

24 QUICK VOLUNTEER TIPS

Volunteer Training can be overwhelming.
You might have heard the old joke:

Question: How do you eat an elephant?

Answer: One bite at a time.

How do you get your volunteers all trained?
One little training bite at a time!

HOW TO USE THE QUICK VOLUNTEER TIPS

Instead of sending all your volunteers this complete list of tips or asking them to sit through a training session where you discuss each one, consider disseminating the information one tip at a time.

If you share one tip a week, you'll repeat a tip approximately twice a year. That's just enough of a time lag to serve as a good reminder to those who have seen them before.

Here are some ideas for sharing the tips:

- Each week, include one of the tips printed on a sheet of paper with other materials (such as attendance sheets or name stickers) you provide for your teachers.
- Turn each tip into a poster and place them prominently in your resource room or other staff gathering place. Rotate the poster periodically so people don't stop noticing them.
- Send one out in a weekly email or social-media post.
- Go the old-fashioned way: Mail them!

However you choose to share the tips, please include the source. Just add a short line such as, "Reprinted with permission from *The Kidology Ultimate Children's Ministry*

Toolbox." (Permission is limited to these volunteer tips, shared one at a time, by the original purchaser of this book. If you have any questions about making photocopies from this book, please refer to the "Conditions of Use" on the copyright page. Thank you for respecting copyrights!)

💡 **Tip 1: A Complete Lesson**



Teaching can be overwhelming—especially if your leader's guide is loaded with ideas and activities for you to do. It can be hard to decide what to do in the short time you have with your students.

Here is a little secret: You don't have to do everything in the lesson! Good curricula will give you more than you can do so you have options.

What makes a lesson complete, if it isn't completing everything in the leader's guide? Below are three essential elements to any lesson.

- **Verse:** You should have a key verse or two for the lesson. Read it. Have the kids read it. Explain it. If it is short enough, have the kids learn to recite it.
- **Bible Story:** You should have a Bible story to tell. Read it. Get the kids involved with it: acting it out, doing motions for key words, etc. Illustrate the story with props or visual aids to make it more engaging. Teaching from the Bible is vitally important.
- **Learning Activity:** You should have an activity that illustrates the point of the story and verse. *Doing something* is what makes abstract concepts stick in the minds and hearts of kids. Kids are concrete relational, which means they only perceive through the five senses. Whether it is a game, object lesson, student guide, craft, or other activity, use something that will help kids connect the verse and story to their own real life.

If you have done these three things, you have completed your task. As a bonus, include prayer as a way to close the lesson, reiterate what has been learned, and ask God to continue the learning process after they leave. Kids need to see adults pray.

💡 Tip 2: Now What?

The purpose of teaching is to change the lives of your students. It isn't simply to give them more Bible knowledge. Always prayerfully extend a challenge to your students to put into action what they learned during your lesson in the following week. Many curricula provide challenges as part of their materials. However, if your curriculum doesn't, make up your own!

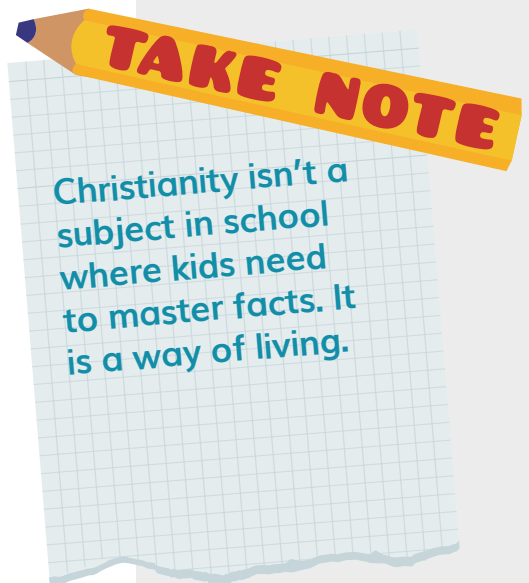
Challenge kids to:

- Respond gently when they are angry
- Forgive someone
- Send a note of encouragement
- Invite a friend to church

At the beginning of class each week, start with reviewing the previous lesson and the challenge they were given then. Give kids a chance to share what they have done. Keep it low pressure, as kids won't always do the challenges. But as you consistently challenge and follow up, they will eventually report on what they did.

This gets your lesson out of the classroom and into real life. Parents may contact you because they observe their child do something unusual and wonderful during the week. They'll suspect it had something to do with your class.

Be sure you do your challenges as well. Be willing to share your efforts. Christianity isn't a subject in school where kids need to master facts. It is a way of living. They should follow Jesus and live out what they learn. How can they do that if you don't guide them with some



practical ideas and challenges? Be prepared for some amazing stories as you challenge kids and follow up.

Tip 3: Punishment vs. Discipline

As you have certainly discovered, discipline is an art that we need to master as we work with children. Kids are energetic and wiggly and prone to test our boundaries. However, there is a difference between punishment and discipline.

PUNISHMENT

- Benefits the punisher
- Flows from anger
- Response to being annoyed, bothered, or disrespected by the child
- Seeks to rebuke or embarrass the child
- Brings negative feelings to both the child and leader
- Forcefully removes child from the activity

DISCIPLINE

- Benefits the one being disciplined
- Flows from love
- Recognizes the child's value in God's eyes
- Seeks to encourage and correct the child
- Brings about positive change
- Does not result in raised voices or pointing fingers

Using a positive, gentle response to inappropriate behavior is extremely effective.

- Have clear rules
- Reinforce them with calmness
- Speak with a gentle but firm spirit

Children will naturally start to follow this type of correction.

The occasional problem child will need some extra grace. This requires proactive help, such as changing where they

sit, providing a helper to be near them, and some personal incentives to work on cooperating. It is rewarding when you see progress in a child's behavior, and know it is because you are gently guiding them to be the child they truly desire to be.

Love conquers what punishment never will!

💡 **Tip 4: Make Learning Fun and Interactive**

Too often, you can find yourself with a group of kids who are content to let someone else answer questions or participate in activities. This is when it is important to mix a simple game with learning.

Here are some simple ideas to get you going:

- Take a small trash can and place it on a table. Whoever contributes an answer (even if it's wrong) gets to throw a ball in a basket. The point is to increase participation.
- On the floor, use tape to make a giant tic-tac-toe board. Challenge kids to get three in a row. The way to do so is have a kid stand in a space on the board after answering a question or otherwise participating.
- Have all the kids line up on a wall. Read true-or-false sentences aloud. If they think the sentence is true, they raise their hand. If they think the sentence is false, they keep their hands down. Those who are correct take a step toward the opposite wall. Once a child reaches the other side of the room, they get a treat. Continue until all the kids get a treat.

When kids are physically involved, it may feel more chaotic. But the kids will be listening better and will remember more because their entire body was involved in the learning. Be creative. Make up your own games. It will get a little noisy, but they'll be learning!



💡 Tip 5: Get Kids to Talk

Or How to Get Beyond "Uh-huh" and "Yeah."



Does this conversation sound familiar?

"How are you doing today?"

"Fine."

"What did you do at school this week?"

"Nothing."

"Nothing? You had to do something! Anything interesting happen at school today?"

"Nah."

Kids are great at answering questions with only one word. So how do you get kids to talk? First of all, *you* have to resist the urge to talk. Kids need to be convinced that you actually want to hear what they have to say. This takes some time.

Here are some tips to get kids talking:

Avoid questions that can be answered with only one word! Especially if that one word is *yes* or *no*.

Ask questions that are open ended. These questions require them to think and have an answer unique to them. Open questions start with things like, "What do you like about . . .," "What would you do if . . .," "Why do you think . . .," etc.

Ask for their advice. "What do you like best about church?" This can be followed by, "If you were the teacher, what would you do?" Accept whatever they offer. You don't have to actually do what they suggest, but you can enjoy the suggestion.

A common response that I receive is, "Give us candy every week." I just respond, "Oh, I'm sure everyone would love that, but then we wouldn't have time for games!"

In that answer, I'm demonstrating that I'm on the same page with them, even if I know it won't happen.

Follow short (or one word) answers with more probing questions.

If a kid's favorite subject in school is reading:

- Ask what kind of reading.
- Ask what book or books they've read recently.
- As if they like a popular series and consider reading it yourself. In the future, you will be better prepared to converse on that series of books.

Bonus Tip: Ask questions about things in the culture of kids. Asking a child to explain a video game has fueled many conversations!. Conversations about things that interest kids will open them up big time.

💡 Tip 6: Direct, Don't ask.

Provide real choices. One of the mistakes adults make is asking children their opinion when they don't have a choice in the situation. Choices are important to kids.

In the adult world, we use questions to give polite instructions. A wife may say to her husband, "Honey, would you help with the dishes?" What she really means is, "Help with the dishes."

These instructional questions confuse children. If you announce, "Would you like to sing now?" the children may answer, "No." They're not being silly (or maybe some are!), but sincere. They really might not want to sing now.

This puts the leader in a tough spot. Do you say, "Well, we are doing it anyway. I wasn't really asking"? A better option is to avoid the situation in the first place by enthusiastically and simply instructing, "It's worship time!" See the difference?

However, you can offer legitimate choices at the same time you give instructions.



How do you get kids to talk? You have to resist the urge to talk.

- "Choose a partner for worship time."
- "Pick a good seat as we are about to hear a fantastic story!"
- "Go pick the table where you would like to do the craft."

When we give children both real choices and clear instructions, and do it with enthusiasm, they will gladly follow and have a great time partnering with us in the learning experience.

Tip 7: Plan Your Questions Thoughtfully

Two priests once argued about whether it was OK to pray while smoking. Since they disagreed so strongly, they decided to write to the Pope to get his answer.

When they met again to report whether or not the Pope backed up their side, to their surprise, the Pope had agreed with both of their positions.

The priest who felt you should not smoke while praying wrote and asked, "Is it OK to smoke while praying?"

The Pope replied, "No, because prayer is serious business, and it demands your full attention."

The priest who thought it was fine to smoke while praying asked, "Is it OK to pray while smoking?"

The Pope replied, "Of course. You can pray any time, and God will hear you."

Obviously, how you frame a question can determine the answer you will get.

If you ask children questions that they can answer with a simple yes or no, you won't get them thinking about the topic. You need to ask open-ended questions that don't have an obvious right or wrong answer. These are called *analytical* (requiring some thought) or *personal* (answer relates only to the one answering) questions. If you take the time to write out strategic questions ahead of time, you will end up having great conversations with your students.

💡 Tip 8: Engaging Your Students with Prayer

Do you start or close your class or small group time with prayer?

Prayer is one of those things we can be guilty of talking about more than doing. Not only is there power in prayer, there is also an impact when kids hear us pray. It teaches them how to pray.

- Prayer can help kids focus and bring their attention to the topic at hand while emphasizing the importance of your time together.
- Pray with your kids, and ask God to give your group wisdom. Your kids may surprise you with a more focused attitude during this time of discipleship.
- When kids ask you to pray for them, show them that you are serious about prayer by praying for them right then and there.

If kids see how important prayer is to you, it is far more likely they will begin to follow your example.

💡 Tip 9: Aim High

If you aim at nothing, you are sure to hit it!

- What is your goal when you are teaching?
- Is there some information you want kids to learn?
- Is there a behavior you want to see change in their life?
- Is there something you want them to be able to do as a result of your lesson?

Whenever you teach, be sure you are absolutely clear on your aim for the lesson. It can be a different type of aim for each lesson, but it must be obvious. Your curriculum may suggest several, but it is best to hone



If kids see how important prayer is to you, it is far more likely they will begin to follow your example.



If we truly believe that we are changing lives and not providing childcare, then we must determine our aim with each lesson and measure our success.

in on one. Some weeks you may focus on a particular verse. Other weeks may be about character traits.

Ask yourself, "What's the one thing I want kids to walk away from the room with?" The answer will be your aim.

Once you have determined that aim, choose learning activities that will create the target for that aim.

Every goal should be measurable. How will you know that you hit what you were aiming at?

Things like "Know the plan of salvation" or "Learn a new Bible verse" sound like worthy aims. But how do you measure what another person knows? You can't crack open their brain and look at what got deposited there during your lesson. However, things like, "Repeat the ABCs of salvation after me" or, "Repeat the memory verse without prompting" are measurable.

Write down your aim and how you will determine if you have succeeded. It may be that you won't find out until the following week.

If we truly believe that we are changing lives and not providing childcare, then we must determine our aim with each lesson and measure our success. Not only will we be more effective teachers, we will also be encouraged as we see the impact of our efforts!

Tip 10: Grow Like a P.R.O.

To really grow, we have to let God work inside of us. Trying to grow on our own won't yield good results. Teach kids to rely on Jesus like a **P.R.O.**

- **P**ray—Begin by asking God to seek your heart and show you where he wants to work. As the Holy Spirit reveals areas that may need to change, confess them to him.
- **R**epent—True repentance shows a change of our hearts, minds, and intentions from our way to God's way.

- **O**bey—We want our kids to obey God's will and follow his Spirit. Spiritual growth will come as our hearts learn that obedience is a gift of love. It should be the first choice of those who belong to Jesus.

We all know that few of our students will “go pro” in their favorite sport. But using this phrase that they relate to can help them “go pro” in their spiritual growth.

💡 Tip 11: Traits of Effective Teachers—Enthusiasm

Why is enthusiasm so effective? For starters, it keeps students' attention—and the more they are listening, the more they are learning. Enthusiasm validates the content and gives credibility to the teacher. If a teacher lacks enthusiasm, it makes the content sound unimportant. Or, worse, it makes the teacher look unqualified to teach. Either of those conclusions, even at a subconscious level, will stifle learning.

How do you show enthusiasm? Smile! Be confident! Teachers must be convinced of their own value if they want their students to be eager to learn. A new teacher can compensate for lack of experience by being enthusiastic.

Ask yourself not, “How enthusiastic am I?” but, “How enthusiastic do my students think I am?” Then, think of some ways to increase your enthusiasm while teaching!

💡 Tip 12: Traits of Effective Teachers—Clear Communication

To teach effectively, we must communicate clearly. But teachers often forget to evaluate how well the students understand the lesson. Just because you *said* it doesn't mean you *taught* it. Teaching involves a transformation in the student. It can be as simple as new knowledge they didn't have before, but it ought to go further in changing the way they think and behave.



How do we know if we've been teaching or talking?



The first key is to ask effective questions. The first secret to asking questions is to ask the question and wait.

That's right. Wait.

Studies have shown that after asking a question, most teachers wait *less than a second* for an answer ("Your Secret Weapon: Wait Time;" *teachervision.com*). If no answer comes—in less than a second—they give the answer. Students will certainly allow the teacher to do this. However, if a teacher waits for an answer, the same awkward silence that urges them to provide the answer will prompt students to venture a guess.

Ideally, wait three to five seconds. Count them in your head as you wait. Then, after someone answers, wait three to five seconds again. If you don't jump in and start talking right away, someone else just might have something to say.



The next key is to learn to ask a variety of questions, ranging from questions requiring recall to questions that require thought and personal analysis. The latter type of question enables answers with no risk of being wrong.



The final key is to help a student modify their answer until it becomes acceptable. Always thank a student for participating and acknowledge something good about their answer, even if it was far off. Avoid saying "No," or "Wrong," or "Bbbzztt! Try again." A negative response will shut down not just that kid, but every other kid who saw them get shut down. Instead, say something that reinforces their attempt to answer and then provides the correct information. For example, "I can see why you might think that, but actually David was just a young boy."

Accept answers as a gift, and you'll receive many more. Planning questions ahead of time will result in more thoughtful and intentional questions. Through an effective use of questions, your teaching will become clearer, and your students will learn more!

**1. ASK
THEN WAIT**

**2. VARY THE
QUESTIONS**

**3. STAY
POSITIVE**

Tip 13: Traits of Effective Teachers—Know Their Stuff

Effective teachers have a firm grip on the subject matter they are teaching. It is critical to prepare and know your material—even more than you plan to share. In the week before you present the lesson, use teacher guides or curriculum as a basis for your own study. When you share what you have learned, students will engage more. It also prepares teachers to be flexible in their teaching methods.

Teachers do not need to know everything on a subject, but they should have a firm grip on the material and the big idea they are trying to communicate. I often say to students, “You probably aren’t old enough for this, but . . .” and they rise to the occasion, eager to be challenged and to learn something new. Try it!

Tip 14: Traits of an Effective Teacher—High Expectations

One of the most profound secrets of effective teaching is that students rise to the level of their teacher’s expectations. This is called the Pygmalion Effect and was discovered in a famous study by Robert Rosenthal and Lenore Jacobson (*Pygmalion in the Classroom*, 1968). In the study, teachers were asked to administer a test to their students. They were told that the test would determine the top twenty percent of their class. The teachers assumed that the students were the “lab rats” of the experiment. In reality, Rosenthal and Jacobson were watching the teachers.

After all the students were tested, Rosenthal and Jacobson gave the teachers fake statistics. They randomly picked students to be in the top twenty percent, regardless of the students’ actual test score. Naturally, the teachers believed the scientists. Eight months later, that random twenty-percent group ended up being top of their class. Why? Because the teachers expected more from them. They challenged them more than the others who they perceived had less potential.



One of the most profound secrets of effective teaching is that students rise to the level of their teacher’s expectations.

Teachers who expect great things often act to fulfill their own prophesy. How do you communicate high expectations to your students? Be willing to try challenging things and expect your students to succeed. If they are struggling, be the one who believes they can do it. Children are natural pleasers and will work hard to live up to what you think they are capable of.

I once challenged the kids in my class to memorize an entire book of the Bible. Within a month several kids knew the book of Philippians by memory and could quote it with ease. Had they never been challenged, they would have never undertaken such an endeavor. What will your challenge be? How will you encourage your students and celebrate their success? If you want to be a great teacher, expect great things from your students.

Tip 15: Notice the Gentle Tugs

In Luke 8, Jesus was ministering to the crowds when he suddenly felt someone touch his garment. He felt power go out from him. A woman came forward and admitted she had touched him. Jesus was busy doing his Father's work, but he wasn't too busy to notice the gentle touch of a woman in need—a woman who didn't feel she could interrupt or ask him for help. So she settled for a hidden touch.

While we certainly won't have power flow out of us, we need to be like Jesus in this story. Every time we lead our classes or programs, we find ourselves busy doing what our Father has given us to do. But we must not miss when children seek a little attention from us. They may not feel they can interrupt or ask, but they will tip us off with small gestures. They may try to hold our hand, or sit next to us, or linger around. We must be sure that we stop and minister to these children right in the moment of their need. It might be a kind word, a listening ear, or a promise to pray that will provide healing to that child in the moment.



Teachers who expect great things often act to fulfill their own prophesy.

💡 Tip 16: Your Story Matters

Do the kid's in your class know your personal testimony? Of course, I'm not talking about adult things they are not ready to handle. But I am talking about the amazing things God has done in your own life.

Tell the kids what God is doing in your life. Start small by relating a Bible story to your own life. For example, "Saul was a totally different person after meeting Jesus. When I met Jesus, I became a new person, too. I used to have such a terrible temper, but God changed me from the inside out. I still get angry sometimes, but I handle it completely differently."

When children hear a story about someone long since dead, it remains distant and less relevant than if they hear the impact of the Bible on someone they actually know. There is a reason Jesus told stories—stories connect people to truth and to the storyteller. Be sure you share real-life stories from your life. You will find your students connecting with you and then to the material in a much more effective manner. You are the best proof of the reality of God to your students.

💡 Tip 17: The Eyeball Game

I make it a point to look every child in the eyes when I am teaching. I call it the eyeball game, but it is only a game in my mind. If a child isn't looking at me, I will come back to them. If I need to walk out and among them to look into the eyes of every child, then I do that. If I need to gently put my hand on the shoulder of a child to get them to look up, then I do that. If I need to kneel down to see their eyes, I do that. No child is missed. I have no Bible verse to back this up, but I think this is how Jesus ministered.



D KEEPING SHARP

When children hear a story about someone long since dead, it remains distant and less relevant than if they hear the impact of the Bible on someone they actually know.

When you look someone in the eye, you connect with their soul. When you are in a crowd and listening to a preacher or speaker and make eye contact—even for a moment—there is suddenly power in that moment! Their words suddenly are for you. I bet you remember what they were talking about at that moment. Perhaps you even wonder if they intended to look at you at that very moment.

Imagine giving children that same feeling when you are welcoming them. You are glad *they* are there! You want to teach *them*! You have a message for *them* from God's Word. God has something they need to hear. Don't underestimate the power of the eyeball game.

💡 **Tip 18: A Laughing Class Is a Learning Class**

You've heard the family that plays together stays together. Well, I propose an extension of that principle: The class that laughs together learns together.

Let's face it, from a child's perspective, Sunday is supposed to be a day off from school. And then somebody went and invented Sunday school. Whatever you call your Sunday experience, it's more listening, learning, and being led by grown-ups.



The secret is to have so much fun that they don't even realize they are learning.

- Play games
- Act out stories
- Create a reward system
- Use Bible trading cards

Ask yourself, "How much laughter is in my class?" You may need to up the Laugh-O-Meter a bit. Search the web for kid jokes, and open with a few each week. It's easy to have fun, and it also makes you a more effective teacher.

Tip 19: Call and Respond!

Always be looking for ways to rally attention while making it fun and active for your kids. One fun strategy is to use a call and respond activity. This is a short, interactive activity that helps engage kids while reinforcing the lesson of the day.

Teach it at the beginning, and then repeat the sequence throughout the lesson. Of course, it can be altered from week to week to keep kids on their toes.

"If I say _____ (or do _____,) then you say _____ (or do _____)."

Some examples:

- Leader: **CLAP, CLAP, CLAP, "JESUS LOVES ME."**
Kids: **CLAP, CLAP, CLAP, "NO MATTER WHAT!"**
- Leader (in a funny voice and rhythm): **"HELLO, CLASS."**
Kids (mimicking voice and rhythm):
"I'M LISTENING, TEACHER."

These call and respond strategies are excellent for regrouping, transitioning between activities, or simply adding some fun into your lesson.

Tip 20: When a Child with Special Needs Visits

Getting to know people with special needs can be difficult. It takes time. Generally speaking, it is similar to knowing any other person in our ministry. Sometimes they present a communication challenge. Other times, there are behavior issues. Often, there are physical impairments that tend to make us feel uncomfortable. Wheelchairs, crutches, or seeing sticks tend to be obstacles in our everyday environments.

Start by welcoming the child warmly. Get them involved in a simple task you can compliment them on (whether or not it was done well). Activity takes their mind off of the newness they are feeling.



Also, assess whether they can manage on their own or if they need someone to come alongside and help them. Your leadership can be helpful in determining the next steps, but at the start, love and patience are key.

Much of getting to know special-needs people is trial and error. It's okay if you need to move in and out of a classroom, change activities frequently, or give tangible rewards (stickers, high fives, hugs) to let them know how great you think they are doing. You are getting to know what it takes to love them. Be positive and loving, and show interest in them.

Tip 21: Ask for Guesses, Not Answers

Years ago, I had a little boy in my class named Trevon. Whenever I asked a question, regardless of the Bible story, his hand would shoot up. He always answered with an enthusiastic, "Moses!" Some teacher must have hit it out of the park telling Trevon the story of Moses.

I felt bad for him. One Sunday, I decided to rig the Q and A for Trevon. Though it had nothing to do with my lesson, I asked, "Who did God give the Ten Commandments to?"

Of course, Trevon's hand shot up again! I smiled as I called on him. Trevon hesitated. "Jesus?" He answered.

I was dejected. "No, Trevon, it was Moses." I felt terrible. I thought I had set this little guy up for success, but instead, I had caused him to fail yet again. I shared this story with a mentor that week.

He said, "Karl, that's because you are asking for answers instead of guesses."

You see, a guess can always be affirmed. I could have been saying, "Moses? What a great guess! He was a mighty man for God in the Old Testament, but I was thinking of someone in the New Testament." No matter how far

TAKE NOTE

No matter how far off the answer, I can now affirm the child's thinking and effort while guiding them toward the correct answer.

off the answer, I can now affirm the child's thinking and effort while guiding them toward the correct answer.

"Michael Jordan? Wow, he is amazing on the basketball court, but I'm thinking of someone who was amazing in the time of Jesus. In fact, Jordan might be known as 'Air Jordan,' but this disciple of Jesus walked on water! Not even Michael Jordan can do that. Any guesses?"

Start asking for guesses, and your students will keep trying and contributing. As a result, they will both learn and be encouraged.

💡 **Tip 22: Expressive Facial Expressions**

Want your storytelling to have greater impact? Be expressive! It takes intentional effort at first, but it will come naturally over time. Every emotion and expression is reduced as it travels the distance from you to your audience.

- A smile one-on-one is a straight face to a group.
- A laugh close up is a chuckle to an audience.

How do you compensate for this? Take your expressions up a few notches when you are in front of a group. You will feel like you are too loud or too expressive, but your intent will be recognizable.

This is hugely important when it comes to children. If you want to express happiness or excitement, your face needs to really show those emotions. If you want to express sadness, surprise, or anger, show them at two hundred percent, and your audience will be drawn in.

💡 **Tip 23: Get Real**

If you want your lessons to truly impact your students, you must tell them how the story affects them *right now*. Think of tangible ways to relate the lesson to their lives. What exactly are you asking the kids to do that day or that week?



A mistake we often make is to end our lessons with something open-ended and vague. For instance, instead of, "Let's all be more forgiving," be specific.

"Who do you need to forgive right now? Who do you need to ask for forgiveness? Before today is over, go to that person and ask them to forgive you. Every night, ask God to help you forgive that person who hurt you. Next week, we will all talk about it. I will do this also, and let you know how it goes."

Do you see the difference? Most children are not great with the abstract or the subtle. Give them something small, concrete, and doable. This is what takes your lessons from "a story long ago" to "God's Word changing me now."

Tip 24: Exaggerated Gestures!

Super-size it! Want your message to have impact? You'll want to blow up everything you do. When I coach my volunteers on puppets or drama, I dare them to be too loud or too silly or too zany. Rarely have I ever had to ask for *less* of something.

I'm not talking about exaggerating the facts and being dishonest. I'm talking about exaggerating your motions, your voices, and your descriptions, so you are larger than life.

If you aren't exhausted at the end of a story, you aren't telling it right. Keep your audience engaged through exaggerated expressions and gestures.



TAKE NOTE

If you aren't exhausted at the end of a story, you aren't telling it right. Keep your audience engaged through exaggerated expressions and gestures.