

BIBLE STORYTELLING WITH LIMITED LITERATES

About 90 million people in the United States have limited literacy skills. Worldwide, more than one billion people have extremely limited literacy skills and are unable to read, write or do basic math. According to the Literacy Project Foundation, 50% of Americans can't read a book written at an eighth-grade level. Three out of four people on welfare can't read. Fifty percent of unemployed people between the ages of 16 and 21 are functionally illiterate. Seventy percent of prison inmates can't read above a fourth-grade level and 85% of juvenile delinquents are functionally illiterate. Poor reading skills increase the chances of becoming a teen mom. In one study, 21% of girls with below average reading skills had a child in their early teens, compared to 5% of girls who rated above average.

LIMITED LITERATES ARE PRIMARY-ORAL COMMUNICATORS

1. **Types of Primary-Oral Communicators**

There are different classifications of primary-oral communicators, but they all have in common two characteristics: they learn orally and they communicate orally. They gain knowledge through hearing the spoken word; they communicate their ideas through the spoken word.

- **Illiterate-illettered**

The illiterate-illettered lives in a culture without a written language and is untouched by writing in any form.

- **Illiterate-lettered**

A culture with a written language has a residual oral-culture operating within it. The illiterate-lettered does not read, but lives among people who read and write.

- **Semi-literate oral communicator**

The semi-literate is able to read and write on an elementary level. He has difficulty understanding unfamiliar written material and communicates poorly when writing.

Some literates have regressed to become semi-literates. In school they learned to read. When they left school, they avoided reading and have regressed to functioning like an illiterate.

- **Secondary-oral communicator**

The secondary-oral communicator can read with understanding but does not read for pleasure. Electronic media, such as the radio, television, computer, phone, etc., is his preferred means of obtaining and sharing knowledge. Many high school and university graduates are secondary-oral communicators. They have a base of literacy, but their preferred means of learning and communicating has shifted back to oral and visual media. Secondary-oral communicators have most of the characteristics of oral communicators, but they do not face the same life-issues as those who are limited literates.

2. **Some Characteristics of Oral Communicators**

People who read usually believe that limited literates have inferior intelligence, but they are mistaken. Many illiterate oral communicators are highly intellectual. They hear better than the literate and remember more details of what they hear. Oral communicators are forced to develop their memory in order to survive.

- **Primary-oral communicators know only what they can recall**
If a primary-oral communicator is unable to recall a fact, it is not known. They know only what they can remember at a moment of need.
- **Oral communicators often express thoughts through word-picture proverbs**
Oral communicators express thoughts through stories and word-picture proverbs. Examples of word-picture proverbs:
 - The person who was bitten by a snake is afraid of a short rope.
 - Love is like the sun. A cloud can hide it, but can't put it out.
 - He is like a match: when he gets hot, he loses his head.
 - The man who beats his horse will soon be walking.
- **Oral communicators use concrete-logic**
People who use concrete logic talk about people, things, events, and experiences that can be seen, felt, heard, touched, tasted or smelled. Subjects are known in connection with life experiences.
- **Oral communicators are storytellers**
Oral communicators are storytellers. Thoughts are expressed in stories of actions and events. Limited literates value the ability to entertain, tell stories, and make people laugh. Humor is highly valued and is usually about people – situations that people encounter, or things people do to other people.
- **Oral communicators talk about feelings in connection to life stories**
Oral communicators don't speak about feelings as abstract entities. They express feelings in connection with life-histories that emphasize actions and events. On Mother's Day, an oral communicator would not give an abstract talk about *The Love of Mothers*. He/she would tell stories about mothers whose actions showed love.
- **Oral communicators depend upon the redundant**
Oral communicators will repeat the same thing or something similar several times. Repetition is essential to retain knowledge in an oral-culture. Knowledge not repeated aloud soon disappears.
- **Oral communicators are trained by apprenticeship**
Oral communicators are trained by apprenticeship instead of going to school, studying a book or listening to teachers' explanations. A youth learns hunting by hunting with experienced hunters. The apprentice cabinet maker learns by observing a master cabinet maker, helping the master cabinet maker, and making cabinets while the master watches and makes suggestions.

Steps to apprenticeship training:

- **Modeling:** the master performs a task with the apprentice observing. Some explanation is given to help the apprentice understand how the task is being done.
- **Coaching:** the master becomes a mentor who coaches the apprentice through different activities necessary to do the task. Coaching is the process of overseeing the apprentice's learning.
- **Fading:** as the apprentice improves his skills, the master decreases his coaching and gives the apprentice more and more responsibility. The apprentice receives responsibilities away from the watchful eyes of the master.

Oral communicators learn best through apprenticeships and mentoring. They can adopt behavior that someone models for them. They have difficulty learning to do things by being told how to do it.

3. Literate Communicators

Literate communicators depend upon the written word. They learn by study, which includes reading, making notes when listening, and organizing thoughts on paper.

Educated literate communicators usually use point-driven logical reasoning. Logical reasoning treats the subjects based on ideas, concepts, beliefs or qualities.

Literate communicators are orally-dysfunctional. The more they study, the more oral-dysfunctional they become.

4. Oral Communicators and Literate Communicators Use Different Thought Processes

Oral communicators navigate the world of stories and concrete objects or events, while educated literate communicators navigate the world of ideas and point-driven logic.

LIFE-ISSUES OF PEOPLE WHO LACK LITERACY SKILLS

Insecurity

1. Limited literates feel insecure. They find it hard to cook good food. They cannot read a recipe or know how many ingredients to put in. They must learn to cook by taste.
2. Shopping brings insecurity. The box with a picture of a cake may have cake mix instead of a cake inside. The picture on the label may not be what the purchaser gets.
3. Shopping that requires computer interaction is an impossible task for the person who does not read. Pumping gas into a car requires interaction with a computer screen. One gas station's instruction is different from another.
4. Inability to read English contributes to job insecurity. It's difficult to earn a living or achieve a desired quality of life and opportunities. Limited literacy contributes to high unemployment rates in a society. Limited literates have difficulty finding and keeping a job. In today's society, job markets are even shrinking for highly educated people with high skill levels. Thus, the shrinking job markets make it increasingly difficult for limited literate people to find gainful employment. A wide gap exists in terms of employment/unemployment rates between those that have acquired a trade or professional qualification and those who are illiterate. The person who cannot read usually must work doing manual labor or running a machine such as in a sawmill, operating a forklift or driving a truck. It is almost impossible to hold down a job running machines if paper work is involved, such as driving a tow truck.
5. Working limited literate adults have difficulty keeping a job. In the past, adults with low literacy skills had attractive job opportunities. The closing of many factories and companies depending on computers has resulted in many limited literates losing work, and they are often unable to find a new job. They lack the skills to meet current market requirements or to register in training that would allow them to re-qualify.
6. Inability to read English makes it difficult to complete a job application or get a better job. Many companies now require job applications to be filled out on the computer. No longer can the limited literate take an application home to be filled out by a family member.
7. Inability to read English creates insecurity at work. It is impossible to read instructions that give guidance on how to make on-the-job decisions or to read and understand safety signs at work.

Fearful

1. English speaking limited literates fear being asked to read aloud, do paper work, or interact

- with a computer. An illiterate man became the manager of a store. Every morning he asked his secretary to summarize letters and communications from headquarters. Then he told her how to respond. His secretary was retiring, and the illiterate manager was afraid headquarters would discover he was illiterate and fire him.
2. Fear can be a binding agent in a limited literate's life that keeps him/her paralyzed. There's a fear of discovery, fear of failure, and fear of new experiences. For example: "What's the correct dose of medicine to give a sick child? What bus do I take? What's in the note from my child's teacher? What is in the letter from the government, or bank, or attorney? Whom can I trust?"
 3. Limited literates fear being taken advantage of by others.
 4. Limited literates fear the significance of papers they are given to sign.
 5. Limited literates fear getting lost. Unable to read maps they can't figure out where they are and how to get to where they want to go.

Stigma

1. Limited literates often hide the fact they cannot read. Many who start a literacy class keep it a secret. One 62-year-old man came to a literacy class. He confessed that he conned his way through life, not letting anyone know he could not read. But he could not con his grandchild. One night, his grandchild insisted, "I want Grandpa to read me a book." The grandfather hung his head in shame and walked out of the house.
2. Many educated people look down on limited literates and consider them to be their inferiors.

Marginal

1. Limited literates usually live in poverty. Working limited literates earn the lowest wages. If they can find a job, it is a job for people with low skill levels. As a result, limited literate people may not earn enough money to support themselves and their families. As many as 75% of welfare recipients struggle to read the simplest texts. Inability to read maps and street signs makes it difficult to find locations by an address. If they get out of their geographic area, they wonder, "Where am I? How do I get to where I want to go?" (*My article, "Bible Storytelling with People from Poverty" could help you related to the limited literates who live in poverty.*)
2. Those unable to read often have difficulty keeping a job, or they may be required to hold down more than one job. This contributes to divorce, crime, imprisonment, dysfunctional family, hunger, latch key situations, and becoming a bad example to the children.
3. Limited literates have a limited ability to share thoughts or understand written instructions.
4. Limited literacy results in generational learning problems. In most cases, limited literate parents give little or no value to education; and they are unable to give their school children equal opportunities with other children. They can't read to their children and help them with homework. They can't write a note to a child's teacher, nor can they read notes that the school sends to parents. They are unlikely to have books in the house for the children to read. Consequently, their children may grow up to be limited literate adults as well. This leads to another generation of people who struggle with basic reading and writing skills.
5. Inability to read makes it impossible to read and understand local newspapers.
6. Inability to read makes it difficult to shop. Limited literates cannot understand prices. They cannot determine contents of prepared foods. This makes it difficult to protect family members with food allergies and to determine nutritional value. It is difficult to understand some packaged food. The *Crisco* can showing fried chicken may be confusing.
7. People who can't read have difficulty with finances. They have difficulty applying for a checking account, debit/credit cards, savings accounts, CDs. They have difficulty balancing a checkbook, budgeting, paying bills and avoiding out-of-control credit card debt.

8. Serious health consequences are associated with limited literacy. Limited literates do not have access to information that shows how to stay healthy nor to reports about health initiatives and disease screening guidelines. For example, limited literate people may not know the extent to which smoking can negatively impact their health. When they are prescribed a medication by their doctors, they are not able to read the instructions on the bottle. They have difficulty communicating health needs to doctors.
9. Limited literacy increases the potential for criminal behavior – 70% of inmates can't read above a fourth-grade level and 85% of juvenile delinquents are functionally illiterate. Not all illiterates are criminals. Some limited literate people commit crimes out of perceived necessity. A jobless illiterate may feel that he has no choice but to steal to feed his family. An illiterate person may unknowingly break the law. For example, he/she does not understand the no parking street sign and may park illegally. Many illiterates turn to alcohol and drugs because they have lost hope or to cope with unemployment or a poor outlook on life.

Vulnerable

1. Limited literates are vulnerable to deception. They are unable to protect themselves by reading legal documents they are required to sign. They may need to rely on inaccurate interpretations or translations by people who are exploiting them. Even family members can take advantage of an illiterate. Limited literates are often deceived financially by unethical advisors. They are at the mercy of those who cash their checks. Limited literate can't verify for themselves what they are taught so they are easy prey for unethical spiritual leaders.
2. Those who are unable to read are vulnerable to con-artists and unscrupulous sales people.
3. Limited literates are often unaware of how to obtain protection, health care, legal rights or justice.

Cynicism

1. Limited literates know that they are vulnerable to deception. Emotionally vulnerable people experience cynicism and believe that people are motivated purely by self-interest. Cynics don't trust politicians, government officials, people doing charity, the police, school officials, teachers, the court system, the church, etc.
2. Limited literates often express their cynicism with suspicion and they believe the future is bleak. They are closed-minded, intolerant to new ideas, and they're pessimistic about everything.
3. Cynicism can become part of limited literates' defensive posture to protect themselves. Cynicism is a self-imposed blindness; a rejection of the world because they are afraid it will hurt or disappoint them. Defensive pessimism protects them from what they imagine to be the arrows of hustlers and higher-ups. If they assume from the outset that a new neighbor, co-worker, boss, teacher, banker, pastor, etc. can't be trusted, their cynicism prepares them in the event these fears come true.

Dependence

1. Many limited literate people are unable to support themselves, so they depend on support from family, friends, and the government.
2. Limited literates are dependent on others to read important messages and documents.
3. Anyone who is unable to read must rely on others to interpret written material. This may result in their receiving inaccurate interpretation or translations by their children or by the very people who are exploiting them.

Isolation

1. Illiterates often fear that they are different from everyone who can read and they hide the fact that they cannot read.
2. Limited literacy results in isolation. Limited literates avoid going to new places because they can't read signs or directions. Parents and grandparents miss intimate moments with children because they can't read with them. Limited literates ignore what they can't read—everything from manhole covers to notes from their children's teachers. They avoid jobs if there is risk their limited literacy will be discovered. They avoid going to places where they may be asked to read aloud; that includes Bible study.

New start

1. Immigrants who can't read English have uprooted themselves from home, country and family in order to have a new beginning. In the USA, everything is different. They are around people they have never been with. Customs are different, such as the fact that time is viewed differently. Often, they cannot even find ingredients for the foods they ate back home.
2. English speaking limited literates who begin literacy training to learn to read and write are making a new beginning.

Evangelism

Those who lack literacy skills have one challenge that is a universal need. All people need to believe in Jesus as their Lord and Savior. All need to hear Bible stories that enable them to know that Jesus is the Son of God and that they need to become His followers.

People need to hear stories that reveal:

- Who God is
- The character of God
- The inability of people to please God
- People's need for a liberator from sin
- Life in Jesus Christ
- How people become believers and followers of Jesus

BIBLE STORYTELLING WITH THE LIMITED LITERATES

It is normal for us educated literates to have our bias in our ways of thinking, learning, and communicating. But unless we adapt our communications to our listeners, we limit our audience to those who think as we do. People learn best when information is presented in a way to which they are accustomed and which suits their learning style. I went to Brazil to teach the Bible and train church leaders. I would have preferred to have taught using English. However, I learned Portuguese because my listeners/students spoke Portuguese. The educated literate prefer to speak using point-driven logic. But if he/she is going to speak effectively with limited literates, he/she needs to communicate in ways appropriate for oral communicators. He/she needs to tell stories and use word-picture proverbs. Unfortunately, most educated communicators wrongly expect that limited literate oral communicators will understand logical, analytical, point-driven abstract ways of thinking.

When I was twelve years old, my father gave me a 410 shotgun to hunt rabbits. If I shot over the head of a rabbit, I was not considered smarter than the rabbit; I was a poor shot. The person who speaks over the heads of his listeners is not smarter than they are, he/she is a poor communicator.

Limited literate oral communicators learn best from stories about concrete events to which

they can relate. They don't learn from abstract, analytical, point-driven exposition. Limited literates appreciate Bible stories that illustrate God's qualities more than abstract statements about His qualities. They need stories that show sin, righteousness, prayer, faith, love, etc., more than exhortations about such subjects.

Limited literates learn how to do things, not by formal how-to-do-it lessons, but by observation and mimicry. So they would learn to pray by hearing stories of how David or Paul spoke to God in a variety of situations.

If the teacher/preacher wants to talk about forgiveness, he/she might tell the story of how Stephen forgave those who were stoning him or a cluster of Jesus' parables about forgiveness.

If you are working with limited literates, become a student of stories. Observe and listen to good storytellers. Teach biblical truths with stories. Or in other words, never try to teach a truth without telling a story. Limited literates seldom think about a truth or a teaching separately from a story. They perceive that a truth becomes one with a story. Limited literates can understand any idea, principle or teaching that a literate can handle, if it is properly clothed within a story.

Realize stories are not just illustrations; they can be the message. Jesus did not use parable-stories to illustrate His teachings; His parable-stories were His teachings. Most of the time, Jesus didn't explain His parables. He would tell a parable-story and say, "Let him who has ears hear."

Educated literates usually explain a story while telling it. Limited literates tell a story and expect their listeners to get the point without explaining it. Limited literates prefer to just hear the story. Educated literates feel the necessity of explaining the lessons the story illustrates, or explaining the point of the story, or giving the moral of the story. Educated literates need to trust Bible stories. Jesus' parables were His messages and we can trust that Bible stories are God's messages. Limited literates, whose language style is storytelling, understand stories without our explaining them. In fact, they often see life-lessons that we, the educated literate, never see.

Limited literates are excellent "memorizers" and can remember long stories. They generally do not tinker or change their treasured stories. They do not condense or summarize stories.

Tell Bible stories that speak of hope and of a God who is powerful to change life circumstances. Prioritize Bible stories that emphasize relationships. As you get to know the listeners of your Bible stories, find stories that relate to their perceived needs or difficulties that they are facing.

The chart, **KEY BIBLE STORIES FOR LIMITED LITERATES AND PREFERRED ORAL COMMUNICATORS** can help you find Bible stories to use in conversations with, or stories to teach or preach to limited literates and other preferred oral communicators. On the left side of the chart is a list of stories that I consider to be the most important for people to know. You can find these stories in my book, **KEY BIBLE STORIES**, Jackson Day, ISBN 978-0-9797324-7-8 or at www.biblestorytelling.org. At the top of the chart is a list of life-issues faced by people with limited literacy.

You, the storyteller, should select stories according to your purpose for telling the stories and according to the needs of listeners. Sometimes, for the selected story to be most effective, you need to tell some introductory stories. You may need to tell follow-through stories after the selected story. Sometimes, you may choose to use a story cluster. For example, if you want to deal with prayer, you could tell a story cluster of situations when King David prayed. Or you could tell a cluster of Jesus' parables about prayer. Sometimes you only need to tell one story; other times you need a story cluster.

At times, you will not find an exact story that matches the need of your people. However,

you can use stories that demonstrate Jesus' authority to change life circumstances or to deliver from danger, like the Old Testament story of Joseph or the New Testament story of Calming the Storm. Tell stories of God's involvement in the lives of people who were marginalized. You may need to tell several stories to develop listeners' confidence in the Bible and to build their confidence in God. Don't be surprised if limited literates request to hear the same story(ies) again and again. One characteristic of oral communicators is that they love repetition. When they identify with a Bible story, they may want to hear it repeated over and over and, you should tell it over and over.

Suggestions for teaching a Bible story:

- Review some previously told Bible stories.
- Tell the selected Bible story.
- Retell the story a second time.
- Invite one of your listeners to retell the story a third time.
- Dialogue with the listeners by asking the generic dialogue questions included in the Key Bible Stories. You may also use some of the specific discussion questions.
- Do listener participation learning activities such as music, drama, and/or Scripture memorization. Learning activities take advantage of the fact that limited literates value the ability to entertain, tell stories, and make people laugh. Suggested learning activities are included with each of the KEY BIBLE STORIES.

Suggestions for preaching a Bible story:

- Go to www.biblestorytelling.org/TIPS ON BIBLE STORYTELLING/Tips for Preaching a Bible Story. The article will give you helpful suggestion for preaching a Bible story.
- The Life-lessons included after each story can become teaching or sermon points. You will probably discover other life lessons to use as sermon points.

The book PREACHING WITH STORYTELLING, Jackson Day, ISBN 978-0-9797324-9-2 will help you preach Bible stories.

KEY BIBLE STORIES FOR LIMITED LITERATES AND PREFERRED ORAL COMMUNICATORS

These stories are included in the book KEY BIBLE STORIES by Jackson Day and on the web site at
www.biblestorytelling.org.

		Vulnerable	Cynicism	Fear	Marginality	Sense of Failure	Isolation	Confusion	Change	Work	Hope	Overcoming	New Beginnings	Conversions	God's Power
OLD TESTAMENT STORIES															
1	Creation							X	X				X		X
2	Creation of the Home						X						X		X
3	First Sin	X		X		X	X	X	X	X	X	X	X		X
4	Cain and Abel	X	X			X	X			X			X		
5	Noah and the Flood	X								X	X	X	X		X
6	Tower of Babel					X		X		X			X		X
7	Abram, Before He Became Abraham								X		X	X	X		
8	God's Covenant with Abraham								X				X		
9	Abraham, Lot and Sodom	X	X	X			X	X	X				X		X
10	Abraham and Isaac				X	X		X			X				
11	Jacob and His Parents				X	X			X						
12	Jacob Fled Home and Encountered God	X		X			X	X	X		X		X		
13	Jacob with Laban	X	X	X	X				X	X		X	X		
14	Jacob Returned to Canaan	X		X				X	X		X	X	X	X	X
15	Joseph in His Father's Home	X		X	X					X	X				
16	Joseph, a Slave in Potiphar's House	X		X	X		X		X	X		X	X		
17	Joseph Suffering and Thriving in Egypt	X		X	X		X		X	X		X			X
18	Israelites Oppressed in Egypt	X	X	X	X	X				X					
19	Moses, a Prince in Egypt			X		X			X				X		
20	Moses Called by God		X	X		X		X	X		X		X		X
21	Moses Returned to Egypt				X				X		X		X		
22	Moses and the Ten Plagues	X										X			X
23	Moses Leading the Israelites to Sinai	X				X			X		X	X	X		X
24	Ten Commandments Given at Mount Sinai			X					X	X					X
25	Golden Calf					X		X							X
26	Moses and the Rebellious Israelites	X	X	X		X						X			
27	Moses' End of Life								X						
28	Joshua, the New Leader								X		X	X	X		
29	Joshua Entering Canaan	X							X		X		X		X
30	Joshua Conquering Jericho								X		X	X	X		X
31	Joshua: Consequences of Achan's Sin	X	X	X		X		X							
32	Joshua Tricked by the Gibeonites				X	X		X							
33	Joshua Conquering Canaan								X		X	X	X		X
34	Joshua's Farewell								X		X				
35	Ruth	X	X	X	X	X	X		X	X	X	X	X		

		Vulnerable	Cynicism	Fear	Marginality	Sense of Failure	Isolation	Confusion	Change	Work	Hope	Overcoming	New Beginnings	Conversions	God's Power
36	Samuel's Birth	X		X	X	X					X	X	X		X
37	Eli's Sons				X	X									
38	Boy Samuel Called by God							X			X		X		
39	Saul Became King			X				X					X		
40	Saul Rejected by God		X			X									
41	David, the Giant Fighter	X			X			X	X	X	X	X	X		X
42	Saul Attacked David	X	X	X	X		X	X				X	X		
43	King David Prospering							X			X	X			
44	David's Betrayal of God and Friends			X	X	X									
45	Solomon Sought Wisdom										X		X		X
46	Solomon Built the Temple									X	X	X			
47	Solomon Abandoned Wisdom					X									
48	King Rehoboam	X			X	X		X	X				X		
49	King Jeroboam		X	X									X		
50	King Asa										X	X	X		
51	Elijah on Mount Carmel	X			X					X	X	X			X
52	Elijah on Mount Sinai	X	X	X		X	X	X			X	X	X		X
53	Elijah Confronted Ahab for Taking Naboth's Vineyard	X				X				X					
54	Widow's Oil	X	X					X				X	X		
55	Naaman's Healing	X	X	X	X	X		X	X		X	X	X	X	X
56	Jonah	X	X	X		X	X	X	X	X				X	X
57	Lepers with Good News	X	X	X	X	X	X					X			X
58	Israel Defeated	X				X			X				X		
59	King Manasseh	X				X			X					X	
60	King Josiah								X		X	X	X		
61	Nebuchadnezzar's Invasions into Judah	X	X	X	X			X					X		
62	Daniel's Training in Babylon	X	X	X				X	X	X	X	X	X		X
63	Daniel Interpreted Nebuchadnezzar's Dream	X	X	X				X				X			X
64	Gold Statue and Fiery Furnace	X	X	X								X			X
65	Handwriting on the Wall	X	X	X	X			X					X		X
66	Daniel in Lions' Den	X			X		X				X	X			X
67	Rebuilding the Temple									X	X	X	X		
68	Ezra				X	X			X		X		X		
69	Nehemiah	X	X	X	X	X	X	X	X	X	X	X	X		
NEW TESTAMENT STORIES															
70	Before Baby Jesus' Birth				X						X				X
71	Baby Jesus			X							X		X		X
72	Scholars Visited Baby Jesus	X						X			X				

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73	John the Baptist Prepared the Way								X		X	X	X		
74	John Baptized Jesus														
75	Jesus' Temptations	X										X			X
76	Jesus' First Followers								X		X		X	X	
77	Water Changed to Wine	X													X
78	Jesus and Nicodemus							X					X	X	
79	Jesus and the Samaritan Woman		X		X	X	X	X	X	X			X	X	
80	John the Baptist Imprisoned	X			X	X									
81	Lame Man Healed by Jesus on the Sabbath	X	X						X						X
82	Man with a Withered Hand Healed on the Sabbath	X													X
83	Four Fishermen Called to Follow Jesus								X	X	X		X	X	
84	Paralytic Man Lowered Through Roof	X							X		X	X		X	X
85	Jesus Called Matthew (Levi)				X				X	X			X	X	
86	Two Doors; Two Roads; Two Foundations													X	
87	Centurion's Servant Healed	X	X								X				X
88	Resurrection of Widow's Son at Nain	X										X			X
89	John the Baptist Doubted Jesus	X	X	X		X	X								
90	Jesus at the Home of Simon the Pharisee				X				X					X	
91	Blasphemous Accusation Against Jesus														
92	Parable: Sower									X				X	
93	Parable: Weeds in the Wheat Field									X					
94	Demon-possessed Man Healed at Gerasa	X	X	X	X	X	X	X	X			X	X	X	X
95	John the Baptist's Death	X			X				X						
96	Five Thousand Men Fed														X
97	Jesus Walked on Water	X	X					X							X
98	Jesus, the Bread of Life							X							X
99	Peter's Confession; Peter Reprimanded					X							X		
100	Jesus' Transfiguration										X				X
101	Demon-possessed Son Healed	X	X	X		X	X	X	X		X	X	X		X
102	Parable: Unmerciful Debtor	X	X	X											
103	Jesus at the Feast of Tabernacles														X
104	Woman Caught in Adultery	X			X	X							X	X	
105	Man Born Blind Healed	X			X						X	X	X	X	X
106	Good Shepherd									X					
107	Jesus Rejected by Would-be Followers														
108	Jesus at Feast of Dedication	X													
109	Parable: Good Samaritan	X			X										
110	Jesus Visited Martha and Mary					X									
111	Parable: Rich Fool			X		X	X	X	X						
112	Jesus Healed Crippled Woman on the Sabbath	X			X				X						X
113	Parable: Prodigal Son	X	X	X	X	X	X	X	X	X	X	X	X	X	X

		Vulnerable	Cynicism	Fear	Marginality	Sense of Failure	Isolation	Confusion	Change	Work	Hope	Overcoming	New Beginnings	Conversions	God's Power
114	Ten Lepers Cured; Only One Grateful	X			X	X			X		X	X	X	X	X
115	Parable: Rich Man and Lazarus	X				X	X		X			X	X		
116	Resurrection of Lazarus			X					X			X	X		X
117	Parable: a Pharisee and a Tax Collector Went to Pray				X	X			X			X	X	X	
118	Rich Young Ruler			X		X									
119	Parable: Workers in the Vineyard							X		X					
120	Two Brothers' Request											X			
121	Blind Men of Jericho Received Sight	X			X				X		X	X	X		X
122	Jesus and Zacchaeus				X		X		X				X		
123	Jesus' Triumphal Entry			X		X					X				
124	Jesus Cleansed the Temple				X			X							X
125	Jesus' Authority Challenged		X												
126	Prophecies of Jesus' Second Coming										X				X
127	Parable: Ten Bridesmaids	X				X									
128	Parable: Talents					X									
129	Parable: Sheep and Goats	X				X									X
130	Mary Anointed Jesus with Perfume														
131	Jesus Washed Disciples' Feet				X										
132	Passover Meal, The Lord's Supper										X		X		
133	Jesus in the Garden of Gethsemane	X	X												X
134	Jesus' Judgments	X	X						X						
135	Jesus' Crucifixion	X	X		X				X					X	
136	Jesus' Resurrection			X					X		X	X	X		X
137	Jesus' Appearances in Galilee			X							X				X
138	Jesus' Ascension								X		X	X	X		X
139	Holy Spirit Came at Pentecost							X	X		X	X	X		X
140	Peter Spoke at Pentecost												X	X	
141	Crippled Beggar Healed	X			X				X				X		X
142	Peter and John Ordered Not to Talk about Jesus	X			X										
143	Barnabas – Generous; Ananias and Sapphira – Deceptive					X									
144	Seven Chosen as Helpers							X	X	X			X		
145	Stephen, the First Martyr	X	X						X				X		
146	Philip in Samaria								X			X		X	X
147	Philip and the Ethiopian				X		X					X	X	X	X
148	Saul's Conversion			X				X	X			X	X	X	X
149	Dorcas Brought Back to Life											X			X
150	Peter at Cornelius' House				X				X		X		X	X	
151	Church Plant in Antioch				X				X			X	X	X	
152	Paul Opposed Peter in Antioch				X	X		X							
153	Peter Rescued from Prison	X	X	X	X		X	X				X			X
154	King Herod's Death					X									X

		Vulnerable	Cynicism	Fear	Marginality	Sense of Failure	Isolation	Confusion	Change	Work	Hope	Overcoming	New Beginnings	Conversions	God's Power
155	First Missionaries				X				X				X		
156	Paul and Barnabas in Lystra					X								X	
157	Church Council at Jerusalem				X			X				X			
158	Paul and Barnabas Separated								X				X		
159	Timothy Joined Paul				X				X				X		
160	Macedonian Call					X		X	X				X		X
161	Paul and Silas in Philippi	X		X				X						X	
162	Paul in Athens				X	X									
163	Paul in Corinth													X	
164	Apollos								X				X	X	
165	Paul in Ephesus									X		X		X	
166	Riot in Ephesus	X	X	X	X			X							
167	Paul's Arrest in Jerusalem	X		X	X		X		X				X		
168	Paul's Defense to the Crowd													X	
169	Paul's Defense to the Sanhedrin							X						X	
170	Paul's Trial Before Felix						X								
171	Paul's Trial Before Festus and Agrippa						X								
172	Paul Shipwrecked	X	X	X		X	X		X	X	X				X
173	Paul in Rome						X		X				X		