

KIDStory®

A PROGRAM OF KIDS AROUND THE WORLD

KIDSTORY WORKSHOP TRAUMA MANUAL

Do not be afraid. You meant to harm me but God used what happened for good - not just for me - but so that many other people could be saved. Genesis 50:20



Welcome to KIDStory

Generation after generation stands in awe of (God's) work; each one tells stories of Your mighty acts. Psalm 145:4 (MSG)

We are so glad you have decided to join us for a workshop. We believe it will revolutionize the way you teach from the Bible, and through His Word and Spirit, your life will be transformed as well. KIDStory is about reaching and discipling children in God's Word by creating a relational learning environment where children can become eye-witnesses and active participants in God's Story; rather than distant observers. KIDStory relies on Jesus' method of teaching: telling stories, interactive experiences and meaningful discussions.

These strategies are fun to learn, and they are easy to use and share with others. Leaders are taught to listen rather than lecture ... listen to the Holy Spirit and the responses of the children, then encourage the children to also listen and be obedient to God's voice. The questions and interactions posed by the leaders are not just to learn information, but to facilitate Holy Spirit transformation of the heart and mind. KIDStory is about God transforming a life, a family and ultimately a community through His Story and His Spirit.

There are some critical concepts that will be presented throughout this workshop. We mention them here and trust that when you share this training with others, you will know exactly where they need to be introduced and expanded upon.

CORE ESSENTIALS

There are certain things you will find in every aspect of KIDStory, whether you are training leaders or leading a group of children. We want to create environments where children learn: who God is, who they are (their purpose and value) and how to have a relationship with Jesus that is real and personal. We believe these things will happen when the following core essentials are practiced:



- **Bible Centered:** The core of every lesson, both in teaching children and training leaders, is the Bible Story. Everything continually keeps coming back to the story and discovering who God is and how to follow Him.



- **Fun:** We want these truths to stick and become a part of a child's everyday life. In order for this to happen and to engage a child, it needs to be fun. When there is fun and laughter, children will want to be involved, come back and bring their friends with them.



- **Reproducing:** KIDStory is simple and practical. Leaders can show others how to use this strategy and the kids can retell the Bible Stories to family and friends.



- **Relational:** Of all the things that draw children closest to Jesus, significant relationships is by far the most critical thing needed. It's not just about teaching a lesson, but it's getting to know the children and what is stirring in their hearts and souls.



- **Spirit-led:** Jesus promised that the Holy Spirit would be the One who would reveal all the things that Jesus taught. The Holy Spirit is the teacher and the One who transforms a life. We need to be listening and moving in the directions that the Holy Spirit leads us to.

DISCIPLESHIP

What Jesus said to his first followers outlines for us the discipleship journey:

Come follow me and I will make you fishers of men. Matthew 4:19 (NLT)

- **Come:** The discipleship journey begins with the Holy Spirit calling out to us in many ways, to come into a relationship with Jesus; to accept and believe that Jesus is the way, the truth and the life. Jesus is the way to the Father.
- **Follow me:** After choosing to accept Jesus for who He is, we learn to surrender and follow Him.
- **I will make you:** God, through the working of His Holy Spirit, continues to change us so we become more like Jesus.
- **Fishers of men:** God sends us out so we can tell others about Jesus so they too will come to understand what it means to have a relationship with Him.

Jesus did not give age limits to who should be discipled. KIDStory is one of the most effective strategies to disciple children anywhere at any time.

STORYCLUBS

Environments are created where children have an encounter with Jesus and they are welcomed, loved and blessed. Jesus modeled this for us as you will experience in the KIDStory workshop. Our prayer is that by the end of this workshop, you will leave not just telling others what a good workshop it was or remembering the details of what we teach, but what God wants you to do with what you have learned. What needs to be added or changed in the environment you are with children? This learning environment is what we call a StoryClub. You may call it whatever you want and meet wherever and whenever it is convenient for you. The important thing is you follow through on what God is calling you to through this KIDStory training.

So, Welcome!! We pray the Lord opens up how you can impact children with God's transforming hope through the telling of His Story and the working of His Spirit.

Why Trauma Training

Our Mission: Impacting children with God's transforming hope

We live in a dark world; one in which we will never understand why tragedies are happening, especially to children. Death, disease, abuse, child slavery, sexploitation – the list is endless. Jesus came to show us the Father's love and compassion, especially to the exploited. When adults spend time with children, we have an opportunity to BE Christ – to exhibit His love and care. We can direct a child toward Christ, to come alongside them in their healing journey.

If you are reading this, you have been chosen by Christ Himself:

You did not choose me; I chose you. And I gave you this work: to go and produce fruit, fruit that will last. Then the Father will give you anything you ask for in my name. John 15:16 NCV

Our goal is to be present with children who have been impacted by exploitation and trauma. Bible stories can comfort and give direction to people following disasters, such as accidents, disease, drought, earthquakes, famine, floods/tsunamis, poverty, storms, terrorist activities or war.

Undeniably, in difficult times, people need physical help to alleviate suffering and to provide needed resources. Along with physical help, they really need spiritual help and hope. Engaging adults and kids with Bible stories can facilitate understanding, healing and hope through God's Word.

When interacting and facilitating stories with kids, remember:

- Kids are NOT small adults. They may not be able to explain what happened or verbalize feelings or emotions with words.
- Relationship building with kids is simple yet critical for the healing process:
 - They need to know you are “there” for them
 - You are paying attention and listening to them
 - Listen for cues of when a child wants to share intimately
 - Remember and follow-up with what they have shared with you
 - Be age appropriate with language and activities
 - Don't push or force for involvement but be encouraging

- Kids are gifts from God. God uniquely creates each child and He knows each one. They must be respected and cared for by the chosen adults - this is where God can use us in this healing process.
- You may not be able to change their situation but you can create an environment that is trauma free.
- Be familiar with situations that should be reported to the proper authorities in your community, Follow your ministry's guidelines and procedures.

We also recognize that as adults, we have, and will continue to face, traumas in our personal lives. Going through this training, and the lessons that follow, may surface some things in your personal life that have been hidden away. You may have been involved in the same traumatic situation that you are now trying to minister to the children. Spend time with the Lord and with others in the Christian community to allow healing to happen in your own life. In this way, you can serve the children from a heart that has experienced healing rather than one that is confused, hurt and broken.

Praise be to the God and Father of our Lord Jesus Christ. God is the Father who is full of mercy and all comfort. He comforts us every time we have trouble, so when others have trouble, we can comfort them with the same comfort God gives us. We share in the many sufferings of Christ. In the same way, much comfort comes to us through Christ. II Corinthians 1:3-5

Let Christ bring healing and comfort to you so you in turn can do the same for the children God brings to you.

We want to give special thanks and credit to the following people and organizations who have assisted in the development of this material:

- 1for50: [From Brokenness to Wholeness](http://1for50.net)
1for50.net
- American Bible Society: [Healing Children's Wounds of Trauma](http://Traumahealinginstitute.org)
Traumahealinginstitute.org
- MultiplyingHope: Tricia Stringer
MultiplyingHope.org
- ReachGlobal: Crisis Response. Mark Lewis
go.efca.org
- Roshana Grile. Family Therapist
roshanagrile.com
- Trauma Free World
traumafreeworld.org

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SESSION: Welcome & Joseph Sold into Slavery

WELCOME: Every culture and setting is different as to what is appropriate at the beginning of a workshop. Sometimes it is appropriate to greet certain people of leadership and to give thanks to the hosts. In some cultures, it is important to give the reasons why your material is important before you have them do an experiential exercise, while in others it is more important to have them do something practical and then tell them why they did it. Know your audience and determine what is the best way to raise their curiosity and desire to know more. Cast a vision for how God can use the KIDStory strategy to transform lives by giving examples of how He has worked in your life and others through StoryClubs. Thank them for coming and acknowledge their desire to reach and disciple children for Christ.

BIBLE STORYING OF JOSEPH SOLD INTO SLAVERY Genesis 37:18-28)



Opening: Think back on a period of time that was difficult for you. Share about it with your partner(s).

Go through the **Participant Guidelines:**

- Use your imagination
- We are just going to talk about today's Bible Story
- Importance of sharing so we can learn from each person's perspective



Background: There is a man in the Bible named Jacob. Jacob had 12 sons and he particularly loved one of them. His name was Joseph. Jacob gave Joseph a special coat of many colors. Joseph's brothers did not like him. One day Jacob sends Joseph out to the fields to check on his brothers to make sure they are okay. (You can close your Bible and place it to the side while you tell the story.)



Tell the Story: Genesis 37:18-28

Joseph's brothers saw him coming from far away. Before he reached them, they made a plan to kill him. They said to each other, "Here comes that dreamer. Let's kill him and throw his body into one of the wells. We can tell our father that a wild animal killed him. Then we will see what will become of his dreams."

But Reuben heard their plan and saved Joseph, saying, "Let's not kill him. Don't spill any blood. Throw him into this well here in the desert, but don't hurt him!" Reuben planned to save Joseph later and send him back to his father. So, when Joseph came to his brothers, they pulled off his robe with many colors and threw him into the well. It was empty, and there was no water in it. While Joseph was in the well, the brothers sat down to eat. When they looked up, they saw a group of people traveling to Egypt.

Then Judah said to his brothers, “What will we gain if we kill our brother and hide his death? Let’s sell him to these people. Then we will not be guilty of killing our own brother. After all, he is our brother, our own flesh and blood.”

And the other brothers agreed. So, when the people came by, the brothers took Joseph out of the well and sold him to them. And they took him to Egypt.



Retell (s):

#1: **Objects:** Give each group 3 different objects. The group needs to use the different objects in the retelling of the story. They can add other objects but they must at least use the 3 objects given to them.

#2: **Rope Game:** Take a 5-yard piece of rope and tie it together to make a circle. Have the kids grab onto the rope. At your command, the kids move the rope clockwise and when you say, “Stop,” whoever has the knot has to answer a question you have about the Bible story or tell what happened next in the story.



Discover Questions:

- What did you notice as this story was being told? What feelings did it generate?
- What was hard for you to hear in our story today?
- If you were one of the brothers, what would you say and do? What if you were Joseph?
- I wonder what it was like for Joseph to be taken to a different country.
- What questions do you think Joseph had for God when all this was happening?
- Have you ever been bullied before or had someone pick on you? How did it make you feel? What did you do about it?
- What questions do you have for God?
- This story tells me that people are_____.
- This story tells me that God is_____.

Response Questions:

- From our story today, God wants me to_____.
- How can you be part of God’s story this week?

SESSION: Agent of Hope

“You did not choose me, but I chose you and appointed you to go and bear fruit-fruit that will last, so that the Father will give you whatever you ask for, using my name. This is my command: Love each other.” John 15:16-17

God has hand-picked you to be present with children and to impact their lives for good. What an incredible opportunity! While God ultimately brings healing to wounded children, it is our responsibility to appropriately apply our skills, knowledge and training as effective tools in the process of restoration. This handbook is designed to equip you with basic skills to facilitate a healing journey for the children with whom you come into contact.

Defining Trauma

- Have participants share what they believe trauma is, which may come in the form of giving examples of traumatic events they or others have experienced. For our time together, we are going to define trauma as:
 - **Trauma:** Something that happens to us which may hurt our body or our heart for a long time. It could be a one-time or ongoing event that involves intense fear and helplessness.

Trauma Recovery

With trauma comes wounds, sometimes physical, but most often with emotional hurts. Just like we take care of physical wounds, so we also need to take care of emotional wounds.

Wounds Exercise: (You will need a piece of cloth or towel to wrap around a person's arm). Have one of the participants volunteer to assist you. Describe how they were running, fell and scraped their knee. What is needed for healing to happen to that scrape? How long will it take to heal? How will it impact their future? Suppose the person is running and not just fell but got a big gash on their arm. What is the first thing you might think of doing? (Wrap the wound with the cloth). What is needed for healing to take place? How long might it take? What happens if it gets infected? How does this impact the healing process? How might it effect the future?



*The Lord is near to those who are discouraged; He saves those who have lost all hope.
Psalm 34:18*

Wounds Inflicted Upon Children in Their Community

Have the participants share some traumatic things they know are happening to children in their community. **Using the emotions page, have participants pair up and share what emotions the children may be experiencing.**



When Children are in a Crisis Mode

Each child is unique in how they respond to a traumatic or crisis event. Though there are some basic things they need when we find them in this state, most often it is different than what we might need if we were in the same situation. Respond to each child in the unique way God has created them, allowing them the different perspectives and emotions they are experiencing.

Tell the following story to illustrate this point.

The Story of the Monkey and the Fish

A typhoon had temporarily stranded a monkey on an island. In a secure, protected place on the shore, while waiting for the raging waters to recede, he spotted a fish swimming against the current. It seemed obvious to the monkey that the fish was struggling and in need of assistance. Being of kind heart, the monkey resolved to help the fish. A tree precariously dangled over the very spot where the fish seemed to be struggling. At considerable risk to himself, the monkey moved far out on a limb, reached down and snatched the fish from the threatening waters. Immediately scurrying back to the safety of his shelter, he carefully laid the fish on dry ground. For a few moments the fish showed excitement, but soon settled into a peaceful rest. Joy and satisfaction swelled inside the monkey. He had successfully helped another creature.

Discover Questions:

- What did you like about this story?
- What needs did the monkey and the fish have?
- What differences are there between the monkey and the fish that fostered the situation they are in?
- How have you reacted like the monkey before?
- In what ways does this story tell us about serving children who have experienced trauma?

He has sent me to comfort all who mourn, to give to those who mourn in Zion, joy and gladness instead of grief, a song of praise instead of sorrow.

Isaiah 61:2

Some basic needs of a child who has been hurt and / or experienced trauma:

1. **Felt safety** – not just a physically safe environment, but a place where they **feel** safe. This is critical and will be discussed in further detail in a separate session. But to start thinking about it ...
 - (small group) The group has 5 minutes to come up with 10 ways to help children feel safe. Have them give hand motions for 3 of them. Have each group share their responses with the hand signs.
 - Children need to know they can be safe with you and with one another. Especially in a group of their peers, children need to feel safe to share anything personal. As long as you are willing to consistently follow through, fill the blanks in the following statement for whatever situation you find yourself and the children in:
 - This is a safe place and I won't let anyone _____ you, so I can't let you _____ because this is a safe place.
2. **Connection with another person or people.** Before children will share, trust must be established through loving, compassionate, understanding connections.
 - (Large group). What are some ways to best connect with children? Some possibilities might be:
 - Remember their name
 - Listen and not be distracted by other things
 - Eye contact
 - Get down on their level
 - Appropriate touch
 - Follow up on things they have previously mentioned
 - Share a favorite treat
 - Write a note
 - Allow them to help set up or clean up or some other role in group
 - Positively comment on how they look or how they are working
 - Use the power of "yes"
 - Recognize the fear and trauma responses to things
3. A need to **feel in control** of themselves and their environment. Typical responses after a traumatic event are to:
 - Fight: children who are combative and argumentative
 - Flight: children who don't want to engage; sometimes passive/aggressive; they emotionally and / or physically leave the room
 - Freeze: children who are too quiet and unresponsive and won't engage

With a partner, discuss which method of control you tend to use and the benefits and downside of each.



4. Children need to understand what they are **feeling is normal** and very possibly is different than the emotions others have. They need to know they are not bad or weak or cursed. They will come to a place where they experience a new normal or have a new beginning.

Journey to a New Beginning

There is a journey that everyone, even a child, goes on to recover from a traumatic event. The time it takes to recover varies from one person to another. For some it might be days or months, for others it could be years. We want to give the assurance that there is a journey to travel on and not an instant fix.

The following exercise will give a practical and visual way to illustrate trauma recovery. It has its peaks and valleys, highs and lows, till a new destination, a new normal or beginning, is reached. It may not be the same as before, but there will be healing and a way of life where the trauma is not dramatically affecting them.

Journey to a New Beginning

You will actually be taking the group on a journey. Start at one part of the room or building. Everything seems to be going well here where you have friends and others you can play with. Then you experience some kind of hurt or trauma. You are about to go to a place called New Beginning. If you have access to, or can simply draw some road signs, you can use them as visual props.



Children Playing Sign: As you begin your journey, take a few steps and discuss things you enjoyed doing before the trauma event occurred. Then the hurt or trauma happened.

Road Closed Sign: Things are different now and you won't be able to go back to where you were. You need to start looking ahead to a new place. What feelings do you have because you can't go back? Many people experience **anger and denial**. People are mad because things are different. Some think that it doesn't bother them. What other feelings might you have? It's okay to have all kinds of different feelings.

Road Construction; Expect Delays Sign or Windy Road Ahead Sign: As you continue on the journey, there are different things that will happen that will cause you to have different emotions. You wonder if anything will ever be better again. You might feel alone, confused, even angry at times. But there is hope ...

Merge Sign: Different people come to help you. Who might some of them be? They will come in and out of our lives as we continue on this journey.

Children Playing Sign: You find yourself playing once again but in a different place, in a different way. It is the place of a New Beginning. It's not the same, but it is good.

SESSION: Peter Denies Jesus

BIBLE STORYING OF PETER DENYING JESUS Matthew 26:69-75



Opening: Share a time when you felt left out.



Background: Jesus has continued teaching people and telling them that he is the Messiah, the One God sent to save people. The religious leaders have Jesus arrested. The people are treating him very cruelly. Peter is one of Jesus' disciples, someone who had been following Jesus for 3 years. (You can close your Bible and place it to the side while you tell the story.)



Tell the Story: Matthew 26:69-75

At that time, as Peter was sitting in the courtyard, a servant girl came to him and said, "You also were with Jesus of Galilee."

But Peter said to all the people there that he was never with Jesus. He said, "I don't know what you are talking about."

When he left the courtyard and was at the gate, another girl saw him.

She said to the people there, "This man was with Jesus of Nazareth."

Again, Peter said he was never with him, saying, "I swear I don't know this man Jesus!"

A short time later, some people standing there went to Peter and said, "Surely you are one of those who followed Jesus. The way you talk shows it."

Then Peter began to place a curse on himself and swear, "I don't know the man." At once, a rooster crowed.

And Peter remembered what Jesus had told him: "Before the rooster crows, you will say three times that you don't know me." Then Peter went outside and cried painfully.



Retell (s):

#1 Tingo Tingo Tango: Have the children get into a circle. Have them pass around an object while you are saying: *Tingo Tingo*. When you say “tango,” whoever has the object has to say the next part of the story. Vary the amount of time between the words so the children do not know who will be next.

#2. Act it Out: Have the children take on different roles within the story and act out the different scenes. Maybe have one child telling the story while the others act it out.



Discover Questions:

- What were the top 7 events in the story?
- I wonder why Peter would say he did not know Jesus when he was such good friends with him.
- Have you ever been in a situation where you have said you did not know Jesus or you could have told someone about Jesus but you were afraid to?
- I wonder how Jesus felt when he knew that Peter was saying he did not know him.
- Have you ever felt alone or have your friends ignore you? How does it make you feel? It is no different for Jesus.
- Jesus has promised to be with us all the time. Do you feel that is true? How can you know that Jesus is near?
- If I could tell Jesus one thing, it would be: _____.
- This story tells me that Jesus is _____.

Response Questions:

- From our story today, God wants me to _____.
- How can you be part of God's story this week?

SESSION: Creating a Safe Environment

A critical need is to create a safe environment for a child to share their personal stories and needs. Tell or read the story of Jesus blessing the children (Mark 10). In what ways was Jesus an advocate for children? What kind of environment did Jesus create for the children? (welcomed, loved and blessed)

Balloon Activity

We all live with a certain amount of tension in our lives. Children who experience trauma will have an increased amount of tension that unless it finds some release will have some explosive results. It is like a balloon.

Start blowing up a balloon till it is almost ready to burst. If it keeps getting bigger, it will eventually burst unless some of the air is released. The thoughts and feelings a child has needs to come out in healthy ways before they burst causing harm to themselves and others.



What can we do to create this kind of environment for children?

- **Children feel welcomed.** How best can this be accomplished?
- **Safe place to talk and be heard.**
 - It is important to **not react** to a child's misbehavior. Oftentimes *behavior is the language for kids who have lost their words*. It is important to realize *there is a story behind the story*. Their misbehavior is a reflection of what is happening in a different environment. Reacting negatively will only cause more shame and blame. We need to *connect to correct*.
- **Predictable:** When children experience trauma, they want to control, or feel like they are in control, of their environment. They either fight, flight, or freeze. When children know what is coming, whether it be the schedule, what is going to be discussed or the activities for the day, there is a sense of control.
- **Sharing Times:** It is important to follow a child's pace in sharing their story. Some children may share a tiny bit and then need a long break before they are ready to share more. Other times, children want to share much more and get it all out. We as adults need to go at their pace and let them lead in the process. It's okay for the child to say STOP until another day.
- **Transition times are given** (In 5 minutes ...)
- **Physical needs are being met.** Every two hours:
 - Do some form of physical activity. It allows for fun and to alleviate some of the emotional stress from talking about their situation
 - Hydrate with water
 - Provide a nutritional snack

- **Spiritual needs:** It is critical that children know who God is and what He believes about us:
 - Romans 5:8, 1 John 4:9 - God loves us so much he sent Jesus to die for us
 - Jeremiah 31:3 – God’s love for us is everlasting. He has always loved us and always will
 - Psalm 13:5; 33: 22 – God’s love for us is unfailing
 - 1 John 3:1, John 1:12 – We are God’s children. He lavishes his love on us
 - Romans 8:38-39 - Nothing can separate us from God’s love
 - Psalm 139:14-18 - We are fearfully and wonderfully made
 - Isaiah 43:4 – We are precious to God and honored in his sight.
 - Luke 12:6-7 – God knows how many hairs we have, we are worth more than many sparrows
 - Ephesians 2:10 – We can serve God because he created us to do good things
 - Psalm 9:10 - The Lord does not forsake those who seek Him
 - Lamentations 3:22-23 - God is faithful
 - Psalm 46:1 - God is an ever-present help in trouble

- **Acquire listening skills:** Listening and responding to a child’s story is extremely important. It lets them know that you value them and believe in what they are saying. It can either open them up or shut them down. (You want to make sure that most of the session is focused on these points and activities.). Depending on your time, do one or both of the following activities.
 - **Listening:** Some poor ways people listen and are disengaged can be found in the [Listening Skit on page 18](#))
 - **Responding:** Develop proper ways to respond when a child is telling you of a situation that has been particularly hurtful to them ([See Response Activity on pg 20](#)). It is important not to give false hope or to lie to a child to make them feel better. For more practical help and advice, see *Principles to Understanding a Child’s Story* in the Appendix.

Do not be afraid. You meant to harm me, but God used what has happened for good – not just for me – but so that many other people could be saved. _ Genesis 50:20

Listening Skit

Listening Skit. (Used with permission from MultiplyingHope Ministry) This skit doesn't have to be scripted, because we've all seen these kinds of "listeners" before and have probably been like this ourselves at times. You can ask for volunteers and practice this skit before the session. It may be difficult to find enough people to act each of these parts, so if you can't, just use two people; one to be the person going through a difficult time, and the second to be the listener. Some of the different kinds of listeners can also be combined into one; however, make sure that the good listener is distinct from the others and clearly recognizable. The good listener should be the last listener in the skit.

Introduction: Listening is a skill and like other skills, it is something that we need to practice in order to do it well. Most people think they are good listeners but we all have bad habits that interfere with our listening, and many times we don't even realize that we are doing it! Think of conversations as being either "me," "we," or "you" focused. "We" focused conversations are the most common; they are a balance between the two people and most people are good at this type of conversation. "Me" and "You" focused conversations tilt towards only one person; having a "You" focused conversation is the skill that we are going to learn about and practice because it is the most difficult.

Actors

One person is going through a difficult time. (Could be there was a fire in their home yesterday or they lost something very important to them.) This person should sit in a chair with an empty chair beside them. Each listener should come and sit and begin a conversation. The person should tell a short story of their difficulty or tragedy.

As each listener comes in, they should ask "What is wrong?" and then proceed to act according to their character described below.

- **The busy one**—taking other phone calls, not listening, always distracted by what the other is wearing or by something in the environment.
- **The advice giver** - says things like "You should do this..." "If you just do this... everything will be fine."
- **"My problems are bigger than your problems."** "If you think you have a big problem, then listen to this....!"— listener should go into how horrible her own life is in comparison to the other's.

- **The overly spiritual one**—This listener should talk about always being thankful and praising God! “Just pray to God and everything will be ok.” “If you just rejoice always, everything will be ok.” “Always be thankful for everything!”
- **The nosy one** - This listener wants all the information, and then calls other friends to tell them about the problem (in front of the person!).
- **The judgmental one** —This listener tells them to ask forgiveness, get the sin out of their life, turn back to God.
- **The wooden one**—This listener sits and stares at the person, not moving, not talking, and not showing any reaction at all to the story they are telling.
- **The good listener** — looks at the person, nods her head without talking back, asks only three questions (written below), and at the end offers to come back and talk more, or maybe even pray with the person if appropriate.
 - What happened?
 - How did you feel?
 - What was the most difficult part for you?

Debrief: Ask the person who was having the problem how he felt with each type of ‘listener.’ Talk about the different kinds of listeners that the group saw. Ask for examples of why group members have difficulty being a good listener (that is having a “You” focused conversation with someone). Examples:

- Afraid I won’t know what to say
- No time to listen
- I am not in the mood to listen
- Afraid that I can’t fix the problem
- Afraid that I will make the person more upset
- The conversation will take too long
- Listening might make me feel bad
- The person should really talk to a professional of some kind rather than me.

God is our shelter and strength, always ready to help in times of trouble.

Psalm 46:1

Improper Response Activity (Used by permission from 1for50)

Now we're going to practice identifying the wrong things an adult might say or do when a child comes to them. Then I want you to suggest an alternative response that would demonstrate active listening, just reflecting facts and their feelings.

Imagine that Michelle/Michael is a 10 year-old child in your ministry who has been wanting to talk with someone about a trauma she/he is dealing with. Finally, she/he comes to a children's worker. After greeting, she/he starts to talk.

(Have a volunteer or training partner read this) "The children in my class at school have been very mean to me. They call me names, tell me I am stupid and ugly and they criticize me all the time. Even though the teacher knows about their bullying, the kids don't stop. I don't want to go to school."

Now listen to these responses and tell me what the adult is doing wrong. (Read, with emotion, each statement and then pause to discuss why it is a wrong approach or problem.)

1. "You are much too sensitive about their words. You should not let their words hurt you."

Problem: Judging - The adult decides what is right or wrong and tells the child how they should think or behave. It does not communicate acceptance.

2. "I think the reason they are bullying you is because of their own insecurities. It makes them feel better when they criticize someone else."

Problem: Interpreting - The adult tries to give an explanation of why people acted as they did, as if they know more about the situation than the child does.

3. "Oh, don't worry about it. I'm sure that it will get better soon. These things usually work out all right."

Problem: False Optimism - Being positive and simply saying that everything will work out may negate the child's feelings.

4. "What kinds of names are they calling you? How do they criticize you?"

Problem: Questioning - The child might feel interrogated or the conversation moves in the direction of the person asking the questions.

5. "Well, my advice to you is to go straight to the headmaster/principal of the school and let him know what is happening."

Problem: Advice-Giving - This will shut down communication because a child most likely will not challenge the advice an adult gives.

6. “You know what the Bible says about those who criticize others. In Ephesians 4:29 it says, “Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.”

Problem: Preaching - Children are not looking for a sermon when they talk about a problem.

You have identified several bad listening responses: judging, interpreting the situation, false optimism, questioning, giving advice, and preaching. **How might we respond to this child in an understanding way as active listeners, just reflecting his/her facts and feelings?**

(Have participants work in groups of three. Give one minute to create a response. As groups share answers, note where they are actively listening, and correcting what might not be active listening according to the six problems above.)

Now you will have an opportunity to practice active listening to one another as you share parts of your own stories.

Listening and Responding Exercise: In the groups of three, have each person share a personal experience (which does not have to be too traumatic). Use two improper responses and then a good listening response by asking the three listening questions:



- What happened?
- What emotions did you have?
- What was the hardest part for you?

We cared so much for you that we were pleased to share with you not only the gospel of God, but also our own lives, because you had become so dear to us.

I Thessalonians 2:8

SESSION: Overcoming a Traumatic Situation

Activity: *Been There ... Done That*

Very often we believe we are the only ones who have experienced a certain trauma or feel the way we do. There is comfort in knowing that others have experienced the same thing; we are not alone.



Using a rope or imaginary line, have everyone stand on one side of the line. When you call out something, everyone who can agree to the statement, crosses over to the other side of the line. Call out something else and whoever can agree to that statement, then stands on the other side. (There will be mixing back and forth as children move to be on the appropriate side. Vary the situations between something common and other things that can be traumatic.)

Here is a list of possible events / statements the children can agree or disagree to. Use whatever ones might be appropriate or create ones that are culturally relevant to the children you serve.

- You are wearing something blue
- You are the oldest in your family
- You like playing soccer
- You live with only one parent
- I get yelled at a lot
- You like eating _____. (Something well liked in your culture)
- You have been bullied in school.
- You feel lonely a lot
- Yellow is one of your favorite colors
- There is someone in my family that really loves me
- I feel “stuck” sometimes and wish someone would help me
- You made the decision to follow Jesus before you were 14 years old (adults)
OR I am a follower of Jesus
- One of my favorite Bible stories is _____ (David and Goliath, Noah and the ark, Jesus being born, etc)
- I am told a lot that I can do better if I tried harder
- I like going to school

Quick Debrief:

- What did you like about this activity?
- Were there things that made it especially difficult?
- What did you learn about yourself? What did you learn about others?
- How does it change your thoughts and feelings about things that have happened to you?

Do a review of the following:

- ***What is trauma***
- ***What are the 3 Basic Listening / Response Questions***
- ***Journey to a New Beginning / Normal***

Overcoming Trauma:

For children to overcome trauma, it is important for them to:

- **Talk** through their experience. This helps the brain process what has happened.
- **Return** to normal daily activities, school, work, dinner-time
- **Have fun** with games, hobbies, laughter (note: People often feel guilty going back to routine things or having fun when others have died or have been seriously injured.)

Managing Emotions

Before you purposefully start talking with children about their trauma, it is important to spend some time helping them manage or regulate their emotions should they get triggered. Help them learn some skills to regain their calm. It doesn't have to be complex, try simple things using the senses like: name 5 things they can see in the room, 4 things they can hear or 3 things they can touch. Taking deep breaths is commonly used and games can be played to help with this. They can lay down with a something light weight on their chest and as they are taking the deep breaths, they can see the object going up and down. Acquiring this simple skill will help calm their emotions and reactions. Sometimes, you might be just discussing a Bible story and a memory is triggered which you weren't prepared for. Helping the child have some tools to manage their emotions will prove to be very beneficial.

Talking with a Child About a Traumatic Event

When a sudden traumatic event happens in a community, talking about it can happen with individuals or a small group. We are going to look at basic steps that are safe for someone to take to help others process their experience.

The KIDStory strategy encompasses some strategic questions to assist the children in sharing their responses. The types of questions, asked in a typical KIDStory lesson, can also be used when debriefing a traumatic event with a child.

FACTS (Head Questions):

Initially, you want to ask about the facts of the situation. If you are doing a KIDStory lesson, this can happen through the opening questions and activities that relate to the Bible Story you are going to tell.

What Happened? Some factual questions you can ask are:

- Where were you?
- What did you see?
- What did you hear?
- Who were you with?
- What were you doing?

Have each person think of a traumatic event they have experienced. Each participant finds a partner and begins a dialog using some of these Head Questions. (When ministering with young children it might be good to have them draw their traumatic experience rather than just talking about it. Then you can ask them what they are drawing.)



THOUGHTS (Head & Heart Questions):

Start now to connect with the cognitive thought process. If a person is emotionally upset, this helps to get them grounded in what happened and reduces the emotions while they are processing information. Some questions during this time might be:

- What are your thoughts when you think of this event?
- What was your most significant thought about the event?
- What was going through your head? Do you remember what you were saying in your head?
- Who were you thinking about?

You might simply ask these four questions:

- What happened?
- What were you thinking?
- What were you feeling?
- What was the hardest part?

Have participants get back with their partners and ask these questions in relation to the traumatic experience they shared.



*The Lord answers, ... Even if a mother should forget her child, I will never forget you.
Isaiah 49:15*

FEELINGS (Heart Questions):

The next step is to move a person into the affective part of processing. Now it is time to discuss how they have been impacted. This should give an idea of how stable they are emotionally and give an opportunity to vent with their emotions.

Use the emotion sheet (on the next page) and have the child share what emotions they are having. You can continue the conversation with one or more of the following questions:

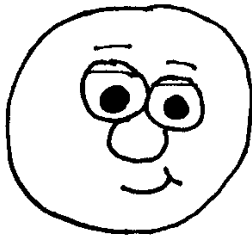
- What's it been like dealing with this?
- How have you been affected by what's happened? What things, good and bad have happened because of this event?
- Have you noticed any physical pain since the event?
- How has this impacted (made a difference in) your daily living?
- What do you think about when you are lying in bed at night?

This may help you know if they need help beyond what you are capable of giving. Make sure to normalize and encourage them to get back to things that are a normal part of life. Let them know that what they are feeling or thinking is normal; it is ok to share these thoughts and feelings.

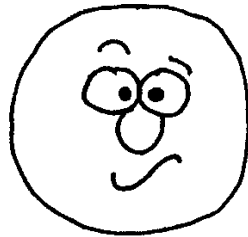
Have participants get back with their partners and ask these questions in relation to the traumatic experience they shared.



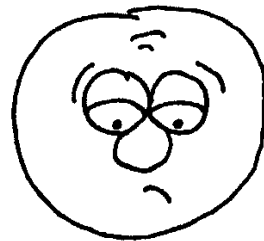
*Trust in God at all times, my people. Tell Him all your troubles, for He is our refuge.
Psalm 62:8*



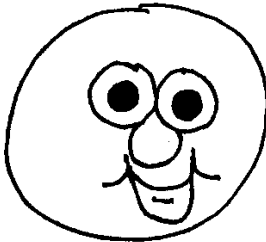
Confident



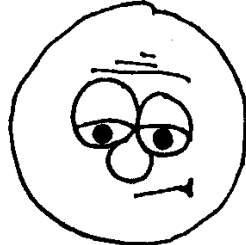
Confused



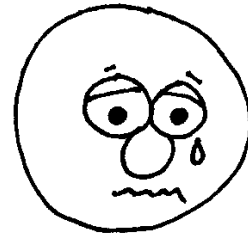
Guilty



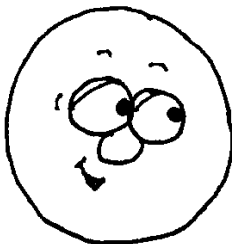
Happy



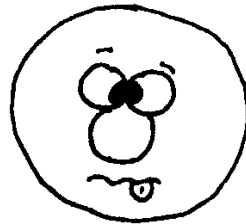
Frustrated



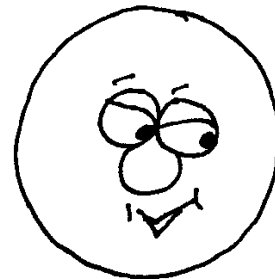
Sad



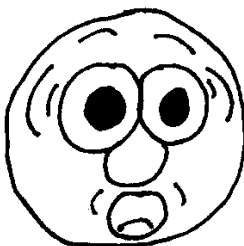
Hopeful



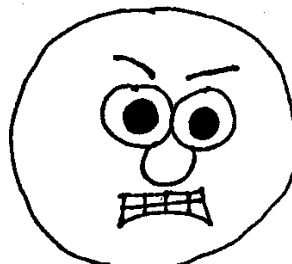
Exhausted



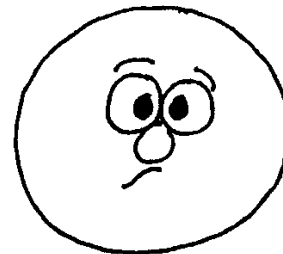
Mischievous



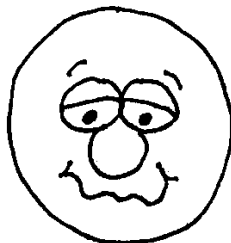
Frightened



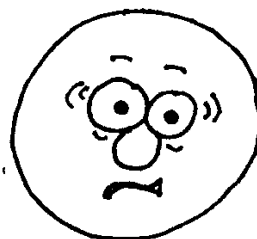
Angry



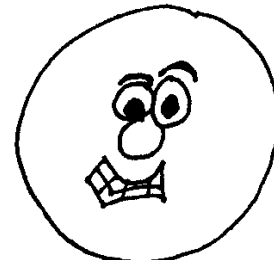
Lonely



In Love



Anxious



Jealous

APPENDIX:

Principles to Understanding a Child's Story

When we are engaged with children and they are telling their story about a traumatic or particular hurtful situation:

- It is okay to initiate conversation about the child's life story by asking the 3 basic questions for quality listening:
 - What happened?
 - How did you feel?
 - What was the best or worst part?
- Do not lie - under no circumstances should a caregiver lie to a child.
- Share information in a developmentally appropriate way.
- Allow a child to express anger about the past or about their family without joining in, but remain listening to their story.
- Consider asking questions instead of sharing your thoughts and story.
- Don't try to fix the pain or loss.
- Remember, the child knows more than you think.
- Don't impose value judgments.
- The child should be in control of his story. It is the child's story to tell.

APPENDIX

Do's & Don'ts of Crisis Debriefing

Do's

- Let the person know that however they are feeling in the moment that it is ok. There is no wrong way to feel. Everyone responds differently. Ensure that the person feels safe in sharing.
- Do listen! God gave you two ears and one mouth for a reason. LISTEN.
- Ask minimal questions, and when you do, ask open ended questions (not "yes" or "no" questions). For example: What was your experience during the earthquake?
- Do encourage everyone in the group to talk if there is more than one child.
- Do use the word "survivor" rather than "victim."
- Do be comfortable with silence.
- Do take care of yourself. Compassion fatigue is real. Caring for others is difficult and can cause you to forget about taking care of yourself. Rest! Debrief your own experience! Exercise! Eat! Family time!

Don'ts

- Do not make assumptions about what survivors are experiencing or what they have been through.
- Do not assume that everyone exposed to a disaster will be traumatized.
- Do not talk down to or patronize the survivor, or focus on his/her helplessness, weaknesses, mistakes, or disability.
- Do not assume that all survivors want to talk or need to talk to you. Often, being physically present in a supportive and calm way helps affected people feel safer and more able to cope.
- Do not speculate or offer possibly inaccurate information. If you cannot answer a survivor's question, do your best to learn the facts.
- Do not try to fill the silence with questions or your own stories. It is not the time for you to talk about your own story, however, you need to let them know you understand.

APPENDIX

Things to Be Aware of Children in Crisis

Behavioral Changes:

- Fear of being separated from parent
- More clinging and dependent behaviors
- More aggressive behaviors
- More withdrawn behaviors showing little emotion; dazed expressions
- More crying, whimpering, screaming, tantrums
- Aimless motion, disorganized behaviors, and or/freezing
- Unable to comfort self
- Difficulty falling asleep, night waking
- Less ability to tolerate frustration
- May reenact scene in play
- Returning to behaviors shown at earlier ages
- Problems with toileting (bedwetting, soiling)
- Thumb sucking
- Fear of the dark
- Loss of language skills and acquired language.
- Memory problems
- Re-experiencing and acting out the traumatic event
- Avoidance (avoiding situations or reminders of the event)

Re-establishing security and stability:

- Answering children's questions in language they can understand so that they can develop an understanding of the events and changes in their life
- Developing family safety plans
- Engaging in age-appropriate activities that stimulate the mind and body
- Finding ways to have fun and relax together
- Helping children expand their "feelings" vocabulary
- Honoring family traditions that bring them close to the people they love, e.g., storytelling, holiday celebrations, reunions, trips
- Looking for changes in behaviors
- Helping children to get back on track
- Setting and adhering to routines and schedules
- Setting boundaries and limits with consistency and patience
- Showing love and affection

How to Help Traumatized Children

- Indicate you are available to listen to the child
- Use a calm tone of voice
- Get on the child's level – stoop or sit on the floor
- Reassure children that they will be safe
- Don't minimize the child's feelings, as in "Stop being a baby." "Don't cry."
- Follow the child's lead:
 - If the child wants to talk, listen
 - If the child wants to be held or picked up, do so. If the child is clingy, be patient
 - Allow children to show their fears; give support
 - Help children identify their feelings

APPENDIX

Taking Care of Yourself

As someone who is caring for the life and welfare of a child or a group of children who have been through a traumatic incident, it is important that you as the caregiver care for yourself. This is not being selfish; it is recognizing that if you become too exhausted: physically, emotionally and spiritually, there may be no one left to care for the children God has entrusted to your care. Jesus was always ministering to the people around him, yet he still found time to be alone with the Father and with his disciples. If we are to follow Jesus, we also need to practice the same self-care principles that he did to keep going about the Father's work.

Here are some basic things to follow:

- Remember: God has chosen you as an ambassador of His love and compassion. He is the healer and not you – you just have the amazing opportunity to be His representative.
- Reflect: Look back at all the ways God has led and worked in your midst. This will build your faith to keep moving forward.
- Worship: David and Paul are two great Biblical examples of people who in their darkest hours still sang songs of praise and worship to God. They gave thanks in the midst of their circumstances.
- Empathize: Listen to the child's emotions and stories but don't take them on as your own.
- Take Breaks: Be realistic about the amount of time you spend hearing and helping the children work through their stories. Go for a walk, listen to music that relaxes you, take a nap.
- Stay connected: Have regular meals with your family and schedule time with those you love and who will care for you.
- Prayer: Stay in contact with your Heavenly Father. Be listening to the Holy Spirit as He brings the comfort and strength God has promised. If possible, journal your thoughts and feelings.
- Laugh: Laughter is good medicine. Find ways to laugh each day. Maybe you have a favorite comic strip or can connect with someone away from the trauma site who can give fresh perspective of life and bring some laughter into your life.
- Perspective: Just like a physical hurt takes time to heal, so does healing from a crisis. Healing is a process – it will not happen overnight. Keep being joyful – this does not mean just being happy. Joy is the emotion of hope; it is seeing the possibility of obtaining what you desire. Jesus was a man of joy – keep His perspective.

APPENDIX

Trauma Story Sets

Much of the Bible tells us of people who have lived lives with a tremendous amount of stress and trauma. How did they deal with it? How did they depend on God? What did the story tell us of God's character? Listed below are just some of the many Bible stories where people had to deal with traumatic events in their lives.

Refugee Stories

STORY	VERSE
Adam and Eve Sent Out from Garden	Genesis 3:22-24
Cain	Genesis 4:10-16
Noah	Genesis 7:1-10
Tower of Babel	Genesis 11:1-9
Abraham	Genesis 12:1-9
Ishmael and Hagar Leave	Genesis 21:8-21
Moses	Exodus 2:11-22
Walking in the Wilderness	Numbers 13-14
David	I Samuel 19
Elijah Flees for His Life	I Kings 19:1-8
Daniel	Daniel 1
Mary/Joseph/Baby Jesus	Matthew 2:7-15
Paul	Acts 23:12-35

Trauma Stories

STORY	VERSE
Fall: Adam and Eve Sent Out from Garden	Genesis 3:22-24
Flood	Genesis 7:6 – 8:12
Joseph is Sold Into Slavery	Genesis 37:12-35
Elisha and the Widow	2 Kings 4:1-6
Elisha Raises the Widow's Son	2 Kings 4:18-37
Fiery Furnace	Daniel 3:8-30
Daniel in the Lion's Den	Daniel 6:14-24
Job in Mourning	Job 1:13-22
Storm Stilled	Matthew 8:23-27; Mark 4:35-41; Luke 8:22-25
Good Samaritan	Luke 10:25-37
Walking on Water	Matthew 14:22-33; Mark 6:45-52
Prodigal Son	Luke 15:11-32

Disaster Stories

STORY	VERSE
Joseph: God Tells of Coming Famine	Genesis 41:15-32
Joseph: Providing Food in Famine	Genesis 41:33-36, 46-49, 53-57
God Provides Water for Thirsty People	Exodus 15:22-27; 17:1-6
God Provides Food for Hungry People	Exodus 16:2-3, 9-15 9-15
Elijah Saves a Widow From a Famine	1 Kings 17:1, 8-16
God Sends Rain to End the Drought	1 Kings 17:1, 18:41-45
A Prophet Fed by Birds and Angels	1 Kings 16:30-31, 33; 17:1-6; 19:1-1
Ten Lepers Shared their Food	2 Kings 6:24-7:20
The Disciples Send Aid for Famine	Acts 11:27-30

Hope Stories

STORY	VERSE
A Man God Blessed	Genesis 11:27-12:8; 15:1-6; 18:1-14; 21:1-5; 22:1-18
God Comforted a Lonely Man	Genesis 25: 21-34; 27:1-47; 28:10-22
Blessed by God While In Prison	Genesis 37:1-36; 39:1-41:44; 45:5; 50:20
I Have Seen the Suffering of My People	Exodus 1-4; 9:13-14; 14:21-22
Delivered from a Hopeless Situation	Genesis 13:17-14:31
Healing From Poisonous Snakes	Numbers 21:4-9
Hope For a Woman and Her Family	Joshua 2:1-21; 6:22-25
The End of Famine for a Widow	1 Kings 17:1-16
God Sent Rain to end the Drought	1 Kings 17:1; 18:1-45
Hope for a Proud Leper	2 Kings 5:1-19
Saved in a Storm	Mark 4:35-41
Hope for a Paralyzed Man	John 5:1-15
Hope and Forgiveness for a Sinner	Luke 7:36-50
Hope for an Unclean Woman	Mark 5:21-34
Compassion for the Hungry	Mark 6:30-44
Words of Comfort and Hope	Mark 10:33-34; Luke 22:15-20; John 13:33-14:21
Life for the Dead	John 11:1-45
Asking for God's Help	Mark 1:40-45; Luke 7:1-10; Luke 18:35-43
Thanking God for His Help	Luke 17:11-19; John 12:1-8
No More Suffering and Sorrow	Revelation 7:9-17; 20:15; 21:3-4, 27; 22:1-5, 8, 14

Helping Those in Need Stories

STORY	VERSE
Pharaoh's Daughter	Exodus 2:1-10
Rahab	Joshua 2:1-7
Elisha and the Upper Room	2 Kings 4:8-10
Loaves and Fishes	John 6:1-13
Churches to Paul	2 Corinthians 8:1-7



TRAUMA SERIES:

Something that happens to us which may hurt our body or our heart for a long time.

JOSEPH SENT TO PRISON

Genesis 39:11-21

1. OPENING: Who is someone you trust in the situation you are in right now? Why do you trust them?

2. BACKGROUND: *a brief explanation of what led up to today's story*

After Joseph arrived in Egypt, he was bought by an important officer named Potiphar. The Bible says that God was with Joseph and he would prosper no matter where he was. Eventually, Potiphar trusted Joseph with everything he owned. Joseph was very handsome and Potiphar's wife wanted to be with him but Joseph wanted to honor the Lord and his master so kept saying "No!" but she would not give up.

3. TELL: *use added expression, vocal fluctuation or body language to help tell today's story*

One day Joseph went into the house to do his work as usual and was the only man in the house at that time. His master's wife grabbed his coat and said to him, "Come and be with me." But Joseph left his coat in her hand and ran out of the house. When she saw that Joseph had left his coat in her hands and had run outside, she called to the servants in her house and said, "Look! This Hebrew slave was brought here to shame us. He came in and tried to have his way with me, but I screamed. My scream scared him and he ran away, but he left his coat with me." She kept his coat until her husband came home, and she told him the same story. She said, "This Hebrew slave you brought here came in to shame me! When he came near me, I screamed. He ran away, but he left his coat."

When Joseph's master heard what his wife said Joseph had done, he became very angry. So Potiphar arrested Joseph and put him into the prison where the king's prisoners were put. And Joseph stayed there in prison.

But the Lord was with Joseph and showed him kindness and caused the prison warden to like Joseph.

4. RETELL: *use one or both of the activities below to help everyone retain today's story*

#1: Story Review: Go back through the Story by using questions, fill-ins and correcting wrong statements.

#2: Act it Out: Assign different characters of the story to each of the children. Let them practice before actually acting out the story. See if there are one or two children who want to be the person telling the story while the other children act it out.

5. DISCOVERY QUESTIONS: *in small groups, allow conversation and exploration to take shape*

- What did you imagine as the story was being told today?
- What choices did the people in the Bible Story make? Potiphar's wife? Potiphar? Joseph? What other choices could they have made? What were the consequences because of these choices? Could they have made other choices?
- What choices did others make that put you in the situation you are currently in? What are the consequences of those choices? What choices can you make in the situation you are currently in? What happens because of these choices?
- What can I trust about God in the midst of what we are going through?
- In what ways can I respond when others treat me badly? How might this make me feel?
- What does this story tell us about people? What does it tell us about God?

6. PERSONAL RESPONSE QUESTIONS: *shift the discussion to a more individual focus*

- What is God saying and asking of me because of what I learned in today's story?
- Is there someone I need to tell this Bible story to this week?

7. CLOSING BLESSING: *lead the kids in prayer or allow one of them to take the lead*

Lord, like Joseph, bless each child with your kindness. Continue to strengthen their heart and give them hope.

TRAUMA SERIES VERSE: Genesis 50:20

Do not be afraid. You meant to harm me, but God used what has happened for good – not just for me – but so that many other people could be saved.



TRAUMA SERIES:

Something that happens to us which may hurt our body or our heart for a long time.

I FEEL ALL ALONE

*Genesis 40:7-9;
12-15; 21; 23*

1. OPENING: Use the feelings chart on the following page. Have each child make an expression and see if the others can guess what it is. Which feelings did they have when they went through their traumatic event? Which one do they mostly have now?

2. BACKGROUND: *a brief explanation of what led up to today's story*

Joseph has been left in prison for quite some time. While there, he becomes friends with the other prisoners, two of them had worked in the Pharaoh's palace. (The Pharaoh was the ruler of the land.) One morning when Joseph saw them, they were very sad. When Joseph asked them what was wrong, they both said they had dreams the night before which caused them to be afraid. Remember how Joseph had dreams when he was in his father's house? Let's see what Joseph does with these dreams.

3. TELL: *use added expression, vocal fluctuation or body language to help tell today's story*

Joseph asked the king's officers who were with him in prison, "Why do you look so unhappy today?" The two men answered, "We both had dreams last night, but no one can explain their meaning to us." Joseph said to them, "God is the only One who can explain the meaning of dreams. Tell me your dreams."

(After telling their dreams to him) Joseph said, "I will explain the dream to you. The three branches stand for three days. Before the end of three days the king will free you, and he will allow you to return to your work. You will serve the king his wine just as you did before. But when you are free, remember me. Be kind to me, and tell the king about me so I can get out of this prison. I was taken by force from the land of the Hebrews, and I have done nothing here to deserve being put in prison."

(Just as Joseph had interpreted the dream,) the king gave his chief officer who served wine his old position, and once again he put the king's cup of wine into the king's hand.

But the officer who served wine did not remember Joseph. He forgot all about him.

4. RETELL: *use one or both of the activities below to help everyone retain today's story*

#1: Top Ten: Have the kids, either as a group or individually, write out the top ten events of the story.

#2: Musical Chairs: Put enough chairs in a circle for each person in your group except one. The chairs should be facing out. Everyone gets to sit in the chair except the one person remaining. When the music starts, the children start walking in a clockwise direction around the chairs. When you stop the music, everyone needs to find a chair. The person remaining has to say the next part of the story. Continue doing this until the story is retold.

5. DISCOVERY QUESTIONS: *in small groups, allow conversation and exploration to take shape*

- What did you like about today's story?
- I wonder why God gives us the ability to dream. Is there a dream that you keep having while you are asleep?
- In what ways is your life like Joseph's where one bad thing seems to happen after another?
- How do you think Joseph was feeling at the end of our Bible story?
- In what ways are you feeling like this?

6. PERSONAL RESPONSE QUESTIONS: *shift the discussion to a more individual focus*

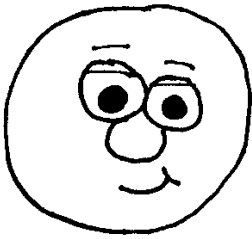
- What is a dream you have right now that you hope will come true some day?
- What does this story tell us about God?
- How does God want you to respond?

7. CLOSING BLESSING: *lead the kids in prayer or allow one of them to take the lead*

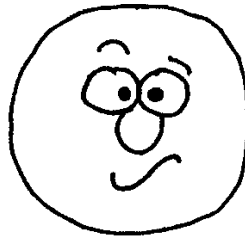
Lord, bless these children with Your hope, Your joy, Your love. May Your joy be their strength today and in the days to come

TRAUMA SERIES VERSE: Genesis 50:20

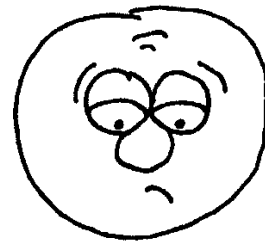
Do not be afraid. You meant to harm me, but God used what has happened for good – not just for me – but so that many other people could be saved.



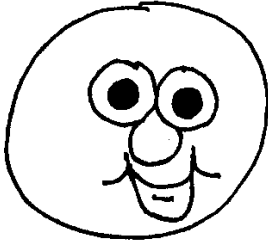
Confident



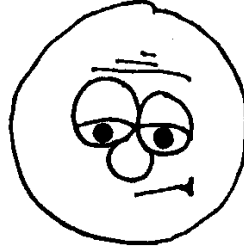
Confused



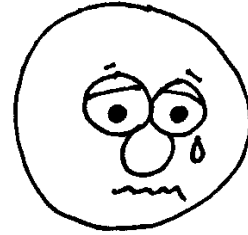
Guilty



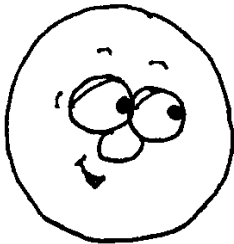
Happy



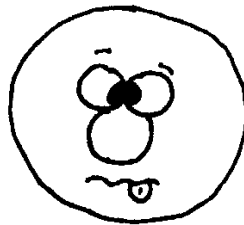
Frustrated



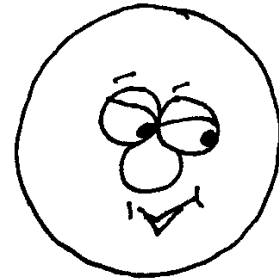
Sad



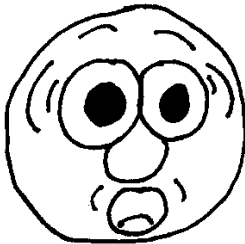
Hopeful



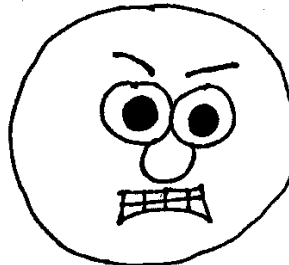
Exhausted



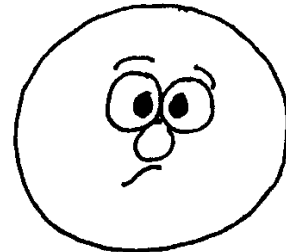
Mischievous



Frightened



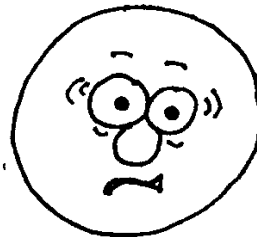
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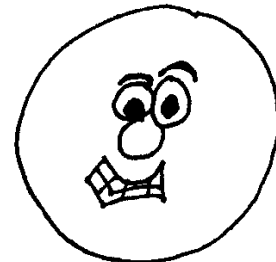
Lonely



In Love



Anxious



Jealous



TRAUMA SERIES:

Something that happens to us which may hurt our body or our heart for a long time.

JOSEPH RELEASED FROM PRISON

Genesis 41:37-43

1. OPENING: What are things you have lost because of what you have gone through? Anything gained?

2. BACKGROUND: *a brief explanation of what led up to today's story*

There is a general process or continuum (pg 13 of this manual) that people go through when they have experienced a traumatic event. Go through the grieving and trauma process with the children. See if they can begin to identify where they are in the process.

Joseph has experienced many of these things in his life. Joseph is still in prison. Now the Pharaoh has a dream and no one can interpret it. The cup bearer finally remembers that Joseph can interpret dreams and tells the Pharaoh. Joseph is brought to the Pharaoh and gives an accurate interpretation of the dream and how the country can still survive some hard things that are about to happen.

3. TELL: *use added expression, vocal fluctuation or body language to help tell today's story.*

This seemed like a very good idea to the king, and all his officers agreed. And the king asked them, "Can we find a better man than Joseph to take this job? God's spirit is truly in him!"

So the king said to Joseph, "God has shown you all this. There is no one as wise and understanding as you are, so I will put you in charge of my palace. All the people will obey your orders, and only I will be greater than you."

Then the king said to Joseph, "Look! I have put you in charge of all the land of Egypt." Then the king took off from his own finger his ring with the royal seal on it, and he put it on Joseph's finger. He gave Joseph fine linen clothes to wear, and he put a gold chain around Joseph's neck. The king had Joseph ride in the second royal chariot, and people walked ahead of his chariot calling, "Bow down!" By doing these things, the king put Joseph in charge of all of Egypt.

4. RETELL: *use one or both of the activities below to help everyone retain today's story*

#1: Story Parts: Give each child a certain scene of the story for them to draw. Have the children put the story in order by the drawings that have been made. The children can then retell the story by using the pictures they have drawn.

#2: Tingo Tingo Tango: Have the children get into a circle. Pass an object around as you are saying "Tingo, Tingo, Tango." When you get to "Tango," whoever has the ball has to say the next part of the story. Vary the amount of time between the words so the children do not know who will be next.

5. DISCOVERY QUESTIONS: *in small groups, allow conversation and exploration to take shape*

- What was your favorite part of today's Bible Story?
- How are things different now than when we first started telling the story about Joseph? How are things the same? In what ways did things turn out well for Joseph? Are there things that are still not so good?
- How do you see God at work in Joseph's life?
- How do you see how God has been at work in your life?

6. PERSONAL RESPONSE QUESTIONS: *shift the discussion to a more individual focus*

- Does this Bible story and our discussion tell you anything about God?
- What is the Holy Spirit asking of you now? What are you sensing in your heart right now?

7. CLOSING BLESSING: *lead the kids in prayer or allow one of them to take the lead*

In Jesus there is victory and life. Jesus, bless each child with heart of thanksgiving and a desire to honor you in the good and not so good times.

TRAUMA SERIES VERSE: Genesis 50:20

Do not be afraid. You meant to harm me, but God used what has happened for good – not just for me – but so that many other people could be saved.



TRAUMA SERIES:

Something that happens to us which may hurt our body or our heart for a long time.

JOSEPH MEETS HIS BROTHERS

Genesis 45:1-9

1. OPENING: What are some emotions you have experienced this week. How do you relate to Joseph?

2. BACKGROUND: *a brief explanation of what led up to today's story*

The famine, or lack of food, now comes to where Joseph's father and brothers live. Most of the brothers come to Egypt to buy some food for their families. They do not know what has happened to Joseph and that he is in charge of everything in Egypt including the distribution of the food. Joseph had a plan where his whole family would have to come to Egypt so he could see his younger brother, Benjamin, and his father, Jacob.

3. TELL: *use added expression, vocal fluctuation or body language to help tell today's story*

So Joseph said to them, "Come close to me." When the brothers came close to him, he said to them, "I am your brother Joseph, whom you sold as a slave to go to Egypt. Now don't be worried or angry with yourselves because you sold me here. God sent me here ahead of you to save people's lives. No food has grown on the land for two years now, and there will be five more years without planting or harvest. So God sent me here ahead of you to make sure you have some descendants left on earth and to keep you alive in an amazing way. So it was not you who sent me here, but God. God has made me the highest officer of the king of Egypt. I am in charge of his palace, and I am the master of all the land of Egypt.

"So leave quickly and go to my father. Tell him, 'Your son Joseph says: God has made me master over all Egypt. Come down to me quickly.'"

4. RETELL: *use one or both of the activities below to help everyone retain today's story*

#1: Story Review: Go back through the Story by using questions, fill-ins and correcting wrong statements.

#2: Balloon or Ball Toss: Have the children get into circles of about 8. Have them toss the balloon or ball from one to another either as the music is going or when you have said, "GO." When you stop the music or say "STOP," whoever has the balloon has to say the next part of the story. For some added fun, try adding a marble or small round pebble in the balloon before you inflate it.

5. DISCOVERY QUESTIONS: *in small groups, allow conversation and exploration to take shape*

- What did you like about today's story?
- Who were the different people mentioned in the story?
- Can you see the expressions on the peoples' faces? What were they like?
- Imagine that you are Joseph. How would you have responded if you met your brothers after they had treated you like they did? How did Joseph choose to respond? What other responses could he have had?

6. PERSONAL RESPONSE QUESTIONS: *shift the discussion to a more individual focus*

- If you can get a balloon, start blowing it up. As you are doing this, stop and talk about the different emotions that Joseph might have been feeling. As the balloon gets bigger and nearly bursting, ask the children what needs to happen to make sure that it does not pop. Then ask, "What emotions are you feeling that might be building up inside?" How can we let them out in good, healthy ways? It is normal to have the emotions; it is what we do with them that can help mend the broken heart or make it worse.
- What does this story tell us about God?
- What is the Holy Spirit doing in your heart? What is He asking of you today?

7. CLOSING BLESSING: *lead the kids in prayer or allow one of them to take the lead*

Jesus, You had all the emotions we have. You laughed, cried, You got upset, and You looked at Your disciples with joy. Bless each child today with a picture of Your joy and love for each one.

TRAUMA SERIES VERSE: Genesis 50:20

Do not be afraid. You meant to harm me, but God used what has happened for good – not just for me – but so that many other people could be saved.



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