did the people ask Aaron to do?
  • What did Aaron and the people do?
  • What did Moses and Joshua hear, when they came down the mountain?
  • What did Moses do with the golden calf?
  • What did Aaron tell him about what happened?

Understanding questions: (Why?)
  • What was God angry? Why is making a golden calf such a bad thing to do?
  • What did God want to do with the people of Israel? Why?
  • How did Moses convince him not to destroy them?
  • What were the two tablets? What happened to the tablets?
  • Why did Moses destroy the golden calf?
  • Who did Aaron blame for the golden calf?
  • Did Aaron tell Moses the truth? Why did he change the story like that?

Application questions: (How does this relate to me?)
  • Have you ever built a golden calf?
  • We don’t have golden calves today. But we still have false gods. What are some of our false gods?
  • Is there anything in your life that is more important to you than God?
  • What should we do with our false gods?
  • How can God be first in our lives?

Memory verse and coloring page: Exodus 32:4. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of The golden calf.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament
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He took what they handed him and made it into an idol cast in the shape of a calf, fashioning it with a tool. Then they said, "These are your gods, O Israel, who brought you up out of Egypt."

(Exodus 32:4)
MOSES 11: THE CLOUD AND THE FIRE  
Based on: Numbers 9:15-23

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after The golden calf.

STORY:
• Background: The people of Israel built a tabernacle, or large tent, as a place to worship the Lord.
• Tell the story of The cloud and the fire, from Numbers 9:15-23.
• Have the children act out the story, or do a puppet show or mime.
• Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
• What did the cloud look like at night?
• What did the Israelites do when the cloud lifted?
• What did they do when the cloud stayed over the tabernacle?
• How long did the cloud stay over the tabernacle?

Understanding questions: (Why?)
• What is a tabernacle?
• Why was the tabernacle important to the people of Israel?
• How did the Lord guide the people of Israel?
• Why was it important to follow the Lord’s direction?

Application questions: (How does this relate to me?)
• The people of Israel worshipped God at the tabernacle. Where do you worship God?
• God led them with a cloud and fire. How does God lead you today?
• How can you follow God’s leading?

Memory verse and coloring page: Numbers 9:17. You can use a memory verse games to learn this.

Practice:
• Divide into pairs to practice telling this story.
• During the week, tell your family, friends and neighbors the story of The cloud and the fire.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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Whenever the cloud lifted from above the Tent, the Israelites set out; wherever the cloud settled, the Israelites encamped.
(Numbers 9:17)
MOSES 12: THE TWELVE SPIES
Based on: Numbers 13:1-2; 17-33; and Numbers 14:1-9

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Teach this lesson after The cloud and the fire.

STORY:
- Background: After crossing the Red Sea, the people of Israel traveled in the desert, and now were preparing to enter the promised land of Canaan.
- Tell the story of The twelve spies, from Numbers 13:1-2; 17-33; and Numbers 14:1-9
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
- What did the twelve men do?
- What did they see when they explored the land?
- What did the other ten spies say? Were they ready to attack the land?
- What did Caleb and Joshua recommend?

Understanding questions: (Why?)
- Where did the people of Israel live originally, before they moved to Egypt?
- What promises did God give to Abraham? (See Genesis 17:7-8.)
- What is the Promised Land?
- Why were the ten spies afraid to enter the Promised Land?
- How did the people of Israel respond to their bad report?
- Why were Joshua and Caleb confident that they could enter the Promised Land?

Application questions: (How does this relate to me?)
- Are you ever discouraged? Have you ever thought, “We can’t do it”?
- Or has anyone ever told you, “You can’t do that. That is too hard for you to do”?
- Is anything impossible for God?
- What is God leading you to do?
- How can you follow God in a new way?
- How can you reach out to your neighbors?

Memory verse and coloring page: Numbers 14:8. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of The twelve spies.

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If the LORD is pleased with us, he will lead us into that land, a land flowing with milk and honey, and will give it to us.

(Numbers 14:8)
MOSES 13: WANDERING IN THE WILDERNESS
Based on: Numbers 14:11-38

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after The twelve spies.

STORY:
- What happened last time, in the story of The twelve spies?
- Tell the story of Wandering in the wilderness from Numbers 14:11-38.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
- After the twelve spies gave their report, what did the Israelites respond?
- What did the Lord want to do?
- How did Moses respond? What did he ask the Lord to do?
- Did the Lord forgive them?
- What did the Lord do? How did he punish them for their complaining and grumbling?
- How long would they wander in the desert?
- Who would be allowed to enter the Promised Land?

Understanding questions: (Why?)
- Why was the Lord angry with the people of Israel?
- What was Moses concerned about?
- What would the others think if the Lord destroyed the Israelites?
- Why did God forgive them?
- God forgave them. But what was the result of their actions?
- Why did they wander for forty years?
- Why were Caleb and Joshua allowed to enter the Promised Land?

Application questions: (How does this relate to me?)
- What is God like? What are some words to describe God?
- Have you ever been hesitant to follow God?
- How has God been merciful to you?
- When you don’t obey God or your parents, what happens?

Memory verse and coloring page: You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of

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‘For forty years--one year for each of the forty days you explored the land--you will suffer for your sins and know what it is like to have me against you.’

(Numbers 14:34)
MOSES 14: MOSES DISOBEYS GOD  
Based on: Numbers 20:1-13

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Teach this lesson after Wandering in the wilderness.

STORY:
- What happened last time, in the story of Wandering in the wilderness?
- Tell the story of Moses disobeys God.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
- What problem did they have in the desert?
- What did the people say to Moses?
- What did the Lord tell Moses to do? What were his exact instructions?
- What did Moses do instead?
- What did the Lord say to Moses when he disobeyed?

Understanding questions: (Why?)
- Why did the Israelites complain to Moses?
- Did they have a real need?
- What was the matter with their complaint?
- Describe Moses’ feelings or attitude when he struck the rock twice with his staff.
- Did Moses obey God? Why or why not?
- Did Moses trust God? Why or why not?
- What were the results for Moses and the people of Israel?
- Those were the waters of Meribah. Meribah means “quarreling”. How did the people grumble against God?

Application questions: (How does this relate to me?)
- Have you ever complained or grumbled against God?
- What can we do instead of complaining?
- Have you ever disobeyed God or been angry with him? What happened?
- What does it mean to trust God?
- What are some practical ways that you can trust God?

Memory verse and coloring page: Numbers 20:12. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Moses disobeys God.

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But the LORD said to Moses and Aaron, "Because you did not trust in me enough to honor me as holy in the sight of the Israelites, you will not bring this community into the land I give them."

(Numbers 20:12)

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MOSES 15: MOSES DIES  
Based on: Deuteronomy 34:1-12

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Moses disobeys God.

STORY:  
- What happened last time, in the story of Moses disobeys God?  
- Tell the story of Moses dies.  
- Have the children act out the story, or do a puppet show or mime.  
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)  
- What did the Lord show Moses?  
- How old was Moses when he died?  
- After Moses died, who led the people of Israel?

Understanding questions: (Why?)  
- Why did Moses climb Mount Nebo?  
- Why couldn’t Moses enter the Promised Land?  
- Describe Moses. What was he like?  
- What was unusual about Moses? What did the Lord do through him?  
- Can you remember one story of Moses’ life in which the Lord worked powerfully?  
- How did Moses do the miraculous signs?

Application questions: (How does this relate to me?)  
- The Lord worked powerfully through Moses. How has God worked in your life?  
- Moses knew God face to face. How can you know God?  
- Are you scared to die?  
- What will happen when you die?

Memory verse and coloring page: Deuteronomy 34:10. You can use a memory verse games to learn this.

Practice:  
- Divide into pairs to practice telling this story.  
- During the week, tell your family, friends and neighbors the story of Moses dies.

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Since then, no prophet has risen in Israel like Moses, whom the LORD knew face to face,
(Deuteronomy 34:10)
**Follow Me**

Supplies: A large candle or a flashlight and a cloud cut from paper or a handful of cotton batting

Scripture: Exodus 13:17-22

Play this game after you have learned about Moses and the children of Israel following God in the pillars of cloud and fire.

Have the children stand in a straight line so that they all are facing the teacher. They should be standing so that if they wanted to follow the leader, they would have to take side steps to do it.

Say: *Who is the line leader in this line? It depends on which direction we go, doesn’t it? In our story today, the children of Israel followed God. Sometimes God was a fiery pillar (hand the candle or flashlight to the child on one end) and sometimes he was a pillar of cloud (hand the cloud to the child on the other end). Today we are going to pretend that one line leader is the fiery pillar and the other line leader is the pillar of cloud.*

Say: *When I call out “Pillar of Fire!” follow the person who is holding the candle. When I call out “Pillar of Cloud!” make an about-face and follow the person who is holding the cloud.*

Before beginning the game, have children practice making about-faces in their line. For younger children, be sure to stop the action for a moment before they follow the new leader. For older kids, switch more abruptly. Change leaders frequently.

**Source of ministry games:** Global Children’s Forum, [http://www.max7.org/channels/2fish5bread](http://www.max7.org/channels/2fish5bread)
Moses and the Fiery Serpents

Supplies: None

Scripture: Numbers 21:4-9.

Play this game in a large, cleared, indoor area. Have all the players remove their shoes. Choose a “Moses” to stand in a designated safe zone at one end of the playing area. Choose two players (or more if your group is large) to be the “fiery serpents.” The rest of the class are the “children of Israel”.

The game starts with everyone lying down. The fiery serpents slither on their bellies among the children of Israel. (The serpents must keep their tummies on the floor; they cannot be on their hands and knees.) When Moses calls, “Fiery serpents!” the children of Israel jump up and try to run to the safe zone while avoiding being tagged by a serpent. When a child is tagged, he or she must quickly drop to the floor and then join the serpents in trying to tag others.

Fiery serpents may not enter the safe zone, and the children of Israel who enter must go out to rescue others by touching any serpent on the ankle. The healed serpent and the rescuer hold hands and return to the safe zone. They then must go out to rescue others.

The rescuers may be touched and turned into serpents while going out but not while returning with a “healed” serpent.

The game continues until all are saved or all become serpents.

Pharaoh’s Frogs

Supplies: None

Scripture: Exodus 8:1-15

Children will fly high in this **leapfrog** game to use with the story of Egypt’s plague of the frogs.

This game works best in the middle of a large room, or, better yet, outside. Frogs love cool grass, you know.

**Say:** In this Bible story, Pharaoh wouldn’t let Moses and his people leave the country. So God sent many frogs into the Pharaoh’s land. These frogs were everywhere. They were in the rivers, in the beds, and even in the ovens. Pharaoh sure didn’t like so many frogs everywhere. Let’s pretend that we are some of those pesky frogs in the Pharaoh’s palace. Have the kids squat down in a line with their chins tucked to their chests. Allow about one foot of space between frogs.

Have the last frog in the line hold on to the hands of two helpers. Have the child place each of his or her hands on one of the helpers’ hands to jump over each frog. Helpers will need to squat and stand with the jumper’s movements. Children will need varying degrees of help. When the first jumper has finished the line, he or she becomes a frog at the front of the line. Use this chant to help pace the children and make it easier to spot them:

Jump, jump, jump, jump, jump (say “jump” for each child in line);

The frogs made Pharaoh quite a grump!

**Source of ministry games:** Global Children’s Forum, [http://www.max7.org/channels/2fish5bread](http://www.max7.org/channels/2fish5bread)
JOSHUA 1: JOSHUA BECOMES THEIR LEADER
Based on: Joshua 1:1-18

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Moses dies.

STORY:
- What happened last time, in the story of Moses dies?
- Tell the story of Joshua becomes their leader, from Joshua 1:1-18.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
- Who is talking with Joshua?
- What did he tell Joshua to do?
- What advice did he give to Joshua?
- What were they getting ready to do?

Understanding questions: (Why?)
- Why did they need a new leader?
- What would their leader do?
- Where were they going?
- Why did they need to cross the River Jordan?
- Who would they meet when they crossed the river?
- What command did the Lord repeat several times?
- Why did Joshua need to be strong and courageous?
- Why did the people of Israel need to be strong and courageous?
- What dangers lay ahead for them?

Application questions: (How does this relate to me?)
- Have you ever been a leader? What happened?
- Have you ever done something for God?
- Do you ever need to do something that is very hard or very scary?
- How can you be strong and courageous?
- How does God help you when you are afraid?

Memory verse and coloring page: Joshua 1:17. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Joshua becomes their leader.

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"Just as we fully obeyed Moses, so we will obey you. Only may the LORD your God be with you as he was with Moses."

(Joshua 1:17)
JOSHUA 2: RAHAB AND THE SPIES
Based on: Joshua 2:1-23

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Tell this story after Joshua becomes their leader.

STORY:
- What happened last time, in the story of Joshua becomes their leader?
- Tell the story of Rahab and the spies, from Joshua 2:1-23.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

**Observation questions:** (What happened?)
- What were the spies sent to do?
- Who is Rahab? Where did she live?
- Where did she hide the spies?
- How did the spies get away?
- What did she ask the spies to do?
- How would the people of Israel know where she lived?
- What did the men tell Rahab to do? What signal did they have?
- Where did the men go after they left her house?
- What report did they give to Joshua? Should they enter the new land?

**Understanding questions:** (Why?)
- Rahab was a woman with a bad reputation. Can the Lord work through people like her?
- What risks did Rahab take when she hid the spies?
- What would the king of Jericho do if he found the spies at her house?
- How did Rahab trick the king of Jericho?
- What did Rahab know about the Lord?
- Why did their hearts melt when they heard the story of the Israelites?
- What did they know about the people of Israel and their God?

**Application questions:** (How does this relate to me?)
- Rahab knew what the Lord had done for the people of Israel. What has gone done for you?
- Rahab took a risk in hiding the spies. Is following Jesus risky in any way?
- Rahab tied a red cord to her window so they would be able to find her home. Does God know where to find you?
- The spies promised to protect her family. How has God protected you?

**Memory verse and coloring page:** Joshua 2:9. You can use a memory verse games to learn this.

**Practice:**
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Rahab and the spies.

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"I know that the LORD has given this land to you and that a great fear of you has fallen on us, so that all who live in this country are melting in fear because of you."

(Joshua 2:9)
JOSHUA 3: CROSSING THE JORDAN
Based on: Joshua 3:7 – 4:9

PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Rahab and the spies.

STORY:
- What happened last time, in the story of Rahab and the spies?
- Tell the story of Crossing the Jordan, from Joshua 3:7 – 4:9.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.

Observation questions: (What happened?)
- What did Moses tell the people to do?
- What did the priests do?
- What happened to the waters of the Jordan?
- How did the people of Israel cross the Jordan River? What did they see?
- What did the twelve men do with the stones?

Understanding questions: (Why?)
- How did the Lord show that he was with Joshua?
- What was God’s promise to the people of Israel?
- What is the ark of the covenant? (Ask this question only if the children have learned about it.)
- Why did the water stop flowing and pile up?
- Describe the feelings of the people of Israel when they crossed the Jordan River.
- What are the stones? What do these stones mean?

Application questions: (How does this relate to me?)
- What did you learn about God in this story?
- God does not always do dramatic miracles. But how has God worked in your life?
- Is following God always easy? Why or why not?
- How does God show his power today?
- How can you remember what God has done for you?

Memory verse and coloring page: Joshua 3:17. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of Crossing the Jordan.

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The priests who carried the ark of the covenant of the LORD stood firm on dry ground in the middle of the Jordan, while all Israel passed by until the whole nation had completed the crossing on dry ground.

(Joshua 3:17)
PREPARATION: In preparation ahead of time, it is well to read the story out loud, so you can both see the words and hear them spoken. After reading the story, close your eyes and imagine you are looking at the story taking place as you practice retelling the story out loud to check your memory. Then reread the story out loud to note where you made mistakes and try again. Repeat this process until you can tell the story smoothly and accurately. You may use your own words and cut down on the number of names, but stick exactly to the content of the Bible story.

INTRODUCTION: Bible storying is a powerful way to present Biblical truths to both adults and children. Tell this story after Rahab and the spies and after Crossing the Jordan.

STORY:
- What happened in the story of Rahab and the spies?
- Tell the story of The battle of Jericho, from Joshua 6:1-23.
- Have the children act out the story, or do a puppet show or mime.
- Does anyone want to retell the story?

DISCUSSION: Use some of these questions or add your own.
Observation questions: (What happened?)
- What did the Lord tell Joshua and the priests and people of Israel to do?
- How many days did they march around the city?
- What happened on the seventh day?
- What happened to Rahab and her family?

Understanding questions: (Why?)
- Why was Jericho tightly shut up? Who were they scared of?
- Pretend that you are an Israelite. What would you think when you marched around the city?
- What made the walls of Jericho fall down?
- Why did the people of Israel spare Rahab and her family?
- Why did they destroy the city?

Application questions: (How does this relate to me?)
- What does this story show about God?
- Has God worked powerfully in your life? In what way?
- Has God ever acted in surprising ways?
- They spared Rahab and her family. How has God spared you?

Memory verse and coloring page: Joshua 6:20. You can use a memory verse games to learn this.

Practice:
- Divide into pairs to practice telling this story.
- During the week, tell your family, friends and neighbors the story of The battle of Jericho.

Used in: Children’s CHE/Spiritual/Bible Storying/Old Testament

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At the sound of the trumpet, when the people gave a loud shout, the wall collapsed; so every man charged straight in, and they took the city.  
(Joshua 6:20)
JOSHUA GAME

Joshua, Jericho, Jordan

The key to this game is listening to the leader. Each key word has an action. The leader calls out one of the key words and children must respond by doing the appropriate action for that word. If children do the wrong action they are out and must sit down. Leader can try to confuse children by saying one thing and doing a different action. The last student left standing is the winner.

Joshua – hands up in the air
Jericho – hands fall down to their sides
Jordan – hands in front, fingers wiggling like river