



LESSON 13

Magnify Their Thoughts

THINKING METHOD EXAMPLES: The teacher is the star of these lessons.

1. STORYTELLING

If used properly, this teaching method is most interesting. Jesus was a master with this method. He was so good at catching and keeping the attention of His listeners that they lost track of time! This kind of storytelling requires a lot of practice.

1. Learn to look for meaning in every story you read or hear.
2. Check to see if the meaning is related to a biblical principle.
3. Practice talking clearly, while using every technique possible to make your voice interesting.
4. Be sure the story is easy to apply to lives.

Before long, you will find good stories everywhere, and if you are careful to keep them, you will have a nice collection to use in Bible lessons.

- The best stories in the world come from the Bible.
- Practice telling Bible stories to family and friends.
- Use sound effects. (The wind blowing, footsteps walking, or birds chirping make a story come to life.)
- Put some silence in your story. Children will listen when you are making no sounds whatsoever.

Jesus was the best storyteller of all times. His stories talked to the hearts of His students, and they always made a strong point that was remembered a long time. His story of "The Sower and the Seed" (Mark 4:3-20) still teaches us some wonderful lessons.

"The Town Crier and the Tailor"

(Maud Lindsay)

There was once a town crier who was very sure that no one worked as hard as he. Why, with all his running up and down the streets to ring his bell and tell what was lost and what was found, and other news besides, his feet were ready to drop off, he said. And that was not the worst of it.

"Soon I shall have no more voice than a mouse's squeak," he told his friend, the tailor.

"Or a bear's growl, you had better say," answered the tailor, who for his part was sure that he worked harder than the crier any day. "If you sat cross-legged to sew a seam day in and day out, you would soon learn what hard work is," said he.

"Hard work!" exclaimed the crier. "Why, I never go by your shop in the wind and weather that I do not think what a warm corner and easy earning a tailor has."

"And I never see you pass that I do not say to myself, 'There goes the crier with nothing to do but to make a noise,'" snapped the tailor.

The more they talked the crosser they grew, and they might be quarreling yet if they had not taken the matter to the pastor, who was said to be the wisest man in town.

"There is but one way to find out which has the harder task," he said when he had listened to both of them, "and that is to exchange work. Let the tailor cry the news for a day, and the crier sew the seams. Then we shall see what we shall see."

The two friends were well pleased with the pastor's plan, and the very next morning the crier took his place in the tailor's shop, while the tailor went out with the crier's bell to tell the news of a lost pig.

Ding-a-dong-ding! Rang the bell, and the tailor called as much like the crier as he could: "Pig lost! Pig lost! A white-and-black pig! A pig with a curly tail! A fat pig, a small pig, a pig with four legs!"

He called so loud and so long that when the pig was discovered at last in a garden not far away, the tailor was as hoarse as a frog. But this made no difference, before he had time to draw a long breath, he was sent to call the people to a town meeting. Then someone found a silk purse, and that must be told, though the purse was as empty as a last year's bird nest.

"A silk purse found! A silk purse found without a penny in it!" cried the poor tailor.

By and by he was forced to sit on a doorstep to rest, but he had not been there long enough to clear his throat when here came the mayor to ask why he was idling away his time.

"Do you not know that a ship has come in with tea and spice from over the sea? Be up and off to tell the good news," said the mayor.

There was nothing for the tailor to do but to start out again, though his thoughts were whirling so fast in his head that he did not know what he was telling: "A spice has come in! A spice has come in! With a ship and a sea from over the tea," he sang in a sad voice.

This was news to make people wonder, you may be sure, and by the time the poor tailor had told them better he was ready to agree to anything the crier might say; and if he had but known it, the crier was as ready as he to own himself wrong.

With prickles in his toes, cramps in his knees, and an ache in his back, the crier sat cross-legged in the tailor's warm corner wishing with all his heart that he were out in the wind and weather with his bell. The needle that he sewed with was bent, his thread was knotted, his fingers were all thumbs, and which was the front and which was the back of the coat he was to make for the mayor that day, he could not tell.

He turned the pieces this way and that, but when, at last, he sewed them together, he was as uncertain as he had been in the beginning. He was about to put everything down and go to find the tailor, when he saw him staring in at the shop window and whining sadly: "A ship has come in with spices and tea."

"That is no way to tell news!" shouted the crier, shaking the shears at the tailor in his excitement. "Open your mouth like this and cry: '*A ship has come in! A ship has come in!*'"

The tailor opened his mouth so wide that the crier himself was surprised, but instead of the news of a ship he roared: "*The mayor's coat is spoiled! The armholes are sewed up! The pockets are upside down! The buttons are on the coat tails! The mayor's coat is spoiled!*"

All the while he was calling he rang the bell as if the town were on fire, and if the pastor had not passed just then, there is no telling what might have happened next.

"There is but one thing to do," said the pastor when he had heard all that there was to hear. "Each must take his old task again," and he would have said that there must be no more quarreling, but he had no time for this. No sooner had he spoken the words that set them free from their bargain than the tailor was inside his shop, and the crier was hurrying down the street making as much noise as if it were Christmas.

All over the town he could be heard ringing his bell and shouting joyfully: "Good news! Good news! A ship has come home! With spices and tea from over the sea, a ship has come home!"

There was no happier man anywhere than the town crier that day, unless it were the tailor as he sat in his cozy corner taking out every stitch that the crier had put in the mayor's coat.

This is an excellent story that can be used to teach a Bible lesson. It was found in the third-grade reader Worlds of Wonder from the A Beka Book Reading Program. Can you think of a scripture that could be used as the support for this story? (I Corinthians 12:4-11; Philippians 4:11; I Timothy 6:6 and I Corinthians 12:12-27)

2. QUESTIONS that make you THINK

- 1) Need to be specific.
- 2) Should bring the students to the place where they apply what the lesson means to their lives.
- 3) Seek for ways to involve the students.

Here are some examples of thought-provoking questions. Which one would actually get the students to DO something?

- How can we apply this to our lives?
- What is one thing you could do at your office, in your school, or at home with your family that would demonstrate a servant's heart?
- Who were some of the great people in the Bible who were servants?
- Who is the greatest example of a servant found in the Bible? This question could be used as the springboard for a lesson on Jesus' washing the disciples' feet (John 13:4-17).
- Would you like to be a servant?

3. LECTURES

- 1) Should be exciting and interesting.
- 2) Should always require the students to relate the lesson to their lives.
- 3) Should use the techniques Jesus did.

Mark 11:23-26 is a good biblical example of a lecture. Jesus knew how to use lectures to draw a proper response from His listeners. We should work hard and pray to be able to do the same.

4. MONOLOGUES

- 1) This method, probably more than any other, requires a vivid imagination.
- 2) Bible characters must become real.
- 3) The teacher should use vivid word pictures to make the characters come alive.

The story of Moses and the burning bush is a great story to use for a monologue. This passage is found in Exodus 3:1-22; 4:1-17.

- Moses is alone in the wilderness, taking care of sheep.
- He sees a bush burning, but it does not burn up.
- The bush talks to him!
- Moses talks back and several things happen:
 - His rod turns into a snake and then back into a rod.
 - His hand becomes leprous, but changes back to normal when he obeys the instructions of the voice coming from the bush.
 - Moses decides to leave his comfortable home in Midian and travel back to Egypt where he is a wanted man.
 - The bush stops burning and Moses goes home.

The speeches in this story lend themselves to pretending to be two different voices, but it only requires one person to make a great monologue.

- 1) The voice of God, coming from the bush, can be spoken as you hide behind something—a chair, a table, or even the pulpit.
- 2) You then move to a different location to speak for Moses.

This requires a bit more practice, but can be done effectively. The students will understand that you are portraying two different characters, and they will be able to tell which one is Moses because he will be afraid! While the teacher is active using this method, the students are listening and thinking. If the teacher is exciting enough, they will enjoy it and learn.