Training Info:

Workshops

Oral Schools

Practitioner Audio

Certify Leaders

After A Workshop

Multiplication Strategies
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Training Info:
After Workshops, How To Use STS

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Diverse Ways to Use STS

When people attend a Simply The Story workshop, they usually leave very excited about what they
After Workshops, How To Use STS

The last day of a workshop, the instructors share some of the diverse ways the stories can be used the STS way. Attendees all receive the Booklet, *Ministry That Multiplies*, in the workshop. (It is available in more than one language). It contains a great road map for putting into practice what has been learned in the STS workshop.

Additionally we give examples of using STS in such places as personal devotions, family times together, home fellowships, ... that the ability to spontaneously tell the short, 5-minute stories will come in time with practice and it is VERY useful.

Who Can Teach STS Workshops?

We do strongly say, “Do not to try to run trainings until you have the official STS certification.” We REALLY want to make sure that the symmetry of what makes up a full workshop is lost.

Attendees anxious to share what they learned in a workshop, but who run ahead and lead trainings without certification, ... of STS. Even though their trainings are based on STS concepts, the symmetry of what makes up a full workshop is lost.

We have learned that it takes 2 or 3 workshop experiences and some homework and practice to be certified. Unauthorized trainings are often missed opportunities to experience a true STS workshop, they are not interested as they think they have already learned STS.

Realistically, the need and the interest world wide to learn STS skills and concepts currently exceed our ability to lead workshops. However, we have other options available where people can learn STS.

Ways Besides Workshop to Learn STS

We offer Simply The Story Practitioner Audio Training. Solar Powered audio players provide STS instructions, and lead people through the principles of STS on how to discover treasures and to form questions slowly seeps into people’s skills and understanding.

The completion of the training DVD will supplement this audio training and will also help those who attend workshops to review what they learned. This enables those who are interested in certification to become instructors more quickly.

Perhaps by now you are thinking that, although you can use STS to bring God’s truth to others, that we don’t think that is the end. Keep reading on, you will see a natural way to minister using STS and to wisely and effectively hand off STS to others.

Discipleship-Multiplication Model of STS

Another special way to minister with STS and to grow in skill is to use the Discipleship-Multiplication model of STS.

Those who attend one workshop, and who are able to tell an STS story, CAN teach others how to tell stories!!! This is a natural way to practice the skill of STS. For example, cover the life of Abraham. (A document with more details on this sequence of stories is available on request.)

Sample of chronological stories that can be used in STS
After Workshops, How To Use STS

- Story #1 Genesis 12:10-20 Abraham’s Lie
- Story #2 Genesis 13:8-18 Family Argument
- Story #3 Genesis 14: 14-24 Abram Rescues Lot
- Story #4 Genesis 15: 8-18 God’s Covenant to Abram
- Story #5 Genesis 16:1-13 Sarai, Abram and Hagar
- Story #6 Genesis 18:1-15 Promise to Sarah
- Story #7 Genesis 18:15-26 Abraham Barters With God

In general, select the told part of the story to be 6 to 12 verses long. If the story is much longer, you may want to condense the first part into a short introduction to give context to the part that you will explore using questions.

If those to whom you minister weekly by telling them a story want to learn how to prepare and share STS stories for themselves, then show understanding and skill in what you have taught, then move on and teach your students the next skill listed.

Week One
The first week, tell story #1, Abraham’s Lie in the STS style (presenting the story the 3 different ways, and then engaging the listeners in discussion using observation and application questions).

After the discussion of the story is completed, explain the presentation process to the students. (The presentation is listed early in the STS Handbook on one page titled Chapter 3, Simply the Story, A One Page Overview.) Tell what you did and why you did it that way. After reviewing the process several times, ask the new students to consider to whom they might be able to tell the story. Suggest to your students that they might want to talk with someone about what they just learned to discover how to share this story, so they could ask and answer questions that might be asked by someone who might hear the story and to try to ask questions as they are able. Again, keep your instructions to the students easy this first time.

Week Two
The next week, start your time together by asking your students, “Were able to share the story with anyone?” Let the students tell you as much of the presentation process as they can remember. Go over the process once more unless they can tell it back to you fairly correctly. Then tell story #2, Family Argument, to your students.

Complete telling this second full STS story, including asking the questions that help the students discover treasures. Then tell your students a very simple overview of the preparation part of the process.

Just mention how you look for treasures by observing what the characters in the story say and do, and the choices made, and then try to apply what you have learned to what you think others might apply to us today. Then ask the students to tell the preparation process back to you, as best as they are able.

Again, encourage the students to pray for opportunities to share this second story, Family Argument, with others and to talk about it with them.

Third Week
When the students return the third week, again, first ask them if they had opportunity to share the story, Family Argument, with others. Then ask if any of them struggled with the process. This will help you after you tell your next story to know how to best help your students.

Tell your third full STS story, #3, Abram Rescues Lot. Afterwards, share more specifics about the preparation and tell them the Crowd illustration. (The Crowd is in the handbook)

If the students are literate, as well, give them a bookmark in their mother tongue to help them remember the process. If the students are not literate or do not have written Scripture that covers this story, read it to them.

This is an ideal time to teach how to learn a story. Explain the difference between remembering a story, which is memorizing the words. Tell how to learn a story by reading it out loud and then closing their eyes and repeating what they remember.

If students are not literate, or do not have Scripture, read the story to them and have them repeat back what they heard. Once again discuss and pray together about those to whom they might be able to tell this week’s story, Abram Rescues Lot.

Fourth Week
This next time together, again, listen to their reports of telling the Abram Rescues Lot story to others. Tell how to look for treasures by observing what the characters in the story say and do, and the choices made, and then try to apply what you have learned to what you think others might apply to us today. Then ask the students if one of them would like to present the story, God’s Covenant to Abram, in those three ways. Before the students leave, give them the Scripture reference for the story that you will tell them the next week, #4, God’s Covenant to Abram.
After Workshops, How To Use STS

Explain how in STS, when a story is told and questions are asked, even though you as the storyteller know most of the answers, you do not say the answers, but instead allow the people to whom you are telling the story to discover truths for themselves.

This is a time that you can demonstrate this style by taking the role of “not knowing.” You can show this by the way you lead through, if it is appropriate, and encourage the students to rephrase the lead through to help you remember the story.

After the lead through is completed, ask the students who were able to prepare the story during the previous week to tell about the people in this story. After they share all they saw, then ask how those observations might apply to us today.

Lastly, you complete phase two of the STS storytelling and ask your prepared questions to help the students discover what applications. Tell the students to notice how you asked questions to lead them to the treasures you and they found!

Now give two assignments. First encourage the students to again go out and share a story STS style. Also encourage them to work on one story they have been prepping. They must fill out a Gold Sheet. Keep a copy of the Gold Sheet of the story they are preparing, so you can see their progress and offer suggestions along the way.

Fifth Week
The fifth week together let them share what happened during the week in telling the God’s Covenant to Abram story.

If any student starts to skip any part of the process, gently remind the person of the proper place in the process where they should be.

Discuss again the whole process of preparation and presentation and always make sure the students feel comfortable in asking you questions about what to do and how to do it.

Assign (or teach) the students story #6, Promise to Sarah. Ask them to meditate on it throughout the week and prepare it for next week.

Sixth Week
Do as you did in week five. Listen to reports of what happened when they told Sarai, Abram and Hagar stories.

Seventh Week
Start as you did in week five and six. Listen to reports of what happened when they told Promise to Sarah.

From this time on, if your students seem ready, you begin to make your weekly meetings times of preparing the stories. If any student seems unsure about the story, gently lead them through. If you have acquired the skill of 5 minute STS stories, your students should be ready soon for you to teach them that added skill.

You will be discipling in a most powerful way. You are teaching the Word to them, but also you are teaching your students to listen well to Scripture and to others. You will be equipping believers to share stories for evangelism and discipleship.

This Discipleship-Multiplication model shows a practical use of the STS story concepts. People will be discipled each week and also trained in the process of storytelling. The listeners will be discipled and trained, ultimately leading to the passing on of the story to yet others in a very practical and flowing way.

This dual purpose of discipleship and training enables the passing on of the story to yet others in a very powerful and dynamic way. Some of those listeners, family, friends or those they encounter. Some of those listeners may even pass on the story to yet others.