

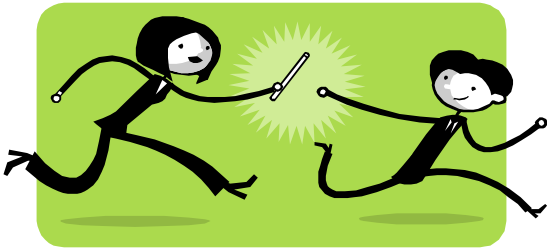


TREASURE CHEST

Quarterly/ Free
March 2014 issue

e-NEWSLETTER FOR PEOPLE INVOLVED IN CHILDREN'S MINISTRY.

Produced by Children's Ministry Network in W.A.
e: wa@cmn.org.au w: www.cmn.org.au/wahome



Have you been passing on the baton to the next generation?

EASTER RESOURCES

A small selection of free downloadable **EASTER RESOURCES**

www.oac.org.au/wa/kids-ministry-easter-resources

Free **EASTER PASSION APP** for the i-phone:

www.oac.org.au/wa/easterpassion-app

EASTER STICKER STORY - Fame

<http://antonsantics.com/shop/sticker-stories/easter/fame>



www.biblesociety.org.au/discover-the-bible/for-kids/the-easter-story-animations

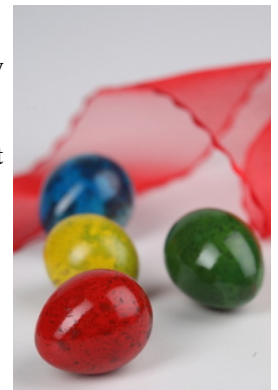
EASTER SERVICES -

www.sa.uca.org.au/cfm/ministry-leaders/all-age-worship/easter-services

USING OBJECTS TO HELP TELL THE EASTER STORY

Easter eggs are a great way to tell the Easter story. But what other visuals can be used?

- Grey fleece or a toy donkey to represent the donkey borrowed by Jesus' disciples in Jerusalem (Matthew 21:2-5);
- Palm branch or a coat to represent the reaction of the crowd in Jerusalem (Matthew 21:8-11);
- 30 silver coins to represent Judas' payment for his betrayal (Matthew 26:14-15);
- A strip of terry cloth fabric to represent the towel Jesus wore as he washed the disciple's feet (John 13:4-11);
- A miniature cup or a broken piece of bread or biscuit to represent the Last Supper (Matthew 26:17-29);
- Miniature praying hands to represent the praying hands of Jesus in the Garden of Gethsemane (Mark 14:32-42);
- A rooster figure or a feather to represent Peter's denials (Luke 22:61);
- A piece of rope to represent Jesus' arrest (John 18:12);
- A leather strip to represent when Jesus was beaten (John 19:1);
- A small piece of soap to represent Pilate washing his hands of Jesus' sentencing (Matthew 27:20-24);
- Thorns or a piece of a rose bush to represent the crown of thorns Jesus wore (Matthew 27:29);
- A cross or two sticks to represent the cross Jesus carried and was crucified on (John 19:16-22);
- Three large nails (rail spikes) to represent how Jesus was nailed to the cross (John 19:16-22);
- A dice to represent the soldiers who gambled for Jesus' clothing (John 19:23-24);
- A piece of sponge or a cotton ball soaked in vinegar to represent the gall offered to Jesus (John 19:28-30);
- A toothpick-end dipped in red paint and dried to represent the piercing of Jesus' side (John 19:32-37);
- A shattered or split rock to represent the earthquake that occurred when Jesus died (Matthew 27:51, 54);
- Purple cloth to represent the torn curtain in the temple (Matthew 27:51);
- Gauze or strips of muslin to represent Jesus' grave clothes (Matthew 27:57-61);
- Cinnamon stick or a tiny bottle of perfume to represent the burial spices the women prepared (Luke 23:55-56);



*Continue over page
...using Objects to help tell the Easter story (continued)*

4 LAWS OF STORY TELLING

Children love stories. Jesus used stories to present his message. Stories are used in some cultures to pass information on from generation to generation. Story telling, when done well, not only informs children about



'content', but can also transform lives, as people's emotions, mind and heart are touched by the words and presentation of a well told story.

Law 1 - If you don't have a preset curriculum, then **select your story carefully**. Ensure

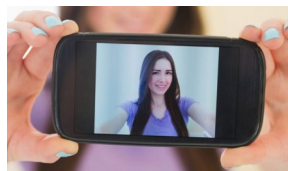
that it has the ability to bring out the theme, teaching and application clearly.

Law 2 - Prepare your story thoroughly. Pray that God will help you to think clearly and write creatively. On a piece of paper write down your aim (circle or highlight it). Get as much info about the story (it may appear in several gospels) and write the points down. Then shape the story with a gripping introduction, a great story line and a good conclusion. It is wise to write out the introduction, applications and conclusion parts of the story in full. The rest can be just written out in point form. Prepare visuals to assist you in your story telling.

Law 3 - Present the story interestingly. Don't read your story, but ensure you have some points written out clearly to assist you in case you lose your thoughts. Use your imagination, be enthusiastic, use your eyes, voice, hands and face to help put life into your presentation. Use dialogue, humour, pauses and short sentences along with words and concepts that are easily understood by your audience. Know the story, believe the story, enjoy the story and own the story.

Law 4 - Apply the story faithfully. Make sure the life applications or challenges are weaved throughout the story and not just tacked on at the end. Don't use religious jargon but ensure both your teaching and application points are easily understood and relevant to your audience at their age and walk in life.

So how can I become a good story teller? Follow the laws above, practice in front of a mirror or even video yourself on your smart phone (selfie) ... and critique your presentation (get a good friend to help you out). The best way to learn to drive a car is to get someone to help you learn and then just to go out and drive cars (... just do it!). To become a great story teller, learn from others, do lots of story telling and learn from your mistakes. If story telling is a good enough method to use by the Master, then it's good enough for us.



Rob Adams

... from page 1

- A rock and chunk of paraffin to represent the sealed tomb (Matthew 27:65-66);
- Empty egg to represent the empty tomb (Matthew 28:5-8);
- An angel or a gold chenille stem twisted into a halo (John 20:12);
- A chick or a flower bud to represent the new life we can have in Christ (2 Corinthians 5:17);
- Cotton wool to represent Jesus' ascension through the clouds (Luke 24:51-53);

Kids and Allergies

Between 6-10% of children have some sort of allergy, varying from hay fever to peanut allergies. And a large percentage of children with food allergies have severe reactions.

3 key points to keep in mind relating to this issue:

1. **Child safety is primary**. Proactively plan how you can communicate with parents about their children's allergy & medical issues. Write them down in a book that is always with you. Make sure all leaders are aware of those allergies and which children are affected. Ensure your foods, activities and props will not cause problems. Even though prevention is better than cure, we still need to be prepared and informed as to how to treat children who may react to their allergies. Create a response plan. Have some training so that your volunteers/ staff know how to respond appropriately.



2. **Parents want confidence and peace of mind that their child is being cared for**. Make sure the parents know that you are aware of medical issues and that you have taken reasonable steps to ensure their child is in a safe environment. Know how to contact parents (or ambulance) in case of emergency. Have a list of phone numbers and be aware of any of your volunteers/ staff who have medical expertise.

3. **Decrease liability**. We are living in an age where there is an increase in lawsuits. As kids workers, we are not expected to be medical professionals, but we are expected to be prepared and to do our best in looking out for the children's health. We need to have actively recorded any allergies, alerted our volunteers/ staff of who is affected, trained our workers to know how to prevent or respond to situations and, should an incident occur, to document clearly what happened and how you responded to it. It also needs to be reported to the child's parents, the church leadership (or those who have oversight of your program and insurances) and also to other authorities if it is serious or you are required to report it.

Implementing a plan to address children's allergy issues is essential.