

# APPENDIX B:

## INTERACTIVE IDEAS FOR STORYING

The ideas in this appendix are divided into segments corresponding to the storying process:

1. Sharing the IMPORTANCE OF STORY (Pre-Storying)
2. Preparing Your Group for IMAGINATIVE LISTENING
3. Engaging Participants during STORYTELLING / NARRATING
4. REVIEWING and RETELLING the Story as a Group
5. CONNECTING the Story to Your Own Lives

There are two different kinds of ideas: Interactive exercises and “set-ups.” Set-ups are scripts that help you to explain different aspects of storying to your group.

This is an ever-growing list of ideas—to see the most current list or contribute your own ideas, go to [www.echothestory.com](http://www.echothestory.com).

### SHARING THE IMPORTANCE OF STORY

I’ve found it helpful to spend time with my group considering the importance of stories BEFORE engaging in storying. This helps groups to begin to see how stories shape us, and how they can look at the Bible as a story. Here are some ideas that can be used together or separately:

#### IDEA 1: CHILDHOOD STORIES

Have participants share about one of their favorite stories from their childhood. It could be a family story that was passed down or a story from a book. Ask, “Who told you this story? What did you like about it?”

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### **IDEA 4: HAVE PARTICIPANTS BRING EXAMPLES OF THEIR FAVORITE STORIES FROM A BOOK OR A MOVIE. HAVE THEM SHARE...**

#### **OPTION A: SHARING OUR FAVORITE STORY**

- a favorite “scene” from the story in 30 seconds or less (i.e. reading an excerpt, or showing a movie clip)
- a summary of the story, including the setting and main characters
- how they have identified with a character(s) in the story
- how the characters may have changed in the story
- why they love the story and what makes it a good story
- how the story has affected their life

#### **OPTION B: FINDING THE PARTS OF A STORY**

- main characters – The characters who are involved in the important actions in the story
- supporting characters – Minor characters who help us learn about the main characters
- character development – The way a character learns and grows as a result of her experiences in the story
- setting – The time and place of a story
- plot – The sequence of events
- problem – The conflict in a story that the main character or characters must face
- resolution – How the problem in the story is resolved or left at the end

#### **OPTION C: STORY MAPPING**

See page 111. Additional idea: Research and share how all good stories are based on THE GREAT STORY. See the book *Reel Spirituality: Theology and Film in Dialogue* by Robert Johnston, Baker Books, 2000.

### **IDEA 5: CONNECTING WITH STORIES**

Share and discuss a quotation or excerpt from chapter 6, “Connecting with Story.” I recommend using the quotation from Mark Miller on how “stories are viewed from the lens of the soul.”

## **IDEA 6: STORIES THAT SHAPE US**

Ask participants to write or share about a personal story that has shaped them, providing a few instructions: Write out the details of the story as best as you can remember it. Tell it as a story on paper. Then, describe how that story has changed the way you think, act and live.

## **IDEA 7: THE GREAT STORY**

Have participants answer the question, “What is the Bible’s story?” Have participants describe the essence of the Bible story in their own words in one page or less. Then discuss misconceptions (yours and theirs):

- How do we often start the story in the middle or towards the end with Jesus?

(Show a movie in the middle and ask students to tell you beginning and end. My friend Seth showed a short segment from the middle of one of the Lord of the Rings movies. Then he asked his students to describe the events that led up to that scene. Seth made the point that we need to know the entire story—from the beginning—in order to really understand each scene.)

- Why do we often think of the Bible as a bunch of disconnected stories?
- Why do we sometimes think of the Bible as a story that doesn’t apply to today?

## **IDEA 8: GOD’S BIG PICTURE**

Read together the book, *God’s Big Picture: Tracing the Storyline of the Bible* by Vaughn Roberts, IVP, 2002. It is a great overview of the Bible Story, easy enough to read for high school students.

## **IDEA 9: THE BIG STORY**

Read together the book, *The Big Story: What Actually Happens in the Bible* by Nick Page, Authentic Publishing, 2007. It’s a fun, easy-to-read version of the key narratives in the Bible.

### PREPARING YOUR GROUP FOR IMAGINATIVE LISTENING

You'll need to be intentional in helping your group refocus by coaching them to be attentive listeners. Here are some ideas to help you set up your storytelling time:

**REMEMBER:** Your storytelling time needs to take a different tone from the rest of your group time—a slower, more focused pace. You'll need to set the tone for this, letting students know that it's a special time and they'll need to work hard at concentrating and getting into “storying mode.” To help them get started, you may want to light a candle to signify storying as a holy practice.

#### IDEA 1: IMAGINATIVE LISTENING EXERCISE

- Ask participants to define what they think imaginative listening is and what it takes to be a good imaginative listener.
- Tell a story or use an audio book segment—2-4 minutes max—not from the Bible
- Have students use imaginative listening to “enter” and remember the story...
- They can draw, write, close their eyes, find a focal point, etc.
- Ask students to share what they saw, felt, smelled, heard in their minds as they listened to the story.

#### IDEA 2: TURNING THE DIAMOND

“Right now, we’re going to try a new approach to learning from the Bible called “storying.” This unique approach is rooted in the ancient Hebrew way of learning through careful observation and dialogue.”

Shine a light through a magnifying glass and ask, “What does this magnifying glass do to the light?” After some responses from the students, say, “Right... it intensifies it and focuses it. We often come to the Bible like this—which is not necessarily bad—but we are intensely looking at one verse or section for a single answer. We are narrowing our focus.”

Shine the light through a prism and ask, “What does this prism do to the light? How is this different than the magnifying glass?” After some responses from the students say, “A prism is kind of like a diamond in that it has many sides, that reflect light all around.”

“The Hebrew people had a unique way of looking at the Scriptures... they called it the Seventy Faces of Torah—the Torah being the first five books of the Bible. They got this phrase by comparing the Scriptures to a beautiful diamond with 70 sides—or faces (like a prism).

Hearing and studying the Scriptures was likened to holding up and turning that diamond—allowing the light to reflect further beauty, depth, detail, and brilliance.

Just like the ancient Hebrews, we believe that the Bible and its stories are living, and have meaning and mystery that we can discover today. We must choose now to turn the diamond, looking for more that’s within in the story. We do this expecting God to illuminate something new to each one of us.

When you see something in the story—something simple, or beautiful or profound—you need to share it with the group! That’s how we learn through storying—we listen to all of the different reflections from God’s story. Each one is important and can teach us something new.

This process isn’t easy—it takes concentration and something called “imaginative listening.” What do you think it means to be an imaginative listener?

(*Imaginative listening* means using your imagination to picture the story in your mind like you would a movie, where you are actually in the scene.)

After we’re done listening to this story, we’ll retell it as a group. Pay attention to the details of the story because I will ask you about them! If it helps you to concentrate, you may close your eyes during the story, write down your thoughts, or choose a focal point to look at in the room.

Are you ready? Take a moment in silence to slow down and clear your mind.

Whisper a prayer asking God to speak to you through his story.

### **IDEA 3: IMPLICATION VS. APPLICATION**

(This idea is best used after you have gone through several of the stories already with your group). Ask, “What do you think some of our goals in reading the Bible should be?” (Get responses from the group).

“Often times our goal in reading the Bible is to find a specific application—something useful for our life. That is a good thing to desire...to find application means to put something on, or to apply it to a specific situation and find it useful. When we discover application for our lives, it tends to be more of an external help, like putting a Band-Aid or balm on a cut. (Take out some Band-Aids and hand them out as a visual.) The problem with application is that it often focuses more on our outward actions and not enough on our internal condition.

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It feels more like a quick fix to a problem—it does not change our motivations on the inside and answer the question, ‘Why should I love differently?’

“The beauty of stories is that they do more than give us application points...they implicate us. What do you think that means—to be implicated?” (get some responses from the group).

“We become wrapped up in stories...to implicate means to connect, tie, or knit together. (use a rope as a visual). Stories implicate us like strands of a rope wound together...stories become a part of who we are and change our motivations. They do more than give us external answers—they shape our internal lives and values.”

Ask, “How have you identified with the Bible stories we’ve told? How might they be shaping your life?”

### **IDEA 4: YOU ARE NOW THE TEACHERS**

“If you are really listening and entering the story, I believe that God’s Spirit will illuminate things to you from the story. That means they will stand out in your mind and you will connect with them in a new way. It may be something unique or simple or beautiful or profound about God. It may be a connection between the stories you realized for the first time. When this happens (and it will), you need to share it with the group. We need each of you to share what you’re seeing in the story...because you are now the teachers helping the rest of the group learn and discover the depth of the story.”

### **IDEA 5: EXPECTANCY**

“I am expecting everyone to share and participate today! Each of one your observations and perspectives is important and needed in this process. I will call on you if I need to, but I’d prefer if you would just share your thoughts without being prompted. Are you ready?”

### **IDEA 6: GET SOME FEEDBACK**

“Are you getting into the rhythm of this discussion time? What is different about storying than other discussion groups you have been a part of? What do you like about it? What is challenging about it?”

## **IDEA 7: NO LONGER CHILDREN**

“You don’t come to these stories as children anymore...or even as you did just a year ago. You’re growing into adults, and God is expanding your mind and desiring to show you new things. These stories aren’t the entire picture of God’s plan. It’s kind of like we’re gazing out of a skylight—we see just a glimpse of the expansive sky overhead. This story is just a glimpse of how big and how awesome God is. As God shows you new things, he desires for you to share them with us so we can see more of who God is with you.”

## **ENGAGING PARTICIPANTS DURING STORYTELLING**

Storytelling is more like the work of an artist than that of a teacher. It’s less about explaining and more about exploring. Our role is to help each other participate in the stories of God. As we participate in these stories, they become our own—the gospel happens to us.

For some more details about how to be an effective storyteller, please see chapter 10.

### **IDEA 1: SLOWING DOWN**

Before I tell each story, I say something like this: “After we’re done listening to this story, we’ll retell it as a group. Pay attention to the details of the story because I will ask you about them! If it helps you to concentrate, you may close your eyes during the story, write down your thoughts, or choose a focal point to look at in the room.

Are you ready? Take a moment in silence to slow down and clear your mind. Whisper a prayer asking God to speak to you through his story.”

### **IDEA 2: JOURNAL PAGES**

For many people, including me, writing or drawing while we listen can help us to concentrate. To connect with people who are this way, I have provided “journal pages” for them to use during the storytelling. These pages would contain a lot of space for them to write or draw, and Scripture references for the story to study later. Immediately following the story I would provide time for the entire group to journal their responses. I’ve found that this helps many of the students better articulate their observations during the dialogue time.

Here are some of the Journal Questions to answer for every story:

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*Listen... draw... write... Capture key details from this story that stand out to you here:*

*(leave lots of space after this...at least a half-page)*

*What did you see, hear, and feel when you were listening to this story?*

*What did you notice in this story for the first time?*

*What do you wonder about? What questions did it bring up?*

*Which of the characters in this story are you sometimes like? How?*

*Based on this story what do you think God desires from people? From you?*

## REVIEWING AND RETELLING THE STORY AS A GROUP

Try to spend 25 minutes or less on your Retelling, and 10 minutes or less on Review. Make sure your Review and Retelling times are fun and full of energy—that starts with you! Carefully choose volunteers and gravitate toward group members who will engage others with their enthusiasm. You are the best gauge if something is engaging with your group—If something is not working, MOVE ON to the next activity!

### IDEA 1: WHOLE GROUP RETELLING

After telling each story (or scene), invite the group to participate in the retelling by saying, “In order to help us really enter this story, we are going to retell the events in the order they happened while it is still fresh in your mind. You will be surprised at how much you remember! For the next story, I would love to see one of you retell the story by yourself. So, be listening carefully to the details. What happened first in this story?”

Ask follow-up questions that guide the group (i.e., “What did God say to them after that?” and, “What was Moses’ reaction?”). This does not need to be an exact retelling; it should be a quick overview catching key events and dialogue in order.

If someone jumps way ahead in the story, affirm them and say, “Right—that did happen. Hold that thought, and I will come right back to you. Can someone tell me what happened before that?”

If the group misses something, you may want to fill it in. But push the group through follow-up questions and hints to let THEM remember and retell the story. retelling may seem a bit redundant, but it is an excellent exercise to help them think deeply about the story.

## **IDEA 2: INDIVIDUAL OR “DOU” RETELLING**

Ask the group if someone would like to try and retell the entire story. Let them know they can have a friend help them. The rest of the group (and the leader) will not interrupt or help, unless the person retelling asks for it. Make sure you have the group cheer them on after the retelling! If they missed some details, gently ask the group “Is there anything else from that story that you remember that they didn’t mention?”

## **IDEA 3: TAG-TEAM RETELLING**

Group members tell a portion of the story (at least one sentence), then tag another group member to continue where they left off. If they missed some details, ask the group, “Is there anything else from that story that you remember that they didn’t mention?”

Add “Then Suddenly...” The same as tag-team retelling, except each person has to end their part of the retelling with the phrase “Then suddenly..” This adds a fun twist to the retelling!

## **IDEA 4: KEY-EVENT SHUFFLE**

Write out all of the key events in the story on pieces of paper—or find images for each event from the story. Mix up the order of these papers and give one to each person. Have the group try to put the events in order, and then have each person share details from their portion of the story.

## **IDEA 5: BIBLE STORYBOARDS**

Ask participants to get into pairs, and provide them with a long strip of paper. Ask them to draw a series of pictures that retell the story and include captions where possible. Participants can then share their retelling with the rest of the group. Mention how different people see the story from different perspectives and emphasize different things they are seeing from the story.

## **IDEA 6: READ AROUND**

Ask for volunteers to read a few lines of the narrative each as the rest of the group listens—like a “reader’s theater.”

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### **IDEA 7: SILENT READ**

Give out a copy of the narrative AFTER it has been told and have participants read it silently. This seems to work well if only done once in a while—if you do this every week your group may tend to get bogged down in the details of the words of the story.

### **IDEA 8: CHARACTER IDENTIFICATION**

Hand out slips of paper with different characters or people groups that were present in the story. (It works even better if you can find images that represent each of the people groups). As you retell the story, ask them to identify with the character or people group they were given. After the retelling, ask, “What do you think your character was feeling in this story?” then ask, “How did listening from the perspective of your character change your perspective of this story?”

### **IDEA 9: CHOOSE AN EXPRESSION**

Ask participants to get into groups of three. Have them choose from different creative expressions for their retelling: drawing, drama, writing (in their own words), spoken word, or music. Give each group two minutes to present their retelling to the rest of the group.

### **IDEA 10: ILLUSTRATE THE STORY**

Ask your group to illustrate the story in pictures using paints, crayons, or pencils. Alternatively, create a collage using scrap materials (magazines, newspapers, scrap fabric or wool, cardboard boxes, etc.) or make a banner or mural using fabric or wallpaper.

### **IDEA 11: ACT IT OUT**

Have volunteers “act out” different characters as the story is narrated aloud. The actors do not need to say anything, but just react as events happen in the story. The narrator should give cues, stopping after key events or dialogue to allow the actors to respond. Have fun with this!

### **IDEA 12: MODERN-DAY REMIX**

Break into groups of two. Spend time having the groups come up with a modern-day version of the story. Ask each group to write out their own translation of the passage—as if they were

emailing or telling this story to a friend. Most groups will do better if they spend time writing down their thoughts first, then reading them to the group!

### **IDEA 13: STORY COMMERCIAL**

Have participants get into pairs and come up with a retelling of the story that is 30 seconds or less...like a commercial that grabs your attention!

### **IDEA 14: NEWS REPORT**

Have your group put together a live news report that would retell the story, including eyewitness interviews! If you want to be more ambitious, use a camcorder to shoot a news bulletin, complete with newscaster, 'on-the-ground' reports, expert opinion, perhaps even a weather forecast!

### **IDEA 15: NEWSPAPER HEADLINE**

Break into pairs and have each group come up with a newspaper headline and the first sentence of a news article about the story.

### **IDEA 16: CHARADES**

Have volunteers from your group act out the story without using any words!

### **IDEA 17: SMALL GROUP RETELLING**

Break into smaller groups and retell the story with each other. Have groups think about these questions:

*Who were all of the characters in the story?*

*What were the major events in the story?*

*What can we learn from this story about God?*

*What can we learn about ourselves?*

Bring the whole group back together, having each smaller group share their responses to the questions.

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### **IDEA 18: PASS THE STORY**

Pass a ball or object around the group. The person with the ball has to share what happened next in the story. Come up with your own rules for this! Some groups use a ball of yarn, unraveling it as it's passed to show how the story and the group are interconnected.

### **IDEA 19: GROUP MURAL**

Have your group create a “mural” on a large piece of paper that retells the story. Get everyone involved! Start by making a list of the major events in the story. If necessary, assign parts of the story to different groups.

### **IDEA 20: SYMBOLS**

I've used symbols during the review time, asking participants to draw them or identify the story that goes with each of them. My symbols are intentionally simple so anyone can draw and remember them (see below). You may even want to see if your group can come up with their own symbols. Have fun with this and be creative!

Say, “Can anyone tell me—in 30 seconds or less—what happened in our last story?” Get one or two students to give you a quick overview. Draw the symbols for the stories you've already covered. You may want to ask a student volunteer to draw these symbols each time.

### **IDEA 21: LECTIO DIVINA**

Find a passage in the Bible that is central to the story you just told. I would provide this printed out for the participants or bookmarked in a Bible. Then, create a handout with all of the instructions below:

*Lectio Divina* is Latin for “divine reading”. This ancient practice helps us slow down, listen, and pray, looking for God to reveal himself to us through his Word.

You will begin this exercise now, and then gather back together in your group in about 5 or 6 minutes. The goal of this time is to release all expectations, and to become more aware of God's presence. Before you begin reading, take a moment to clear your mind right now.

Take some deep breaths and pray, inviting the Holy Spirit to speak to you and help you focus during your prayer time.

Allow these steps to guide your time...

1. LECTIO—Read the passage on the next page slowly several times.
2. MEDITATIO – Reflect: What word or phrase stands out to you? What from this passage seems to speak to you directly?
3. ORATIO—Open your palms as you pray. Let God know that your heart, mind and soul are open to hearing from him now.
4. CONTEMPLATIO—Listen for God to speak or guide you in some way. Don't rush this listening time...if your mind wanders away from listening, refocus by praying and asking God to help you sense his nearness.

Repeat this process or go back to a part of it that was meaningful to you and connect with God. After about 5 or 6 minutes you will re-gather as a group and share how this time was meaningful to you.

Begin step 1 now by reading the passage from the story provided for you.

When you regather as a group, share...

*How was this time meaningful for you?*

*What words or phrases stood out to you the most?*

*How does the passage from the story motivate you to live differently?*

## **IDEA 22: REVIEW NIGHTS**

Instead of doing a new story every week, plan some nights that focus just on looking back. Take regular opportunities (quarterly?) to review all of the stories you have told to that point using symbols and creative ideas.

## SETTING UP THE STORY DIALOGUE

Dialogue time should have a different feel from the story and retelling segments. This is a time in which full participation is critical, and the energy must be high. You want to provide a healthy level of anticipation in your group, letting them know that you have high expectations and you value their input. Here are some specific things you can say to help prepare your group for a great dialogue time:

### IDEA 1: BRAINSTORM GUIDELINES

Ask your group, “What do you think it would take for us to have a great dialogue time together?”

“What could sidetrack us from a great dialogue?” Make a list of what the participants come up with.

### IDEA 2: DIALOGUE BASICS

Here are some of the basics:

- No jumping ahead to future stories—only connecting to stories we’ve already covered in the chronology.
- Everyone gets a chance to share without interruption or put-downs.
- Many of the questions center around things you notice, connections you make, and questions you have.
- For many of the questions, there’s not one “right answer.” That means questions and disagreements will come up, and that’s okay. They’re a part of the process.
- It’s also okay for you (and me) to say, “I don’t know.”
- You may ask each other questions about the story—in fact, I encourage this!

### IDEA 3: DIALOGUE QUESTIONS

“Now we are going to talk about this story together. This discussion time might be different than Bible studies you’ve been a part of before...”

1. Many of the questions I will ask are called **WONDERING QUESTIONS** such as, “What did you see in your mind when you were listening to the story?” These questions are to engage your imagination—to help you put yourself back in the scene.
2. I will also be asking **REMEMBERING QUESTIONS**, like, “What did God create in this story?”

Some of these questions will seem simple at first...but stop and think about them...dig in and find new meaning and connections in the stories.

3. The last kind of question I will ask is a **CONNECTING QUESTION**, like, “What do you think it means to be created in the image of God?” These questions help us to think and pray about how the story connects with our own lives.
4. Now, one important guideline...we’re only going to talk about details from this story and any of the ones we’ve told before it. We’re not going to jump ahead to Jesus, or share stuff that we already know. That may seem a little weird, but trust me, if we listen to these stories like it’s the first time we’ve heard them, we will be able to go deeper. This also allows us all to be equals in this discussion.

Remember—these stories are like diamonds, you may see things reflected in this story that no one else sees. Share it! Each of us, in a real sense, becomes the teacher by sharing what God is showing us—we are here to learn from each other! Does this make sense? Any questions before we get started?”

#### **IDEA 4: DON'T THROW AWAY YOUR BIBLE!**

Some people struggle with the idea of interacting with the Bible as a story. They may be afraid that the stories will be overly paraphrased or that important details will be left out. Don't be defensive or draw unnecessary attention to these concerns, but briefly give proper perspective to how we're using these stories.

As you begin your discussion, you could say something like, “I hope you were really engaged by that story. We wish we had enough time to go through every detail of it, but hopefully this experience will get you interested in learning more. You can find that story in the Bible. It's in the book of \_\_\_\_\_. Write down these verses so you can read more at home.

In order to keep our discussion focused for now, we're going to talk about the details from the story we just heard. So if you have some insights you want to share from the Bible that are outside of this story, let's save that for the end of our time, okay?

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“Be patient with this, we’re going to try something new. We’re not getting rid of our Bibles. In fact, I think this will get you more interested in reading them. You’ll soon see how this matters in your life.”

If you’re using my narratives, then you may want to read the section in this book about how they were developed or make a brief comment about this.

### CONNECTING THE STORY TO YOUR OWN LIVES

Storying connection time is necessary to help students apply what they’re learning to real life. Plan time and activities that help students process how they’re seeing God’s Story connect to their stories.

#### IDEA 1: CONNECTING QUESTION

In my narratives I provide some “connecting” questions for each story. Select one or two of these questions ahead of time and have participants journal their response. EXAMPLE:

“Take a moment to think about this question. You can write out or draw a picture of your response.” Then, regather as a whole group or in smaller groups and share your responses.

#### IDEA 2: CONNECTION GROUPS

Have participants get in groups of three and share their responses to the connection questions you select. If time permits, ask a few students to share their responses with the entire group.

In my youth group we focused these times on prayer, caring for each other, and sharing how we saw God shaping us. Toward the beginning of the year, we took turns sharing our personal stories in these smaller groups. Sometimes we even called these “My Story” groups to emphasize the connection between God’s Story and ours.

#### IDEA 3: SCRIPTURE CARDS

Distribute cards with the Scriptures listed for that story and encourage students to explore the further story before you gather again. EXAMPLE: “FOR FURTHER EXPLORATION: This week

read Genesis 1-2, Psalm 8, and Psalm 104. Next time we gather we'll share our new observations together!"

#### **IDEA 4: RESPONSE STATIONS**

One of the ways we helped further encourage students' connection with the story at our Merge event was through Response Stations. Each day, students were guided toward expressing a response at their choice of one of three stations: Art Expression (HEART), Study and Discussion (MIND), or Prayer and Reflection (SOUL). The focus of these stations was to provide an opportunity for students to share how they were seeing their story connect with God's. These stations were followed by a time of sharing what we were learning from the stories. Students shared through art, poetry, and testimony how the story was affecting their lives. It was incredibly meaningful.

These ideas could be done before or after the storying process...

#### **IDEA 5: DISCOVERING MY OWN STORY**

Develop a lesson / exercise on understanding your own story. Here are some good references: *To Be Told: God Invites You to Co-Author Your Future* by Dan Allender, WaterBrook Press, 2006. *Tell Me a Story: The Life-shaping Power of Our Stories* by Daniel Taylor, Bog Walk Press, 2001 (good section in appendix about defining our stories).

#### **IDEA 6: MY STORY PRESENTATION**

Participants will narrate their own stories verbally, enhanced by creative means—video, pictures, collage, objects, song, stories, etc. Their presentations will seek to share their life as one continuous story, connecting important milestones and snapshots of their life.

#### **IDEA 7: MY LIFE STORYBOARD**

Participants will share their story by developing a "storyboard." As our story intersects with God's, we have a powerful and interesting story to tell. A good way to share our story is to look at it in snapshot form. Each participant should take a large piece of paper, and draw lines to divide it into nine equal boxes. Then, draw a picture for each of these nine areas:

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1. One of my earliest memories as a child...
2. What my life was like growing up...
3. A significant event that has shaped my life...
4. A significant person who has shaped my life...
5. An important decision I made in my faith journey...
6. The most important people in my life and why...
7. How I am a part of God's story...
8. Areas God is changing in me now...
9. What I hope to see in my future...

Don't worry about artistic ability or about making the pictures too detailed. These will not be entered into an art competition—we promise! Write a word, phrase or sentence under each snapshot to help explain what you have drawn. Be Creative!! Have Fun!! Take ten to fifteen minutes to create your storyboard then share it, explaining each snapshot.

### **IDEA 8: HANDS-ON EXPERIENCES**

I have been developing some experiential learning activities that help participants “enter” the story in deeper ways. These are walkthrough activities, such as a Tabernacle for participants to learn about by entering, and a Passover Seder. Hands-on activities take careful planning and extra creativity but they are worth it! I would love to hear your ideas, too—find out more about these activities at [www.echothestory.com](http://www.echothestory.com) or [www.mergeevent.com](http://www.mergeevent.com).

### **FURTHER CONNECTIONS TO THE STORY...**

We are just beginning to explore ways to encourage participants to connect the story to their own lives. I will continually be adding ideas to [www.echothestory.com](http://www.echothestory.com).