



I AM statements
of ***Jesus***

ENGLISH BIBLE CAMP
CURRICULUM



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Jesus, Who Are You?

Curriculum Overview



Day 1

Jesus, Who are You? The Light of the World

Story: Healing of a blind man (**JOHN 9:1–41**)

Theme verse: “Again Jesus spoke to them, saying, ‘I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life’” (**JOHN 8:12**).

Vocabulary List: blind, sin/sinner, spit, mud, beggar, heal/healed, guilt, see/sight, physical/physically, spiritual/spiritually, light, dark, world



Day 2

Jesus, Who are You? The Bread of Life

Story: Feeding of the 5,000 (**JOHN 6:1–15**)

Theme verse: “Jesus said to them, ‘I am the bread of life’” (**JOHN 6:35**).

Vocabulary List: miracle, crowd, hungry/hunger, thirsty/thirst, loaf/loaves, bread, fish, leftovers, king, life



Day 3

Jesus, Who are You? The Door & The Good Shepherd (**JOHN 10**).

Story: Parable of the Lost Sheep (**LUKE 15:3–7**)

Theme verses: “I am the door. If anyone enters by me, he will be saved” (**JOHN 10:9**).

“I am the good shepherd. The good shepherd lays down his life for the sheep” (**JOHN 10:11**).

Vocabulary List: shepherd, (flock of) sheep, lost, find/found, rescue, door, enter, thief, protect, false, true, good, bad



Day 4

Jesus, Who are You? The Vine

Story: Selected verses from John 15

Theme verse: “I am the vine; you are the branches” (**JOHN 15:5A**).

Vocabulary List: vine, branches, prune, healthy, rotten, fruit, die, connected/disconnected, gardener, unhealthy, garden, faith, grape



Day 5

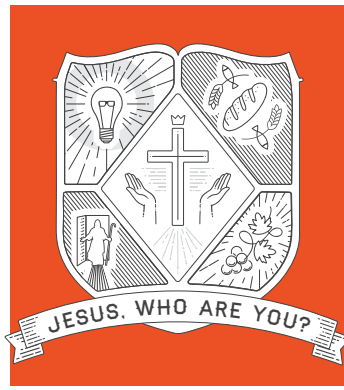
Jesus, Who are You? The Resurrection and the Life (**JOHN 11**); and The Way, the Truth and the Life (**JOHN 14**)

Story: Lazarus (**JOHN 11:1–44**)

Theme verse: “Jesus said to him, ‘I am the way, and the truth, and the life. No one comes to the Father except through me’” (**JOHN 14:6**).

Vocabulary List: sick, come/came, open, close, see, die/died, cry/cried, tomb, truth

Important note about vocabulary: Some days, different words are taught to the pre-reading & reading level students. The lists above are comprehensive, but we recommend focusing on the words taught to both groups during any large group times.



English Bible Camp Overview

Welcome to English Bible Camp (EBC)! This curriculum is here to assist you in preparing, leading and executing a great week of EBC all to the glory of God. We encourage you to read through the entirety of the curriculum to fully understand what your service will look like. While you cannot plan for every situation and circumstance, the more you prepare, the easier it will be to adapt to various situations that might arise. As you read through the curriculum, keep these things in mind:

1. Every EBC looks a little different. Starting and ending times are decided upon by each hosting congregation. Facilities and spaces vary depending on location. In addition, supplies and available technology at each site will vary. But, fear not! Your hosting congregation will be able to inform you of all that is available for your use during EBC.
2. You are not required to use every idea presented in this curriculum. It is here to help you. If you have a great idea for a craft that is not listed, go for it! Use the gifts God has given you. The ideas presented come as suggestions of what we believe will be successful and beneficial activities and methods throughout the week. Our goal is to clearly share the Gospel with the students and to have a great time doing so.
3. We are here to help, and we want to help you. If something doesn't make sense, ask our team or the team you are serving with.

Expectations of EBC Teams

While English Bible Camp can be compared to Vacation Bible School at your home congregation, there are some big differences. Here is what is expected of you and your team while serving at EBC.

- Everything aside from food and drinks during the time of camp is prepared by your team. The hosting congregation is there to assist, interpret and take care of logistical items. The program and curriculum are all you. Your hosts might offer to take care of planning some specific games or extra activities. However, go in thinking that from about eight o'clock in the morning to three o'clock in the afternoon you are leading the camp.

- You will be in charge of leading more than one area. At Vacation Bible School, you are often assigned one task or one specific group of participants. At EBC you will most likely be leading a combination of activities and involved in the opening and closing.
- You are a leader, not an assistant. If you take on the responsibility of crafts, you will be in charge of setting up that area, giving instructions and running the craft rotation.

How to Prepare for EBC

Preparing Yourself

You now have the curriculum in hand. But what should you do with it? Our first suggestion is to read through it on your own. Whether you are serving with a team that you already know or one that is being assembled, it will greatly benefit you and your team to have already familiarized yourself with the curriculum before you meet. Answer the following questions while you read the curriculum. (Use the lines included after the questions to take some notes.)

1. What gifts has God given me to use at EBC?

2. What areas of the curriculum am I drawn to leading?

3. What will I feel comfortable leading with the help of volunteers at EBC? What might be something I am uncomfortable leading, but would be willing to do if my team needs me to lead it?

4. What am I excited about in this curriculum?

Preparing Your Team/Team Meetings

Once you go through the curriculum (and others from your team have done so as well), schedule a time to meet in person or to video-conference as a team. One member of your team is designated as your team leader. That person has been selected to help keep your team on schedule and to communicate with your hosts. The following is a suggestion for meeting as a team:

Meeting #1: Get to know each other. Spend time introducing yourselves if you don't already know each other. Share your expectations about EBC and working together as a team. Encourage each other to read through the curriculum. Pray as a team.

After the first meeting, prepare yourself for your next team meeting and read through the curriculum if you hadn't done so already.

Meeting #2: Check in with each other. Discuss what you are looking forward to at EBC. Share which areas of the curriculum and rotations you would like to lead. Divide up the various rotations, groups and tasks to be carried out during EBC. Pray as a team.

After the second meeting, start preparing your assigned parts of EBC. Be prepared to share your ideas at the next meeting. Compile a list of questions to discuss with your team. Ask for help if you need it.

Meeting #3: Check in with each other and encourage each other. Give feedback on ideas and answer any questions that you have as a team. Begin to compile a list of needed supplies. Make a list of team devotion leaders for each morning of camp. Pray as a team.

After the third meeting, continue to prepare your section of the curriculum. Make additional notes on your own copy of the curriculum. Be prepared to have your full game plan ready by the fourth meeting.

Meeting #4: Your team should be well set to lead EBC. Each person should have their assigned responsibilities prepared. Go over any unanswered questions with your team. If you will need assistance during camp, let your team know ahead of time (e.g., if you are in charge of the opening and there is a skit, let your team know you will use some of them ahead of time.) Generate a final list of needed supplies. Pray as a team.

After the fourth meeting, continue to review your plans. Remember, the more prepared you are, the better off you'll be. Pack your bags and make sure to take your curriculum with all your notes!

Dividing Up Responsibilities

During your meetings, you will need to decide who is in charge of what. Some team members might have a few more responsibilities than others. This will depend on the size of your team. In the schedule you see below, the participants all participate in the English lesson at the same time, followed by the Bible Lesson. The various rotations then take place after these two foundational lessons. For a team of four people, here is a suggestion about how to divvy up the responsibilities:

Team Member #1 — English and Bible Lesson with the youngest students + Music Rotation

Team Member #2 — English and Bible Lesson with the intermediate students + Crafts Rotation

Team Member #3 — English and Bible Lesson with the advanced students + Games Rotation

Team Member #4 — English and Bible Lesson with any of the groups + Opening and Closing

Camp Schedule

So, you're planning to read through the curriculum and see how the all pieces fit together. But what good is it if you don't know how everything flows during the day? The following is a sample schedule that we believe works brilliantly. As you read through the curriculum, visualize the various parts flowing and moving together. But remember, your hosting

congregation might begin later, end sooner, have longer times scheduled for food and drink breaks, or have other activities planned for the day. Maybe the available dining area isn't big enough for the entire camp to eat at the same time and you need to split into two groups for lunch. There are many things that determine a schedule. Fear not! These are all things you will discuss with your hosts. For now, use this schedule for reading through the curriculum.

9:00 – 9:30	Opening
9:35 – 10:15	English
10:20 – 11:00	Bible Lesson
11:00 – 11:15	Break
11:20 – 12:00	Rotation 1 (Music, Crafts, Games)
12:05 – 12:45	Rotation 2 (Music, Crafts, Games)
12:50 – 13:45	Lunch
13:50 – 14:30	Rotation 3 (Music, Crafts, Games)
14:35 – 15:00	Closing

You may notice a five minute gap between each block of time. Remember that it will take time for the participants to move from place to place. It's also good for them to have a mental break as well (even if it's just five minutes).

Note also that we have scheduled English for all participants right at the beginning of the day. During this time, participants will learn foundational vocabulary for the rest of the day and words/phrases that go specifically with the Bible lesson and theme for that day. Think of it as a pre-teaching for all the great activities to come. If you and your host decide to use a different schedule, keep in mind that you might have to teach vocabulary during a different activity since the participants will not have yet learned it.

A few parts of your daily schedule are important, but not directly related to the curriculum. However, we want to encourage you to practice these things during EBC:

- 1. Morning and Evening Devotions:** Leave time to meet as a team to be in the Word, to pray for the EBC and to talk about how things are going. A team that starts and ends the day together in the Word is one firmly rooted for the joys and trials that may come.
- 2. Team meetings:** Spend time with your entire team (hosts included) debriefing each day and discussing what went extremely well that day and what might need to be adapted for the next day.
- 3. Enjoy your time:** Relax, explore and have a great time! Work hard during the day and then enjoy the evenings to the fullest.
- 4. Sleep:** Even if you are the most prepared you can be, lack of sleep can prevent you from carrying out all that you prepared. Take care of yourself with a good amount of sleep each night.

Supplies

It is very likely that you will need to bring some supplies with you. But there are probably many everyday items that your host congregation can provide for use at your EBC. Just ask. You are working together, and you are on the same team. Why bring reams of paper if your hosts can provide it for you?

Again, we return to the idea of preparing. While plans may change, our preparations make us stronger and more capable of adapting to the changes. This goes for supplies as well. Waiting until a week before you depart to start gathering necessary items leaves very little time for communication with your hosts about what they have available. Aim to have a final list of needed supplies two months before you depart for EBC.

Bonus Tip: If you are a Thrivent member and still have a Thrivent Action Team to use, one person from your team could use this to help purchase supplies for use at the EBC or to host an event for people from your congregation to bring supplies that you need. That \$250 Visa card can go a long way!

Supply List

(Always ask your hosts what they have available!)

General Supplies:

- **Name tags** — There are printable versions with the EBC logo in appendix 5.
- **Colored arm bands** — Dividing children into various groups by color makes for easy counting and grouping. A colored piece of fabric works perfectly.

Opening & Closing:

1. Basket or box that says, “Jesus, Who are You?” Have the following items inside to illustrate each day’s theme:

- a. A small flashlight or battery-powered candle.
- b. A loaf of bread (artificial or real) that has a label that that reads “Life” attached to it.
- c. A small cardboard door. A dollhouse size door could also work for this. Your host might be able to provide a small door to use.
- d. A cardboard shepherd’s staff. Your hosts may be able to provide a full-size shepherd’s staff; ask them.
- e. An artificial grape vine.
- f. A small (perhaps 6–10 inch high) cross. Suggestion: This could be cardboard. Have the words “the Resurrection and the Life” printed on the cross. OR a map, a compass or a GPS picture for “the Way and the Truth and the Life.” Or both.

2. Day 1: Two sets of the day’s vocabulary words on small pieces of paper (keep the sets separate).

Bible Class:

Day 1: Light images, printed & cut on card stock, enough for each participant to have one; 5 numbered bags; blindfolds for each participant; long rope; flashlight; Bible verse printed on card stock paper, 1 per participant; glue sticks; coloring utensils.

Day 2: Small treats/prizes; blankets, towels or colored pieces of paper to mark different seating spaces; paper for each participant (or use participant books to tally the number of times they hear a word); 1 copy of word search for each participant.

Day 3: White balloons or Styrofoam balls, enough for each participants to have 2; divider for “pasture”; shepherd’s crooks for each participant (cardboard paper towel tubes, plastic candy canes, etc.); blindfolds for each participant; several noise makers (bells, rattles, cymbals — ask your hosts if they already have these to borrow).

Day 4: Graphic of vine & fruit; illustration of dead vine branches; supplies for obstacle course: hula hoops, limbo sticks, soccer (or similar sized) balls, plastic spoons (enough for each participant to have one), cotton balls, two small traffic cones (or chairs), and two sets of cards containing individual slips of paper, each with one word of the day’s Bible verse printed on it — on one slip of paper

will be written “John 15:5”, on another “I”, on another “AM” and so on.

Day 5: Copy of the object from opening, if possible; chair or other prop to show the tomb being closed; copies of the skit as needed; copy of the worksheet for each participant; drawing supplies.

Games:

Blanket or large sheet
Rolled paper
“Find Someone Who” worksheet and pencils
Kickball
Plastic bat and whiffle balls
Jump rope
Chalk
Coin and saltshaker or other small object
Pencil and drawing paper for each team
Blindfolds
Deck of cards
Sponges
Water balloons

Crafts:

See Craft overview page.

English Class:

Day 1: Preschool Level

- ☐ An object of your choice to represent each vocabulary word
- ☐ Small ball
- ☐ Copies of coloring pages (appendix 3), one page per participant
- ☐ Markers/crayons/colored pencils

Day 1: Reading Level

- ☐ Small pieces of paper (e.g. 3" x 5"), six pieces per participant
- ☐ Copies of word search (appendix 3), one page per participant
- ☐ markers/crayons/colored pencils

Day 2: Preschool Level

- ☐ Copies of coloring pages (appendix 3), one page per participant
- ☐ Markers/crayons/colored pencils

Day 2: Reading Level

- ☐ Vocabulary words written on note cards with large letters, then cut apart into groups of two or three letters
- ☐ White board, whiteboard markers (chalkboard, chalk)
- ☐ Copies of activity sheet (appendix 3), one page per participant
- ☐ markers/crayons/colored pencils

Day 3: Preschool Level

- ☐ Blank sheets of paper for drawing, one per participant
- ☐ Copies of coloring pages (appendix 3), one page per participant
- ☐ Markers/crayons/colored pencils

Day 3: Reading Level

- ☐ White board, whiteboard markers (chalkboard, chalk)
- ☐ Copies of crossword puzzle (appendix 3), one per participant
- ☐ markers/crayons/colored pencils

Day 4: Preschool Level

- ☐ Bag, big enough to fit your hand into, not transparent
- ☐ Small pieces of blue, red, green, and yellow paper (each piece should be small enough to fit into the bag)
- ☐ Copies of coloring pages (appendix 3), one page per participant
- ☐ Markers/crayons/colored pencils

Day 4: Reading Level

- ☐ Each vocabulary word written on a small piece of paper
- ☐ Bag, big enough to fit your hand into, not transparent
- ☐ Small pieces of blue, red, green and yellow paper (each piece should be small enough to fit into the bag)
- ☐ Copies of word scramble puzzle (appendix 3), one per participant
- ☐ markers/crayons/colored pencils

Day 5: Preschool Level

- ☐ Copies of coloring pages (appendix 3), one page per participant
- ☐ Markers/crayons/colored pencils

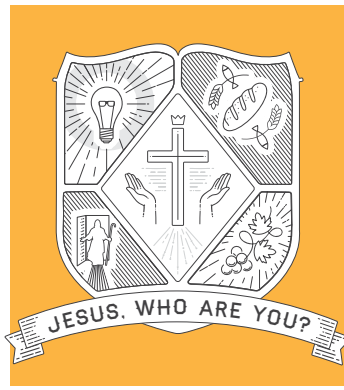
Day 5: Reading Level

- ☐ Note cards, four per participant
- ☐ Copies of vocabulary matching sheet (appendix 3), one per participant
- ☐ markers/crayons/colored pencils

Music Class:

Projection/text/printed materials for singing as well as an instrument or speaker of some kind.

Supply list is not exhaustive but should have a good selection of supplies to get you started



Opening & Closing Sessions

With so many different details to keep track of and prepare, it can be easy to overlook the short timeslots of the opening and closing. However, the opening session of EBC is what will set the tone for each day and the closing session is the last memory the participants take home. With the participants' excitement upon arrival to the church/facility it is helpful to have a consistent structure for the opening and closing to promote a fun, friendly and welcoming environment to frame the daily activities. For the ease of knowing where to truly "begin" and "end" each session, we highly encourage you to follow the format provided in order to ensure your team is prepared to engage and manage EBC to the best of your ability.

Registration as Doors Open, Day One:

As participants arrive and are dropped off by their parents or chaperones, set up a Welcome & Registration station/table that is easily visible from the entrance, manned by one English-speaking volunteer and at least one local volunteer for help with interpretation.

Note: Your host location is responsible for communication between parents and participants, as well as the logistics of pick-up and drop-off, so do not be afraid to approach them about actively participating throughout this portion of events if they are not already planning to do so.

Suggested Items to Include:

1. A welcome sign in English and the host language.
2. Check-in/Registration sheet with participants' names pre-printed. (Your host should have this available. Just ask.)
3. Name tags and writing utensils.
4. Wear your nametag so that it is readily visible to participants and parents.

Note: If participants are being divided up by age or English comprehension level it is helpful to designate which group each student is going to via nametag (colored string, colored stars, etc., that correlate with the correct group.)

*Be sure to direct your participants to the correct group/leader after they have been checked in.

*Even though the check-in process can get a little chaotic, **be sure to smile and be friendly** to both participants and their parents. (Remember that this is possibly the participants' first impression of the church, and the parents' first impression of the people they are trusting their children with for the week.)

Final Note:

If your team has decided to have a closing ceremony at the end of EBC week which parents are invited to attend, it is never too early to tell parents the details. Go ahead and have a handout sheet ready with details such as date/time and what to expect from the closing ceremony's activities to give to the parents when you meet them. (See closing session five for suggestions on a closing ceremony).

Preparation for Opening & Closing Sessions:

- A.** Converse ahead of time with your interpreters about what you do and do not want help translating during the opening and closing sessions to ensure smooth sailing.

Note: On Day One it will be helpful to translate a bit more, just to help the participants feel comfortable and get settled in.

- B.** Designate ahead of time whether one English volunteer or multiple volunteers & interpreters, etc., will conduct the opening and closing sessions.

Note: It often works well to designate different people for different days.

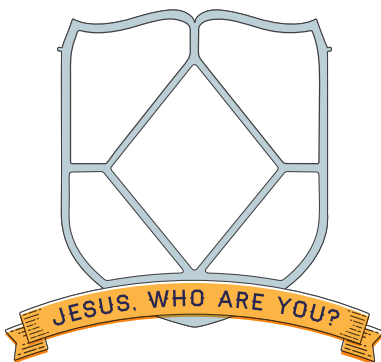
- C.** Communicate with your host location ahead of time about what will be available within the facility; i.e., will you have access to a projector, computer, sound system, etc.?

Note: Remember to be flexible with what items are reasonable to bring with you and what you can do without if it is not available on site.

- D.** Before Day One prepare a basket or box that says, "Jesus, Who are You?" Have the following items to illustrate each day's theme:

- 1.** A small flashlight or battery powered candle.
- 2.** A loaf of bread (artificial or real) that has a label that reads "Life" attached to it.
- 3.** A small door, like the one used for today's craft. A dollhouse size door could also work for this. Your host might be able to provide a small door to use. A cardboard shepherd's staff. Your hosts may be able to provide a full-size shepherd's staff; ask them.
- 4.** An artificial grape vine.
- 5.** A small (perhaps 6–10 inch high) cross. Suggestion: This could be cardboard. Have the words "the Resurrection and the Life" printed on the cross. An alternate might be a map, a compass, or a GPS picture for "the Way and the Truth and the Life." Or both.

- E.** An alternate opening activity, in place of putting the items in the box (paragraph D. above), is to use the curriculum theme badge.
1. Before Day One, prepare a box or a bag that is marked, "Jesus, Who Are You?"
 2. Print the provided badge outline (without the daily graphics) in poster size (2' x 3' or 3' by 4'). See appendix 5 for badge outline.
 3. Print a color copy of the badge with all daily graphics included (print the same size as the outline graphic). See appendix 5 for full color badge.
 4. Carefully cut each daily graphic from full color badge (3.) so they will fit like puzzle pieces into the badge outline.
 5. Each day place the daily graphic in the box or bag. Ask a participant to draw it from the box or bag and place it on the incomplete badge. Attach with cellophane tape, two-sided tape, or Velcro.
 6. Alternatively, you could display all individual daily graphics, describe the theme for the day, and have a participant choose the appropriate graphic. This, of course, will become easier as the week progresses.
 7. Keep the growing badge on display for all five days.



OPENING & CLOSING SESSIONS

Day One: The Light of the World



Day 1: Opening

Duration: 25–35 Minutes

Note: If the facilities allow, it is nice to have music playing while participants are arriving and finding their seats. This promotes a welcoming atmosphere, as well as creating a noticeable shift in attention when the music is turned off and it is time for the program to begin.

A. Welcome:

From the front of the church/facility, greet participants and introduce the American team, interpreters, pastor and anyone else you want the participants to be familiar with throughout the week.

Note: Be sure to make a special point to distinguish which leaders are responsible for which participants' groups.

Optional:

If your team would like to share a little bit of personal background such as what part of the U.S. you are from, why you are participating in EBC, etc., this would be a good time to share about yourselves. Remember to limit the details (it will be a lot to keep track of for both the participants and the interpreters amongst all the excitement). We encourage you to share pictures of your family, maps of your state, etc., either to pass around or else via PowerPoint to help the participants connect with your team.

B. Introduce the Theme for the Week: Jesus, Who are You?

This week we will learn about Jesus through the statements He made about who He is.

This is also a great time to introduce the EBC Theme Song found in the Music section by having the American team sing it for the participants.

C. Opening Song:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section.

- *Blind Man* by Yohann Anderson (alternative version by The Kry)
- *Thy Word Is A Lamp* (AGPS 247)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed. Your host can help select a song that the participants are familiar with for this first day.

Note: See Music portion of curriculum for further instructions.

D. Introduce the Day's Theme: The Light of the World

Suggestion: Tell your participants you are now going to learn about the day's theme.

Use your marked "Jesus, Who Are You?" box or basket containing a battery powered candle or flashlight (ensure that the light is already illuminated). Choose a participant to volunteer to open the box and remove the item that will be discussed in the Bible lesson.

Note: Here you are encouraged to use your creativity in deciding how to introduce the daily theme. You are welcome to use visuals, a skit, a puppet show, or anything else you may think of. Feel free to explain as little or as much about the day's theme as you would like, keeping in mind this is simply a "preview" of what the participants will be learning about throughout their day. Weave into the introduction as many of the day's vocabulary words as you can. After the light has been removed from the basket/box, use the following dialogue or your own words to introduce the theme.

Example Dialogue: Questions & Answers Between Session Leader & Participants

Q: What did [insert volunteer's name] pull out of the basket(/box)?

A: A light.

Q: What do lights do for us? What kinds of lights are there?

A: [Many answers possible.]

Q: What lights are in our life? Can people be lights to us?

A: [Many answers possible.]

Q: Can most lights be extinguished?

A: Yes.

Q: Who is the Light that never goes out?

A: Jesus!!

Today we are going to learn how Jesus gave sight to a blind man. Now, we are going to go to the Bible and read our verse for the day.

Note: Put the light on display to be viewed throughout the week.

E. Daily Bible Verse:

Connect the daily theme to the Bible verse of the day:

"Again Jesus spoke to them, saying, 'I am the light of the world. Whoever follows me will not walk in darkness but will have the light of life'" **JOHN 8:12.**

Suggestion: Using PowerPoint or a physical medium such as card stock or a whiteboard, display the day's Bible verse and read through the script once without the participants reading, and once with them reading. Explain that this is the basis of the day's theme, and that throughout the day they will be learning more about the topic.

Note: This should be shared in both English and the local language, the latter of which your

interpreters can help with. It may be beneficial to ask the local pastor to briefly tell the story in the local language. This will make it easier for students to understand the story in English and the connections being made in music, crafts and English classes.

F. Song of the Day:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the end of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section.

- *Blind Man* by Yohann Anderson (alternative version by The Kry)
- *Thy Word Is A Lamp* (AGPS 247)

This is also a great time to review the EBC Theme Song found in the Music section.

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

G. Prayer:

After consulting your host, decide how involved you would like your location's pastor to be with EBC's daily activities. Invite the host pastor (if available) to the front in order to say a prayer over Day One of EBC, or else designate an American team member to do so with the help of an interpreter.

H. Dismissal:

Great job! You have now made it through your first opening session, and it is time to dismiss your participants to their different stations under the direction of their group leaders.

Day 1: Closing

Duration: 20–30 Minutes

Note: Even though you are more than likely tired from the first day with the finish line in sight, remember that the closing session is a great time to review material, make announcements, remind the participants of how excited you are to see them back the next day, and to show curious parents who are coming to pick up their children how well camp is going and how engaged you are with their kids.

***Additional Note**, prep for closing: Write down a double set of the day's vocabulary words on individual small slips of paper, so that you have 26 slips of paper total, each with only one vocab word. Keep these two sets divided and set them aside.

A. Start With a Song: At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the closing session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also choose to sing one of the Thematic Songs for the day. If the EBC Theme Song has been taught in Music, this is a great time for everyone to sing it together.

- *Blind Man* by Yohann Anderson (alternative version by The Kry)
- *Thy Word Is A Lamp* (AGPS 247)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

B. Review the Bible Verse of the Day

"Again Jesus spoke to them, saying, 'I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life'" John 8:12.

Note: This is a great time to get creative. For example, take turns daily allowing different groups or different participants to come to the front and recite and or read the day's Bible verse once it has been written on the board. Because it is the first day, feel free to keep it simple. Once it has been read through by a few individual participants or groups, read it together as a group one last time.

Suggestion: Consider splitting the verse in half, having half of the room stand and read the first then sitting and having the second half of the room stand and read the second half of the verse before sitting.

C. Vocabulary Review:

Review the vocabulary for the day, again, allowing participants or groups to share and participate in the review process.

Day One Vocabulary Words:

- | | |
|----------------|---------------------------|
| 1. Blind | 7. Guilt |
| 2. Sin/sinner | 8. See/sight |
| 3. Spit | 9. Physical/physically |
| 4. Mud | 10. Spiritual/spiritually |
| 5. Beggar | 11. Light |
| 6. Heal/healed | 12. Dark |
| | 13. World |

Suggestion: Write the day's vocabulary words on the board (or on pieces of paper if a white board is not available) or have them listed on the PowerPoint. Have one of the interpreters write the translations underneath. Next, practice saying the words in English.

After this, choose two people either from the American team or the interpreters and divide the room in half, drawing an imaginary line down the middle. Explain that you are going to play a game called *charades*. *Using your slips of paper from earlier, randomly ordered, give a set to each of your two volunteers. Using only actions (no words or sounds, and without pointing to the words on the board/screen or showing their slip of paper), the volunteers will simultaneously act out their vocab words as their designated team guesses the word or phrase associated with the action. Note, participants must say the word/phrase in English for it to count, and each team must only guess for their volunteer at the front. Participants should simply shout out the word or phrase they think the volunteer is acting out; there is no

need to raise their hand, as it is a race. Once a word or phrase has been correctly guessed, the volunteers at the front quickly move to the next slip. The first team to correctly guess all their vocab words first, wins. If so desired, have a small prize for the winning team, such as pieces of candy.

Note: Remember, if you choose to do this activity, speak ahead of time with your interpreters about how the game will work, so that they can help translate when the time comes.

D. Announcements:

If there are any announcements for the participants to bring home to their parents (e.g., if they need to bring anything with them the next day), now is a good time to make those announcements.

E. Closing Song:

Sing the song(s) that were learned during the Music session, if time allows. This is also a great time to review the EBC Theme Song. The Thematic Songs for the day are:

- *Blind Man* by Yohann Anderson (alternative version by The Kry)
- *Thy Word Is A Lamp* (AGPS 247)

F. Prayer:

Closing prayer by the host pastor (if possible).

G. Dismissal:

Dismiss participants. (**Note:** Have participants give their nametags to their group leaders and have leaders give participants any crafts, etc., that they need to take home from the day).

OPENING & CLOSING SESSIONS

Day Two: The Bread of Life



Day 2: Opening

Duration: 25–35 Minutes

Note: If the facilities allow, it is nice to have music playing while participants are arriving and finding their seats. This promotes a welcoming atmosphere, as well as creating a noticeable shift in attention when the music is turned off and it is time for the program to begin.

A. Welcome:

The session leader should greet the participants, telling them how wonderful it is seeing everyone back again for Day Two of EBC.

Suggestions:

1. Because it is early in the morning and everyone will likely be tired, have all the participants (including the American team and interpreters) stand up and explain that you are going to lead them through a few warm-up exercises. These do not need to be elaborate: shake out arms and legs, reach for the ceiling, reach for their toes, jog in place, give their neighbor a high five, be seated again now that their blood is flowing.
2. Next, ask a few participants to answer (by raising their hands) what their favorite part of the previous day was. This will help lead into introducing Day Two's theme.

B. Opening Song:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Eat This Bread* by Robert J. Batastini and Taizé Community (LSB 638)
Suggestion: Only teach the refrain.
- *I Am the Bread of Life* by Suzanne Toolan

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

C. Introduce the Day's Theme: The Bread of Life

Suggestion: Tell your participants you are now going to learn about the day's theme. Use your basket/box marked "Jesus, Who are You?" containing a loaf of bread with the word "Life" on it. Choose a participant to volunteer to remove the item that will be discussed in the Bible lesson.

Note: Here you are encouraged to use your creativity in deciding how to introduce the daily theme. You are welcome to use visuals, a skit, a puppet show, or anything else you may

think of. Feel free to explain as little or as much about the day's theme as you would like, keeping in mind this is simply a "preview" of what the participants will be learning about throughout their day. Weave into the introduction as many of the day's vocabulary words as you can. After the bread has been removed from the basket/box, use the following dialogue or your own words to introduce the theme.

Example Dialogue: Questions & Answers Between Session Leader & Participants

Q: What did [insert volunteer's name] pull out of the basket(/box)?

A: Bread.

Q: Why does it have the word "Life" on it?

A: Because we need food to live.

Yes, that is what we need for our physical life. Yesterday we learned how Jesus gave sight to a blind man. Today we will learn that Jesus is the Bread of Life [point to loaf of bread], and that whoever comes to Him will never go hungry, and whoever believes in Him will never go thirsty. Today we are going to learn about Jesus feeding 5000 people with very little food. Now, we are going to go to the Bible and read our verse for the day.

Note: Put the bread on display to be viewed throughout the week.

D. Daily Bible Verse:

Connect the daily theme to the Bible verse of the day:

"Jesus said to them, 'I am the bread of life'" **JOHN 6:35.**

Suggestion: Keep things simple. Using PowerPoint or a physical medium such as card stock or a whiteboard, display the day's Bible verse and read through the script once without the participants reading, and once with them reading. Explain that this is the basis of the day's theme, and that throughout the day they will be learning more about the topic.

Note: This should be shared in both English and the local language, the latter of which your interpreters can help with. It may be beneficial to ask the local pastor to briefly tell the story in the local language. This will make it easier for students to understand the story in English and the connections being made in music, crafts and English classes.

E. Song of the Day:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the end of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Eat This Bread* by Robert J. Batastini and Taizé Community (LSB 638)

Suggestion: Only teach the refrain.

- *I Am the Bread of Life* by Suzanne Toolan

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

F. Prayer:

Invite host pastor (if available) to the front in order to say a prayer over Day Two of EBC, or else designate an American team member to do so with the help of an interpreter.

G. Dismissal:

Congratulations! You have now made it through your second opening session, and it is time to dismiss your participants to their different stations under the direction of their group leaders.

Day 2: Closing

Duration: 20–30 Minutes

Note: Even though you are more than likely tired from the day with the finish line in sight, remember that the closing session is a great time to review material, make announcements, remind the participants of how excited you are that you will see them back the next day, and to show curious parents who are coming to pick up their children how well camp is going and how engaged you are with their kids.

A. Start With a Song: At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the closing session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Eat This Bread* by Robert J. Batastini and Taizé Community (LSB 638)

Suggestion: Only teach the refrain.

- *I Am the Bread of Life* by Suzanne Toolan

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

B. Review the Bible Verse of the Day

"Jesus said to them, 'I am the bread of life.'" **JOHN 6:35.**

Note: This is a great time to get creative. For example, take turns daily allowing different groups or different participants to come to the front and recite and or read the day's Bible verse once it has been written on the board. Keep it simple. Once it has been read through by a few individual participants or groups, read it together as a group one last time.

C. Vocabulary Review:

Review the vocabulary for the day, again, allowing participants or groups to share and participate in the review process.

Day Two Vocabulary Words:

- | | |
|-------------------|--------------|
| 1. Miracle | 6. Bread |
| 2. Crowd | 7. Fish |
| 3. Hunger/hungry | 8. Leftovers |
| 4. Thirst/thirsty | 9. King |
| 5. Loaf/Loaves | 10. Life |

Suggestion: Choose 2–3 volunteers to come to the front to write a few or all of the day’s vocabulary words on the board (or on pieces of paper if a white board is not available) and practice saying the words together as an entire group, asking participants to explain as they are able (with the help of an interpreter if needed) what they mean.

Note: The session leader will likely need to help remind the 2–3 volunteers of some or all the day’s vocabulary.

D. Announcements:

If there are any announcements for the participants to bring home to their parents (e.g., if they need to bring anything with them the next day), now is a good time to make those announcements.

E. Closing Song:

Sing the song(s) that were learned during the Music session, if time allows. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Eat This Bread* by Robert J. Batastini and Taizé Community (LSB 638)
Suggestion: Only teach the refrain.
- *I Am the Bread of Life* by Suzanne Toolan

F. Prayer:

Closing prayer by the host pastor (if possible).

G. Dismissal:

Dismiss participants. (**Note:** Have participants give their nametags to their group leaders and have leaders give participants any crafts, etc., that they need to take home from the day.)

OPENING & CLOSING SESSIONS

Day Three: The Door and the Good Shepherd



Day 3: Opening

Duration: 25–35 Minutes

Note: If the facilities allow, it is nice to have music playing while participants are arriving and finding their seats. This promotes a welcoming atmosphere, as well as creating a noticeable shift in attention when the music is turned off and it is time for the program to begin.

A. Welcome:

Session leader should greet the participants with enthusiasm, welcoming them back. To get the day started and to see who is listening, play two rounds of *Simon Says*, explaining the rules if necessary. The first round will be for practice, the second round will be “for real,” meaning that as participants lose, they will sit down. If you have extra time, allow a participant or two to volunteer to be Simon and lead the group.

B. Opening Song:

At your team’s discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Have No Fear, Little Flock* by Zimmermann and Marjorie Jillson (LSB 735)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

C. Introduce the Day’s Theme: The Door and the Good Shepherd

Suggestion: Tell your participants you are now going to learn about the day’s theme. Using the same basket/box as before, marked “Jesus, Who are You?”, ask different participants to guess what they think is in the basket/box today. Inside will be a small door and a small shepherd’s staff. Choose a participant to volunteer to pull out the items that will be discussed in the Bible lesson.

Note: Here you are encouraged to use your creativity in deciding how to introduce the daily theme. You are welcome to use visuals, a skit, a puppet show, or anything else you may think of. Feel free to explain as little or as much about the day’s theme as you would like, keeping in mind this is simply a “preview” of what the participants will be learning about throughout their day. Weave into the introduction as many of the day’s vocabulary words as you can. After the door and staff have been removed from the box, use the following dialogue or your own words to introduce the theme.

Example Dialogue: Questions & Answers Between Session Leader & Participants

Q: Who can tell me what doors are used for?

A: To get from one room to another, to enter a house, building, etc.

Without doors, we would be not able to go from one room to another. Animals could not go from one pasture to another. Yesterday we learned that Jesus is the Bread of Life [point to loaf of bread on display from yesterday], and how whoever comes to Him will never go hungry and whoever believes in Him will never go thirsty.

Today, we are going to learn about how Jesus is the Door, and about how, just like shepherds care for their sheep, God cares for each of us. (Go into as little or as much detail as desired.)

Note: Place door and staff by the other days' items in order to be on display throughout the week.

D. Daily Bible Verse:

Connect the daily theme to the Bible verse of the day:

"I am the door. If anyone enters by me, he will be saved" **JOHN 10:9.**

"I am the good shepherd. The good shepherd lays down his life for the sheep" **JOHN 10:11.**

Suggestion: Using a physical Bible, have one participant volunteer come to the front and read the verse in English, next have a second volunteer come to the front and using a physical Bible in the local language have the participant read the verse in the local language. Finally, using PowerPoint or a physical medium such as card stock or a whiteboard, display the day's Bible verse and read through the script as a whole group. Explain that this is the basis of the day's theme, and that throughout the day they will be learning more about the topic.

Note: This should be shared in both English and the local language, the latter of which your interpreters can help with. It may be beneficial to ask the local pastor to briefly tell the story in the local language. This will make it easier for students to understand the story in English and the connections being made in music, crafts and English classes.

E. Song of the Day:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the end of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Have No Fear, Little Flock* by Zimmermann and Marjorie Jillson (LSB 735)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

F. Prayer:

Invite host pastor (if available) to the front in order to say a prayer over Day Three of EBC, or else designate an American team member to do so with the help of an interpreter.

G. Dismissal:

Great job! You have now made it through your third opening session, and it is time to dismiss your participants to their different stations under the direction of their group leaders.

Day 3: Closing

Duration: 20–30 Minutes

Note: Even though you are more than likely tired from the day with the finish line in sight, remember that the closing session is a great time to review material, make announcements, remind the participants of how excited you are to see them back the next day, and to show curious parents who are coming to pick up their children how well camp is going and how engaged you are with their kids.

A. Start With a Song: At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the closing session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Have No Fear, Little Flock* by Zimmermann and Marjorie Jillson (LSB 735)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

B. Review the Bible Verse of the Day

"I am the door. If anyone enters by me, he will be saved" **JOHN 10:9.**

"I am the good shepherd. The good shepherd lays down his life for the sheep" **JOHN 10:11.**

Note: This is a great time to get creative. For example, take turns daily allowing different groups or different participants to come to the front and recite and or read the day's Bible verse once it has been written on the board. Feel free to keep it simple. Once it has been read through by a few individual participants or groups, read it together as a group one last time.

C. Vocabulary Review:

Review the vocabulary for the day, again, allowing students or groups to share and participate in the review process.

Day Three Vocabulary Words:

- | | |
|---------------------|------------|
| 1. Shepherd | 8. Thief |
| 2. (Flock of) sheep | 9. Protect |
| 3. Lost | 10. False |
| 4. Find/found | 11. True |
| 5. Rescue | 12. Good |
| 6. Door | 13. Bad |
| 7. Enter | |

Suggestion: As the participants will by now be more comfortable, by show of hands ask participants to come up and write the vocabulary words on the board from memory (you can prompt them if needed), in both English and the local language. Then, as a group, go through the words one by one. *Additional questions can include asking the participants at what point these words were used to describe various portions of the Bible lesson.

D. Announcements:

If there are any announcements for the participants to bring home to their parents (e.g., if they need to bring anything with them the next day), now is a good time to make those announcements.

E. Closing Song:

Sing the song(s) that were learned during the Music session, if time allows. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Have No Fear, Little Flock* by Zimmermann and Marjorie Jillson (LSB 735)

F. Prayer:

Closing prayer by the host pastor (if possible).

G. Dismissal:

Dismiss participants. (**Note:** Have participants give their nametags to their group leaders and have leaders give participants any crafts, etc., that they need to take home from the day.)

OPENING & CLOSING SESSIONS

Day Four: The Vine



Day 4: Opening

Duration: 25–35 Minutes

Note: If the facilities allow, it is nice to have music playing while participants are arriving and finding their seats. This promotes a welcoming atmosphere, as well as creating a noticeable shift in attention when the music is turned off and it is time for the program to begin.

A. Welcome:

Group leader welcomes participants and, with their help, reviews the previous day's items showing who Jesus is, before introducing the next item of the week.

B. Opening Song:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Go Into the World* by Natalie Sleeth (AGPS 101)
- *His Banner Over Me Is Love* (AGPS 118)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

C. Introduce the Day's Theme: The Vine

Suggestion: Tell your participants you are now going to learn about the day's theme. Using the same basket/box as before, marked "Jesus, Who are You?", ask different participants to guess what they think is in the box/basket today. Inside will be a grape vine. Choose a participant to volunteer to pull out the item that will be discussed in the Bible lesson.

Note: Here you are encouraged to use your creativity in deciding how to introduce the daily theme. You are welcome to use visuals, a skit, a puppet show, or anything else you may think of. Feel free to explain as little or as much about the day's theme as you would like, keeping in mind this is simply a "preview" of what the participants will be learning about throughout their day. Weave into the introduction as many of the day's vocabulary words as you can. After the vine has been removed from the basket/box, use the following dialogue or your own words to introduce the theme.

Example Dialogue: Questions & Answers Between Session Leader & Participants

Q: Why do you think that today we have a grape vine?

A: [Many answers possible.]

Q: What do you know about grape vines? What does it make you think of?

A: [Many answers possible.]

Q: What does the gardener do with branches of the vine that do not grow grapes?

A: He cuts them off.

Explain that we are like the branches of the vine; Jesus is the True Vine. Yesterday we learned about how Jesus is the Door and how God cares for each of us like shepherds care for their sheep. Today we will learn about being branches that bear fruit. (Go into as little or as much detail as desired.)

Note: Put vine on display beside the other days' items.

D. Daily Bible Verse:

Connect the daily theme to the Bible verse of the day:

"I am the vine; you are the branches." **JOHN 15:5A.**

Suggestion: Using PowerPoint or a physical medium such as card stock or a whiteboard, display the day's Bible verse and read through the script once without the participants reading, and once with them reading. Explain that this is the basis of the day's theme, and that throughout the day they will be learning more about the topic.

Note: This should be shared in both English and the local language, the latter of which your interpreters can help with. It may be beneficial to ask the local pastor to briefly tell the story in the local language. This will make it easier for students to understand the story in English and the connections being made in music, crafts and English classes.

E. Song of the Day:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the closing of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Go Into the World* by Natalie Sleeth (AGPS 101)
- *His Banner Over Me Is Love* by Natalie Sleeth (AGPS 118)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

F. Prayer:

Invite host pastor (if available) to the front in order to say a prayer over Day Four of EBC, or else designate an American team member to do so with the help of an interpreter.

G. Dismissal:

Great job! You have now made it through your fourth opening session, and it is time to dismiss your participants to their different stations under the direction of their group leaders.

Day 4: Closing

Duration: 20–30 Minutes

Note: Even though you are more than likely tired from the day with the finish line in sight, remember that the closing session is a great time to review material, make announcements, remind the participants of how excited you are to see them back the next day, and to show curious parents who are coming to pick up their children how well camp is going and how engaged you are with their kids.

A. Start With a Song: At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the closing session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Go Into the World* by Natalie Sleeth (AGPS 101)
- *His Banner Over Me Is Love* by Natalie Sleeth (AGPS 118)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

B. Review the Bible Verse of the Day

John 15:5a: "I am the vine; you are the branches."

Note: As today's Bible verse is quite short, have each group recite the Bible verse by memory, then together as a group.

C. Vocabulary Review:

Review: Review the vocabulary for the day, again, allowing participants or groups to share and participate in the review process.

Day Four Vocabulary Words:

- | | |
|-------------|---------------------------|
| 1. Vine | 8. Connected/disconnected |
| 2. Branches | 9. Gardener |
| 3. Prune | 10. Unhealthy |
| 4. Healthy | 11. Garden |
| 5. Rotten | 12. Faith |
| 6. Fruit | 13. Grape |
| 7. Die | |

Suggestion: The session leader should recap the Bible lesson, and as they go along ask questions. Once a participant has answered, you may invite them to come up front to write or simply speak the answer.

D. Announcements:

If there are any announcements for the participants to bring home to their parents (e.g., if they need to bring anything with them the next day), now is a good time to make those announcements.

E. Closing Song:

Sing the song(s) that were learned during the Music session, if time allows. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *Go Into the World* by Natalie Sleeth (AGPS 101)
- *His Banner Over Me Is Love* by Natalie Sleeth (AGPS 118)

F. Prayer:

Closing prayer by the host pastor (if possible).

G. Dismissal:

Dismiss participants. (**Note:** Have participants give their nametags to their group leaders and have leaders give participants any crafts, etc., that they need to take home from the day.)



OPENING & CLOSING SESSIONS

Day Five: The Resurrection and the Life; and the Way, the Truth and the Life

Day 5: Opening

Duration: 25–35 Minutes

Note: If the facilities allow, it is nice to have music playing while participants are arriving and finding their seats. This promotes a welcoming atmosphere, as well as creating a noticeable shift in attention when the music is turned off and it is time for the program to begin.

A. Welcome:

Greet the participants, welcoming them back for Day Five of EBC.

Suggestion: If time needs to be filled, have all the participants (including the American team and interpreters) stand up and explain that you are going to lead them through a few warm-up exercises. These do not need to be elaborate: shake out arms and legs, reach for the ceiling, reach for their toes, jog in place, give their neighbor a high five, be seated again now that their blood is flowing.

B. Opening Song:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the beginning of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *I am the Resurrection* by Ray Repp
- *Father Welcomes* by Robin Mann (LSB 605)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

C. Introduce the Day's Theme: The Resurrection and the Life; and the Way, the Truth and the Life

Suggestion: Tell your participants you are now going to learn about the day's theme.

Using the same basket/box as before, marked "Jesus, Who are You?", ask different participants to guess what they think is in the basket/box today. Inside will be a small cross marked "Resurrection and Life" and possibly a picture of a GPS marked with "the Way, the Truth and the Life." Choose a participant to volunteer to pull out the items that will be discussed in the Bible lesson.

Note: Here you are encouraged to use your creativity in deciding how to introduce the daily theme. You are welcome to use visuals, a skit, a puppet show, or anything else you may think of. Feel free to explain as little or as much about the day's theme as you would like, keeping in mind this is simply a "preview" of what the participants will be learning about throughout

their day. Weave into the introduction as many of the day's vocabulary words as you can. After the cross has been removed from the box, use the following dialogue or your own words to introduce the theme.

Example Dialogue: Questions & Answers Between Session Leader & Participants

Q: What is this called? [Display cross.]

A: A cross/crucifix.

Q: What does a cross represent? Why do people have it in churches or around their necks, on necklaces, etc.?

A: When Christians display a cross, it is a reminder of what Jesus Christ has done for the world, that is, that He has died for our sins.

Q: Why does this cross say "Resurrection and Life?"

A: Because we have been forgiven for our sins, everyone who has faith in Jesus Christ has a sure hope that their sins are forgiven, and that they have eternal life, which means no matter our circumstances, we may know that Jesus is our only path to eternal life.

Q: What does a map or a compass or a GPS do for us?

A: Provides a way to a destination, etc.

Yesterday we learned about being branches that bear fruit. Today we will learn about Jesus as the Resurrection and the Life, and the Way, and the Truth and the Life. (Go into as little or as much detail as desired.)

D. Daily Bible Verse:

Connect the daily theme to the Bible verse of the day:

"Jesus said to him, 'I am the way, and the truth, and the life. No one comes to the Father except through me'" **JOHN 14:6.**

Suggestion: Using PowerPoint or a physical medium such as card stock or a whiteboard, display the day's Bible verse and read through the script once without the participants reading, and once with them reading. Explain that this is the basis of the day's theme, and that throughout the day they will be learning more about the topic.

Note: This should be shared in both English and the local language, the latter of which your interpreters can help with. It may be beneficial to ask the local pastor to briefly tell the story in the local language. This will make it easier for students to understand the story in English and the connections being made in music, crafts and English classes.

E. Song of the Day:

At your team's discretion, choose one or more of the general or high-energy songs found in the music curriculum to insert at the end of the opening session, choosing either to teach the words or simply sing through the song(s) you have chosen. You can also select from the Thematic Songs for the day found in the Music section and review the EBC Theme Song.

- *I am the Resurrection* by Ray Repp
- *Father Welcomes* by Robin Mann (LSB 605)

As this is not the designated Music session it is not critical the song(s) be taught, but simply enjoyed.

Note: See Music portion of curriculum for further instructions.

F. Prayer:

Invite host pastor (if available) to the front in order to say a prayer over Day Five of EBC, or else designate an American team member to do so with the help of an interpreter.

G. Dismissal:

Well done! You have now made it through your fifth opening session, and it is time to dismiss your participants to their different stations under the direction of their group leaders.

Day 5: Closing

Duration: 20–30 Minutes

Note: This final session is geared towards having a “closing ceremony” to which parents have been invited. However, it may still be used as a closing and review session, even if parents are not present. Ensure that all team members are aware of the order of events and the use of technology.

A. Welcome:

With the help of an interpreter, welcome parents to EBC. Invite the host pastor to welcome the parents as well and give any announcements that may be necessary.

B. Opening Songs:

Begin with the EBC Theme Song, followed by 1–2 songs that the participants have chosen or which have been the most popular throughout the week, inviting the participants, all together or by age groups, to sing the songs “to” their parents from the front of the room.

Note: See Music portion of curriculum for further instructions.

C. Presentations of Learning:

Invite each class (designated group) of participants (with the help of group leaders and interpreters) to the front to present what was learned each day of camp. This may be presented using the following:

1. The “Jesus, Who are You?” items and themes for each day.
 - The Light of the World
 - The Bread of Life
 - The Door and the Good Shepherd
 - The Vine
 - The Resurrection and the Life; and the Way, the Truth and the Life

2. The Bible verses for each day.

- "Again Jesus spoke to them, saying, 'I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life'" **JOHN 8:12.**
- "Jesus said to them, 'I am the bread of life'" **JOHN 6:35.**
- "I am the door. If anyone enters by me, he will be saved" **JOHN 10:9.**
"I am the good shepherd. The good shepherd lays down his life for the sheep" **JOHN 10:11.**
- "I am the vine; you are the branches" **JOHN 15:5A.**
- "Jesus said to him, 'I am the way, and the truth, and the life. No one comes to the Father except through me'" **JOHN 14:6.**

3. The vocabulary words for each day.

D. Video/Slideshow:

If your team has decided ahead of time to compose a music and picture slideshow (containing photos of the week's activities), this would be the appropriate time to play the slideshow.

Note: Ensure that any visual and background music presentations have been well-tested before the closing session. All presentations using technology should be finalized no later than Thursday evening. This will help avoid surprises and delays.

E. Closing Song:

If time allows, choose a final song (to present to the parents, inviting them to follow along with the words either via power-point or printed program.)

F. Prayer:

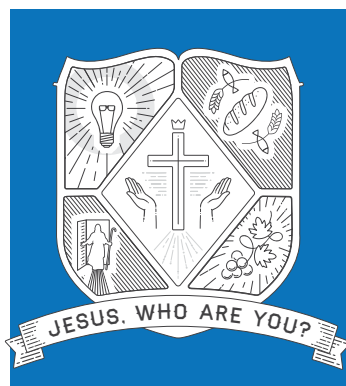
Closing prayer by the host pastor (if possible).

G. Fellowship:

If arrangements have been made, invite families to stay for refreshments, snacks and fellowship.

(Note: If participants have any crafts or belongings to collect from the week, include this in the announcements before dismissal.)

Day 1	Day 2	Day 3	Day 4	Day 5
Blind	Miracle	Shepherd	Vine	Sick
Sin/sinner	Crowd	(Flock of) sheep	Branches	Come/came
Spit	Hungry/hunger	Lost	Prune	Open
Mud	Thirsty/thirst	Find/found	Healthy	Close
Beggar	Loaf/loaves	Rescue	Rotten	See
Heal/healed	Bread	Door	Fruit	Die/Died
Guilt	Fish	Enter	Die	Cry/cried
See/sight	Leftovers	Thief	Connected/disconnected	Tomb
Physical/physically	King	Protect	Gardener	Truth
Spiritual/spiritually	Life	False	Unhealthy	
Light		True	Garden	
Dark		Good	Faith	
World		Bad	Grape	



Teaching the English Lessons

You might be reading this with a sense of dread, feeling completely overwhelmed by the idea of leading a group of participants through an English lesson. Or, on the other hand, you might be skimming this quickly as a matter of course, already an experienced English teacher. Either way, thank you for accepting the challenge of helping with the English Bible Camp. Get ready for the adventure ahead!

First, here are some notes about the schedule to explain the organization of the English activities. Every team can decide on their own schedule, but it is recommended that all the participants start each day with an English lesson. This means that if your participants are split into three age groups, all three groups will be in different English classes at the same time. From there, the groups go right into Bible lessons, after which they start the rotations of music, crafts and games. The reason for putting English at the beginning is simple: Every other part of the day, specifically the Bible lesson, will build on the foundation that the English lesson lays. The vocabulary words chosen for each day will help the participants to understand the Bible lesson first, but also the activities during the other rotations.

In this section, the activities for each day are split into two groups: activities for pre-reading (preschool) participants and for reading participants. This distinction is based on the level of the children. For younger children, who may not even read in their first language, the activities are based on spoken word recognition and involve lots of movement. The intermediate activities are also basic but use more writing and complete sentences. Use your judgement about which set of activities would be appropriate for your participants.

As you're preparing and teaching your lessons, keep the following tips in mind. They'll help keep your lessons as productive and beneficial for the participants as possible.



1. Be prepared. Talk through the next day's activities with a teammate to make sure you know what you're doing and can explain everything in a simple, straightforward way. Have all your materials and copies ready to go. Even talking through your activities with your interpreter can help the lesson go more smoothly.



2. Teach only 8–10 words per lesson. It's easy to forget how overwhelming a different language can be but remember that it is difficult to even learn (and use!) 8–10 words in a foreign language. Put yourself in the participants' shoes. If it seems like the participants are getting bored at any point, change the activity, but don't change the words you're practicing.



3. Avoid English idioms and complicated expressions. We often don't think how confusing phrases like "practice makes perfect," "give someone their marching orders," "start from the top," etc., can be to English learners.



4. Let the participants talk. In the field of Teaching English as a Second Language, we point out the necessary balance between Teacher Talking Time and Student Talking Time. You're not supposed to be giving a lecture, so remember to let the participants speak. Ask questions. Look for feedback. Call on participants. The participants should be talking at least as much as you, if not more.



5. Give participants time to answer. Thinking in a second language is tough, especially for participants who are just starting to learn English. They need time to make the connections in their brains. Don't rush them for an answer.

After your first day of camp, it's helpful to re-read these tips. Don't worry, the first day rarely goes smoothly, even for experienced teachers. You need a little bit of time to learn the level of your participants, figure out the timing of activities, and get used to working with your interpreter. As you get more comfortable with your participants, feel free to use your own creativity with the activities. There may be additional resources available at your site, or your interpreter may have some suggestions. Your participants might particularly enjoy a certain activity — feel free to repeat it on another day. Whatever activities you use, keep in mind that participants learn best when they're having fun!

If you want some extra resources for Teaching English as a Foreign Language, we recommend *English Comes Alive* by Jim Witherspoon.

If the details of planning an English lesson start to seem like too much for you, take a step back and look at the big picture: You're here to share God's love with these individuals. They may not be able to remember all the vocabulary words for the day, but they'll notice if you learned their name and had a smile for them.

Thank you again for agreeing to serve. Go with God!



Day One: The Light of the World

Preschool Level

Vocabulary Words	Translation
Blind	
Sin	
Light	
Dark	
World	
To heal	
To see	

VOCABULARY: Listening for Words

- **Preparation:** Bring an object to represent each of the vocabulary words; e.g., a blindfold for "blind," a candle for "light," a black marker for "sin."
- Review the words with the participants. (You may do less than seven, depending on the level of your group). Give everyone a chance to repeat each word after you.
- Practice listening for the words:
 - Call four volunteers to the front, hand each of them one of the objects you brought, and explain which word each represents.
 - Volunteers sit down. Call out one of the words: The volunteer holding that object stands up. When the volunteer sits again, call a different word until the whole group is familiar with the four words.
 - For an additional challenge, have one of the participants call out words.
- Repeat with different words and objects.

GAME: Ball Toss

- **Materials:** ball to toss
- Participants stand in a circle.
- Say a vocabulary word and toss the ball to one of the participants.
- That participant must 1) repeat the vocabulary word you said, 2) say a new vocabulary word and, 3) toss the ball to someone else.
- Play continues until each participant has had the ball several times.

Activity Sheet: Trace and Color the Words

- **Preparation:** Print coloring page from Appendix 3, page 1.
- Hand out the coloring pages to each participant.
- Have participants point to the "light", discuss (in their native language if necessary) the purpose of the lights.
- Participants trace the letters and color the picture.
- Ask participants to point to different letters (if they know the English alphabet).
- Read the message, and translate it to their native language.



Day One: The Light of the World

Reading Level

Vocabulary Words	Translation
Blind	
Sin/sinner	
Spit	
Mud	
Beggar	
Heal/healed	
Guilt	
See/sight	
Physical/physically	
Spirit/spiritually	

VOCABULARY: Make Flashcards

- Review each of the vocabulary words with the students, giving them a chance to repeat each one after you and write the translation in their books.
- Hand out six small pieces of paper (e.g. 3 x 5 inches) to each participant.
- Assign 3 vocabulary words to each participant.
- Participants write their assigned words on 3 of the pieces of paper, and draw corresponding pictures on the other 3 pieces of paper. (*It's okay if several of the students have the same vocabulary words*).
- Give the participants an opportunity to share their pictures and corresponding vocabulary words with the rest of the class.

ACTIVITY: Concentration

- Use the cards made in the previous activity.
- Lay the cards facedown.
- Taking turns, have participants turn over two cards at a time.
- If the cards (one word and one picture) match, the participant must say the vocabulary word and pick up the match.
- If they don't match, the participant turns them back over and play continues.

ACTIVITY SHEET: Word Search

- **Preparation:** Print word search from Appendix 3, page 2.
- Hand out the activity sheets to each student.
- Participants must find each of the vocabulary words in the puzzle.
- If participants finish early, let them color and decorate their word search puzzle.



Day Two: The Bread of Life

Preschool Level

Vocabulary Words	Translation
Miracle	
Hungry	
Thirsty	
Bread	
Fish	
Crowd	
Life	

VOCABULARY: Words With Motions

- **Preparation:** Choose four of the vocabulary words to teach. Decide on a motion to represent each word.
- Present the vocabulary words to the participants, clearly pronouncing each word and doing the motion.
- Give everyone a chance to repeat the word and the motion after you.
- Practice:
 - Say a word and ask participants to guess the correct motion.
 - Do a motion and ask participants to guess the word.
- If everyone seems familiar with the motions and words, ask one of the participants to "lead" by doing a motion and having everyone say the word.

GAME: "Bread, Bread, Fish" (Duck, Duck, Goose)

- Explain the rules, allowing time for translation. Substitute the word "bread" for duck and "fish" for goose.
- Have everyone sit in a circle.
- One participant walks around the circle, tapping the head of the others and saying either "bread" or "fish."
- When the leader taps a head and says "fish," the tapped participant gets up and chases the leader around the circle.
 - If the leader makes it to the spot vacated by the chasing participant, he/she is safe.
 - If the chaser is successful in tagging the leader, the leader must sit in the middle of the circle.

COLORING SHEET: Bread of Life

- **Preparation:** Print coloring page from Appendix 3, page 3.
- Review with participants the vocabulary words "bread" and "fish."
- Hand out the coloring pages to each participant.
- Have participants point to the "bread" and "fish."
- Ask participants to color one fish red, and one fish blue.



Day Two: The Bread of Life

Reading Level

Vocabulary Words	Translation
Miracle	
Crowd	
Hungry/hunger	
Thirsty/thirst	
Loaf/loaves	
Bread	
Fish	
Leftovers	
King	
Life	

VOCABULARY: Spelling Words

- **Preparation:** Write each of the vocabulary words on note cards with large letters. Cut apart the words into groups of two or three letters.
- Review the vocabulary words with the participants. Give them time to repeat the words after you, and make sure they understand the meaning of each word.
- Put the participants together into groups of 2 or 3.
- Hand out groups of letters to participants.
- Participants must put the letters in the correct order to form words.

ACTIVITY: Memorize a Verse

- Write John 6:35 on the board: "I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst."
- Read the verse on the board together with the participants.
- While the participants close their eyes, erase one word.
- Participants open their eyes and must remember the erased word.
- Say the verse again with the group.
- Continue erasing words, one at a time, until all the words are gone. Ask participants to say the verse without help from you.

ACTIVITY SHEET: Favorite Foods

- **Preparation:** Print activity sheet from Appendix 3, page 4.
- Review the meaning of the words "hungry" and "thirsty."
- Hand out the activity sheets to each student.
- Ask participants draw their favorite foods underneath "I'm hungry!", and their favorite drinks underneath "I'm thirsty!"
- When everyone is done drawing, have each participant share their favorite foods and drinks with the rest of the class, naming as many foods and drinks in English as they can.



Day Three: The Door and the Good Shepherd

Preschool Level

Vocabulary Words	Translation
Shepherd	
Sheep	
Lost	
To find	
Door	
Good	
Bad	
Thief	

VOCABULARY: Color Flashcards

- Choose four vocabulary words.
- Review each word with the group, practicing pronunciation and making sure they know what they mean.
- Hand out pieces of paper to each participant.
- Assign each participant one of the words and have them draw a picture of it.
- When the coloring is finished, review again the vocabulary words for each picture.

ACTIVITY: Run and Touch Cards

- Choose four of the pictures drawn by the participants, and place each one in a different corner of the room.
- Call out a word and have participants run to the correct corner.
 - (You can do this with one participant at a time, or all of the participants together.)
- After a couple of rounds, pick four different pictures of the same words and place them in a different order in the room.

ACTIVITY SHEET: Sheepfold

- **Preparation:** Print coloring sheet from Appendix 3, page 5.
- Review the words "door and "sheep."
- Hand out the coloring sheets to each participant.
- Ask participants to point to the door.
- Ask participants to point to the sheep; ask how many sheep they see.
 - After they have answered in their native language, have each participant repeat the correct English answer, "I see five sheep."
- Have participants trace the outline of the sheepfold and color the pictures.



Day Three: The Door and the Good Shepherd

Reading Level

Vocabulary Words	Translation
Shepherd	
Flock of sheep	
Lost	
Find/found	
Rescue	
Door	
Enter	
Thief	
Protect	
False	
True	

VOCABULARY: Guess the Word

- Review the vocabulary words with the participants. Give them time to repeat the words after you and to write the translation of each word in their books.
- Call one participant up to the front; have them stand with their back to the board.
- Write one of the vocabulary words on the board.
- The remaining participants describe the word until the participant in front guesses it.

GRAMMAR: Describing With Adjectives

- Review the conjugation of the verb "to be" with the participants (I AM, you ARE, he/she/it IS, we ARE, you (plural) ARE, they ARE).
- Review the following adjectives with the group (add more, if you think they are applicable): tall, short, young, old, loud, quiet, [local nationality], American, smart, kind, happy, helpful.
- Choose one of the participants and write an example sentence on the board, e.g., "He is tall, loud and Polish." Participants guess who you are describing.
- Continue to describe several more people, until the participants are comfortable with the grammar you are using.
- Have each participant use three adjectives to describe the person sitting on their left; give everyone a chance to speak.
- Let the group describe you and the interpreters.

ACTIVITY SHEET: Crossword Puzzle

- **Preparation:** Print crossword puzzle from Appendix 3, page 6.
- Hand out the activity sheets to each participant.
- Have participants complete the crossword.
- If participants finish early, let them color the pictures and decorate their puzzle.



Day Four: The Vine

Preschool Level

Vocabulary Words	Translation
Vine	
Branches	
Garden	
Grape	
Healthy	
Unhealthy	
Fruit	
Faith	

VOCABULARY: Words With Motions

- **Preparation:** Choose which vocabulary words to teach. Decide on a motion to represent each word.
- Present the vocabulary words to the participants, clearly pronouncing each word and doing the motion.
- Give everyone a chance to repeat the word and the motion after you.
- Practice:
 - Say a word and ask participants to guess the correct motion.
 - Do a motion and ask participants to guess the word.
- If everyone seems familiar with the motions and words, ask one of the participants to "lead" by doing a motion and having everyone say the word.

ACTIVITY: Mystery Bag

- **Preparation:** Put small pieces of paper (using the colors blue, red, green and yellow) in a bag.
- Have participants take turns drawing a piece of paper out of the bag.
 - If they draw blue, they must say a vocabulary word.
 - If they draw green, they must do a motion.
 - If they draw red, they must say "Jesus."
 - If they draw yellow, they must run around the whole group.

ACTIVITY SHEET: Connect the Grapes

- **Preparation:** Print coloring sheet from Appendix 3, page 7.
- Review the word "vine."
- Hand out the coloring sheets to each participant.
- Have participants connect the dots by following the letters of the alphabet.
- Ask the participants what the picture shows; ask them to write the word VINE at the top of their sheet.
- Have participants color the pictures.



Day Four: The Vine

Reading Level

Vocabulary Words	Translation
Vine	
Branches	
Prune	
Healthy	
Rotten	
Fruit	
Die	
Connected/disconnected	
Gardener	

VOCABULARY: Charades

- **Preparation:** Write each vocabulary word on a small piece of paper.
- Review the vocabulary words with the students, giving them a chance to repeat each one after you and write the translation in their books.
 - As you review the words, brainstorm with the group different hand motions that could represent each word.
- Ask for a volunteer; have them come to the front and draw one of pieces of paper with the vocabulary words. Have them act the word out until another participant guesses it.
- The participant who guesses correctly then draws a word and acts it out.
- Optional: Once the participants have acted out all the words, ask them to write down more words from the Bible or, specifically, words to describe Jesus. Continue playing with these additional words.

GAME: Mystery Bag

- **Preparation:** Put small pieces of colored paper in a bag (using the colors blue, green, red and yellow).
- In turns, have participants draw a piece of paper out of the bag.
 - If they draw blue, the participant must say one of the vocabulary words.
 - If they draw green, the participant must make a sentence with one of the vocabulary words.
 - If they draw red, the participant must run around the rest of the group.
 - If they draw yellow, the participant must pick someone else to say a vocabulary word.

ACTIVITY SHEET: Word Scramble

- **Preparation:** Print activity sheet from Appendix 3, page 8.
- Hand out the worksheets to each participant.
- Participants must unscramble the vocabulary words.
- If participants finish early, let them color and decorate their sheet.



Day Five: The Way, the Truth and the Life

Preschool Level

Vocabulary Words	Translation
Sick	
To come	
Open	
Close	
See	
To die	
To cry	
Truth	

VOCABULARY: Words With Motions

- **Preparation:** Choose which vocabulary words to teach. Decide on a motion to represent each word.
- Present the vocabulary words to the participants, clearly pronouncing each word and doing the motion.
- Give everyone a chance to repeat the word and the motion after you.
- Practice:
 - Say a word and ask participants to guess the correct motion.
 - Do a motion and ask participants to guess the word.
- If everyone seems familiar with the motions and words, ask one of the participants to "lead" by doing a motion and having everyone say the word.

ACTIVITY: Simon Says

- Explain the rules, allowing time for translation. You will face the group and do one of the motions from the vocabulary words.
 - 1) If you say "Simon says do this," the participants mimic your motion and say the matching vocabulary word;
 - 2) However, if you say only "do this," participants stand still and do nothing.
- After playing for a little while, allowing the participants to become familiar with the format, let different participants be "Simon."

ACTIVITY SHEET: Connect words to pictures

- **Preparation:** Print activity sheet from Appendix 3, page 9.
- Review the words "way", "truth" and "life."
- Hand out the activity sheets to each participant.
- Instruct participants to draw lines to connect the pictures with the words.
- Then, have participants color and decorate their pictures.



Day Five: The Way, the Truth and the Life

Reading Level

Vocabulary Words	Translation
Sick	
Come/came	
Open	
Close	
See	
Die/Died	
Cry/cried	
Tomb	
Truth	

VOCABULARY: Four of a Kind

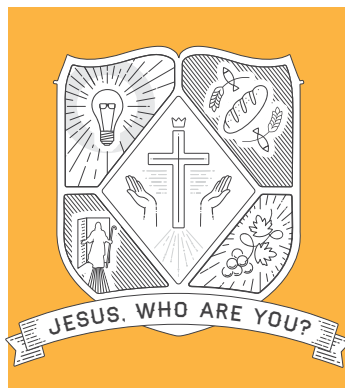
- *Materials: note cards, enough for each participant to have four.*
- Review each of the vocabulary words with the group, giving them a chance to repeat each one after you and write the translation in their books.
- Assign each participant one of the vocabulary words.
- Hand out four cards to each participant and have them write their word on each of the cards.
- Mix the cards together and hand them out again to participants, four to a person.
- Play continues as follows:
 - The goal is to collect four of a kind.
 - The first participant chooses one card from their hand that they don't want and passes it to the next player.
 - That participant, in turn, chooses one card to pass on.
 - Participants continue passing cards in a circle until someone has four of a kind.

GAME: Find Your Match

- Hand out the cards from the previous activity to the participants, one per participant. Participants should not show their card to anyone.
- The goal is for the participants to find someone with the same card as them.
- In turns, participants ask each other questions about their card.
 - Participants with a lower level of English can ask about the number of letters, what letter it starts with, etc.
 - More advanced participants should ask about the meaning of the word.

ACTIVITY SHEET: Label Pictures

- **Preparation:** Print activity sheet from Appendix 3, page 10.
- Hand out the activity sheets to each participant.
- Have participants match each picture with the appropriate word and write the word underneath.
- If participants finish early, they may color and decorate their sheet.



Teaching the Bible Lessons

The Bible lessons are the heart of why we do English Bible Camps: to open a door for children to hear the Gospel.

That being said, they are also one of the most challenging parts of the camps, because we're trying to communicate the Gospel through very limited English.

Prepare to teach before leaving

Before departing, take time to read the texts from the Bible and learn from them yourself. The information in this guide is helpful in preparing to teach, but the most important thing is to allow God's Word to speak to you directly. Otherwise, you're just teaching information. If you run into questions about the stories or how they should be applied, please consult your pastor.

You won't know the exact level of your participants while you're preparing in the U.S., so you'll need to look over all of the options and consider how you might teach to various levels. Collect any supplies needed for teaching the Bible lessons or ask your hosts whether they will have those supplies available.

You'll notice as you read through the guide that the lesson applications are very Gospel-focused, i.e., focused on what Christ has done for us, rather than Law-focused, i.e., focused on what we need to do. This is intentional. While we believe, teach and confess that both Law and Gospel have a role in the Christian's life, we also believe that the Gospel must predominate. In addition, many churches where we serve are already heavily influenced towards a law-orientation by other Christians in their area, so we want to help them lift up the power of the Gospel. Since the number of key points we are able to teach is limited by language, we're intentionally choosing to focus on the Gospel message.

The Bible lessons assume that you will be following the sample schedule where participants have English class immediately before the Bible lesson. If your team has decided to follow a different schedule, you may need to bring over some of the English activities into the Bible lesson in order to teach the vocabulary prior to jumping into the lesson.

Prepare to teach when you arrive

When you arrive at your English Bible Camp site, ask questions about the group of participants that they expect. You can use this information to help you adjust your lesson plan for the first day, if necessary.

Ask to meet your interpreter before the first day of class, if at all possible. Interpreters come from a wide variety of backgrounds. Talk with them about some of the Christian words you'll

be using ahead of time. This will be helpful in making sure that they understand the word in English and can interpret it accurately.

Continue to adjust your teaching as you go

The first day of class will be challenging. You'll be getting to know your participants and their English level. Prepare for all of the possible activities on the first day so that you can have the flexibility to change activities if things aren't going well.

Take some time each day to review the next day's lesson and adjust your plans as needed. If possible, discuss the next day's activities with your interpreter so they are prepared as well.

Use your interpreter

Your goal is that participants hear the Gospel clearly. Therefore, speak in simple English, but also rely on your interpreter. Don't worry if participants can't understand you all the time. Make sure you allow sufficient time for the interpreter to interpret what you said.

Pray

From beginning to end, remember to pray. The Holy Spirit can accomplish marvelous things through God's Word, even across language barriers. Ask Him to make your teaching fruitful. Pray for your participants even before you meet them.

Note: Black & white versions of each day's logo are provided in appendix 4, pages 10–15 for your use as coloring sheets, if desired.



Day One: **The Light of the World –** **Healing of a Blind Man**

Bible Lesson Introduction and Theme

JOHN 8:12–30, 9:1–41

Read and familiarize yourself with the account of Jesus’ “Light of the World” declaration found in John 8. Today’s focus and theme is the “I AM...” statement of Jesus that He is the Light of the World, the foundation and context of which is laid out in the story of the healing of the blind man in Chapter 9.

Passages Overview:

(JOHN 8:12–30)

Jesus says to the Pharisees “I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life.” At this the Pharisees are indignant that Jesus is bearing testimony about Himself and claim that what He says cannot be true. Jesus responds to them by saying that it is both He and His Father who bear witness and, therefore, according to the Pharisees’ own law, it is true. While He is explaining these things in the temple we are told that many come to believe in Him.

(JOHN 9:1–41)

In this Bible lesson we hear of Jesus’ encounter with a man who was blind since birth. The disciples ask Jesus whether the man is blind due to his own sin or his parents’. Jesus informs them that the man is blind so that the works of God can be displayed, not because of sin. After this, Jesus spits on the ground and makes mud, which He then takes and applies to the blind man’s eyes. He tells the man to go and wash in the pool of Siloam, and when he returns, he can see.

After the man has his sight restored many neighbors and people in the area are shocked and confused, trying to figure out whether the man is one and the same as the blind beggar that they are familiar with. Finally, they ask the man how his eyes were opened, and he testifies to them about his interaction with Jesus. After this they bring him before the Pharisees, who announce Jesus cannot be from God because He has performed this miracle on the Sabbath. This causes division amongst the people.

The man's parents are called to give testimony about their son, to prove that he had really been blind. They confirm that the man is indeed their son and that he has been blind since birth, but because they are afraid to be put out of the synagogue if they confess that Jesus is Christ, they say that their son is old enough to answer for himself about the miracle. Again and again the people ask how it is that the man's eyes were healed, and every time he tells them about the works of Jesus. When they are not satisfied by his testimony, and furthermore angered that he claims Jesus must be from God, they cast him out.

After hearing that the man has been cast out, Jesus finds the man whose sight He had restored and asks if he believes in the Son of Man, that is, Himself. Yes, the man confesses, he does believe, and then worships Jesus. At this time Jesus explains that He came into the world so that those who are blind may see, and those who see would be made blind. When the Pharisees hear this, they ask Jesus, "Are we also blind?" and Jesus tells them that if they were blind, they would have no guilt, but because they say they can see, their guilt remains.

About the Theme:

In these passages we hear about how Jesus is the Light of the World and how He gives sight to a man who was born blind. Those who do not know Jesus are also blind, blind to the truth of Who God is, and blind to their need for salvation. Just like the blind man, all of us are born into this world blind in our sin, and without Jesus we would remain lost and in darkness. However, because of what Jesus has done for us (that is, forgiving us and saving us from our sins, giving us faith through the Holy Spirit), we are enlightened and able to see and walk in the light of life.

Bible Verse of the Day:

"I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life" **JOHN 8:12.**

Bible Lesson:

I AM: The Light of the World

Before the Lesson:

1. Print out the patterns of the sun, lighthouse, lightbulb, candle and cross on card stock paper. See Appendix 4 for patterns. Print out enough for all the participants to have one of each. Cut out the shapes ahead of time.

Note: Make sure you have cut around the edges of each shape so that they can be identified by their form. You will also need blindfolds for all the participants.

Note: If you have access to a cutting machine with the appropriate images/stencils, it may be easier to create the patterns this way ahead of time. Sometimes a local teacher resource center or a craft store will have one available to use for a fee. Or ask around at your church as someone who is crafty may own one!

2. Put each card stock shape into its own respective bag, i.e., all the suns in one bag, flashlights in another bag, and so on. Number each bag 1–5. It does not matter which number is assigned to which bag.

3. Before the lesson begins, place all five bags in separate hiding locations around the room to be found by the participants later.
4. You will need a long rope (such as a jump rope) and one flashlight.
5. Designate a storyteller and a line leader from your team. The line leader can be one of the participants or one of the interpreters.
6. Print the day's Bible verse at the top of pieces of card stock paper (enough for every participant to have one), and get a supply of glue sticks and coloring utensils. See Appendix 4 for Bible verse sheet.

What to Teach:

When class begins, all of the lights should be off and the curtains drawn to make the room as dark as possible with only the teacher who has the flashlight sitting on the floor on a blanket/sitting mats (optional) and all of the participants should sit down in a circle.

Ask: Is it too dark? Can you see? What would help us to see better? Discuss how lights help us see in the dark, even when it is nighttime, so that we can see where we are going/what we are doing and so on.

Ask if the participants know what the word "blind" means. (They should, since it is one of their vocabulary words for the day.) If necessary, explain what being blind means.

Ask if the participants have ever met anyone who is blind.

Ask: How might someone who is blind go about their daily life? (i.e., have a seeing-eye dog, read braille, have a walking stick, etc.)

Ask: What makes a person blind? **Answers:** They could have been born that way. They might have a medical condition or sickness that made them blind over time. They might have had an injury, etc.

Explain: In today's Bible lesson we are going to learn about a man who had been blind his whole life. Back when Jesus walked the earth a long time ago, many people believed that when someone was sick or had a disability that it was because of their sin.

Explain that you are now going to do an activity to learn about the story of the blind man. Choose or appoint a line leader and give this individual the flashlight. Together, the participants are going to follow the Light (the line leader) to five different stations where they will learn the story of the blind man and what the day's theme is. **Note: You can also change the line-leader at each station so that more than one participant can have a turn to be the light.**

Tell the participants that at each station there will be a bag, and inside that bag there will be a clue that helps them discover the meaning of the day's theme. The only catch? They will not be able to see it.

Instructions: Have the participants line up, holding onto the rope so that they do not get separated. Everyone should be given a blindfold to wear except for the line leader or "Light" who will hold the flashlight and be at the front, leading the group.

Once everything is ready you can begin the activity.

The storyteller will lead the Light to the first station, and feel around to find the bag. The Light (or a leader) will let each of the blindfolded participants reach inside the bag, pull out one of the shapes, and feel it in order to discover what it is. Once they have figured it out, they can remove their blindfolds and listen to the first part of the Bible lesson.

The Light will lend the flashlight so that the storyteller can read: **One day, when Jesus and His disciples were walking, they saw a man who had been blind his whole life. The disciples asked Jesus if the man was blind because of his sin, or if he was blind because of his parents' sin. Jesus told the disciples that the man was not blind because of sin, he was blind so that everyone could see the amazing works of God.**

Ask: What amazing works of God was Jesus talking about? Tell the students to put their blindfolds back on and have the Light lead them to the next station in order to find out what happens next. The Light will lead the students to the second station, again they will locate the bag, reach inside, try to figure out what the hidden item is and remove their blindfolds to listen to the second part of the Bible lesson.

The storyteller will read: **Next, Jesus spit on the ground and made mud from the dirt with His spit. Jesus put the mud on the blind man's eyes and told him to go wash the mud off in a pool of water. The blind man obeyed Jesus and went to the water and washed the mud from his eyes. When he was done washing his eyes, he was no longer blind, but could see.**

The participants will put their blindfolds back on, and again be led to the third station and repeat the discovery process.

The storyteller will read: **When other people saw the man, who had been blind but now could see, they asked, "Is this the man who used to be a blind beggar?" Some people thought he was the same man, but other people did not think it was him because the beggar had been blind, but this man could see. The man told the people "I am the same man." The people did not understand, and so they asked him how it was possible that he could see when before he was blind. He said that the man named Jesus made mud and put it on his eyes then told him to wash his eyes in a pool of water. When he obeyed, he was no longer blind but could see.**

Repeat the blindfold and discovery process; continue to station four.

The storyteller reads: **The people brought the man to the Pharisees. Jesus healed the blind man's eyes on the Sabbath. The Sabbath was a day when it was against Jewish law to work. The Pharisees asked the man how his eyes had been healed and again the man told them what Jesus had done.**

The Pharisees were angry because Jesus had worked on the Sabbath to heal the blind man's eyes, and they did not know who He was. They said that Jesus was a sinner and could not be from God and that the man who had been blind was also a sinner. The Pharisees said God does not listen to sinners. Because the man believed Jesus was from God, they threw him out of the town.

Repeat the blindfold and discovery process; continue to station five.

The storyteller reads: **When Jesus heard that the man He had healed was thrown out of the town He went and found him. He asked the man, "Do you believe in the Son of Man?" The man said, "I want to believe, who is He?" Jesus said, "I am the Son of Man." The man said to Jesus, "Lord, I believe!" and he worshiped Jesus.**

Jesus said that He is the Light of the World. He came into the world so that people who were blind could see, and the people who can see would become blind. The Pharisees heard Jesus say this and asked if they were also blind. Jesus said to them, "Because you say that you can see, you have guilt. If you were blind, you would have no guilt."

The participants can take off their blindfolds. Return to the center of the room, sit back down with the discovered items in hand, and turn on the lights.

Discussion Questions:

What was it like to be "blind?" How did you feel? How do you think the blind man in the story felt? Was it easier with the Light?

Ask: What clues did you find in the bags? Sun, lighthouse, lightbulb, candle, cross.

Ask: What do all of these things have in common? They give us light/help us see in the dark.

Ask: How does a cross help us see in the dark?

Explain: In today's Bible lesson, Jesus says: "I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life" (**JOHN 8:12**).

Ask: What did Jesus do for the blind man? (He gave him his sight.)

Explain: Even though we are not physically blind, we are all born spiritually blind because of sin. Just like Jesus gave the blind man his sight so that he did not have to live in darkness, Jesus removes the darkness of our sins so that we can have eternal life. Jesus is the Light of the World.

In order to remind the participants that Jesus is the Light of the World, have the students each color the items that came out of the bags and glue them to the pieces of paper with the day's theme verse.



Day Two:

The Bread of Life — Feeding of the 5,000

Bible Lesson Introduction and Theme **JOHN 6:1–15, 22–59**

Read and familiarize yourself with the account of the Feeding of the 5,000 from JOHN 6:1–15, as well as the Bread of Life parable found in John 6:22–59. Today's focus and theme is the "I AM..." statement of Jesus that He is the Bread of Life — the foundation and context of which is laid out in the story of the Feeding of the 5,000.

For teaching the participants, we have chosen to focus on the account given in John, as it leads into the "I AM" statement of today.

Passages Overview: **(JOHN 6:1–21)**

At the time of the Feeding of the 5,000, Jesus and His disciples have crossed the Sea of Galilee in order to escape the crowds that are following them because of the miracles and signs Jesus has been performing. The Bible tells us that Jesus and His disciples have been so overworked that they themselves have not even had time to eat. They are in desperate need of solitude, time with God and rest, and go across the sea to find it. However, the droves are determined, and many of them arrive at the disciples' desolate place of retreat and are waiting for them on the other side of the sea when they arrive.

The disciples want Jesus to send the crowds away, but seeing that they are also tired and hungry, Jesus has compassion on them and tells the disciples that they must feed the people. Scandalized by this command, the disciples point out to Jesus that they have no food other than the five barley loaves and two fish of a boy in their midst. One disciple even makes the bold comment to his Lord that even if they had two hundred denarii (equivalent to more than \$14,000 today!), they would not have enough to feed the masses that are expectantly gathered.

Of course, Jesus is not troubled by His disciples' remarks and neither is He caught off guard by their lack of sustenance. Instead, He simply instructs the crowd of five thousand to take

a seat in the grass, gives thanks, and distributes the bread and fish to all who are present. Not only do they have enough for everyone to eat their fill, we are told that there are twelve baskets of leftovers that the people were unable to finish!

Once the people see and experience the sign Jesus gives them, the crowd proclaims that Jesus is the Prophet who has been foretold. At which point they intend to seize and make Him king by force. At this point, the disciples have already left by boat and Jesus catches up to them in order to evade the multitude.

(JOHN 6:22–35)

Again, the people meet them on the other side of the sea in search of Jesus. Jesus knows their hearts and tells them that they are not seeking Him for the signs He has performed but because their stomachs have been filled.

Jesus tells them that they should not work for the food that perishes, but rather for the food that endures to eternal life. Upon hearing this the people of course want to know how to obtain such food and what they must do. Jesus tells them that they have to believe in Him who He has sent. The crowds do not understand and ask what signs Jesus will perform so that they can see and believe. They point to how Moses gave their fathers manna from heaven to eat, as an example. Jesus corrects them in saying that it was not Moses, but God who gives them the TRUE bread by coming down from heaven and giving life to the world. When the people ask Jesus for this bread he speaks of, Jesus states that *He* is the Bread of Life; that whoever comes to Him shall not hunger, and whoever believes in Him shall never thirst.

About the Theme:

God gives us Jesus as the Bread of Life. While we have physical, worldly needs that must be met (such as hunger and thirst), we have a greater need that mere food and drink cannot satisfy. That is, our need for eternal salvation. Although God has compassion on us in providing for our temporary needs on earth, more importantly He provides for our need of a Savior. Jesus tells us in this “I AM” statement that all who believe in Him will never want for anything, for they will have life eternal through Him. Whoever simply eats of worldly bread will always be hungry again, likewise they will still die because of sin. Jesus is the Living Bread from heaven and whoever feeds on His flesh and drinks of His blood — which is also true food and drink (**JOHN 6:54–56**) — He will raise up from the dead, abiding in them always.

Bible Verse of the Day:

“Jesus said to them, ‘I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst’” **JOHN 6:35.**

Bible Lesson:

I AM: The Bread of Life

Before beginning to read the simplified Bible lesson make sure your participants are familiar with their vocabulary for the day and have their list of words ready to count how many times each word is used in the day’s Bible lesson.

Before the Lesson:

1. Depending on the size of your group you will need to gather some small treats/prizes (candy, cookies, or the like), and have them hidden from view, leaving out only a small number of pieces that you will keep in your hand for the participants to see.
2. Have a few different spaces designated around the classroom (marked by blankets, towels, colored pieces of paper).
3. If you have a whiteboard/chalkboard, write out the day's vocabulary words where they are visible for everyone to see during the lesson.
4. Give each participant a sheet of paper where they can copy down the vocabulary words. During the lesson, tell them that they should mark down how many times they hear each of the vocabulary words.

Option 1: Depending on your group, tell them that they will get one of the treats/prizes you have if they write down the correct number of times each of the vocabulary words is used during the lesson.

At the beginning of the lesson, have all the participants gathered in one central location (at their desks, if they have them, for example). Proceed with **What to Teach** and follow instructions for **Option 1**.

Option 2: Ask for volunteers, have participants raise their hands (the number of volunteers should correlate with the smaller number of treats/prizes you have in your hand) and have them go to the front of the class with the teacher. Give your volunteers the correct number of treats/prizes, proceed with **What to Teach** and follow instructions for **Option 2**.

What to Teach:

When Jesus was doing miracles and healing the sick, a crowd began to follow Him to see what He was doing. One day, when Jesus and His twelve disciples went to a mountain to rest, they were followed by a great crowd of more than 5,000 people.

Jesus asked the disciples if they had any food, for He knew the crowd was hungry. Andrew, one of Jesus' disciples, said that they only had five loaves of bread and two fish. Philip, another disciple, said that even if they had a lot of money they would not be able to feed the crowd. The disciples did not understand how Jesus would be able to provide for so many people with such little food. The disciples wanted Jesus to send the crowd away because they were very tired...

Option 1: Have the participants count how many times (to this point) each of the vocabulary words have been used. Whoever has the correct number (or the closest to it), give that/those participants one treat/prize each. Draw the comparison between not having enough for your participants to share, and the situation in the lesson.

Option 2: Ask each of your volunteers, respectively, what they think should be done with their treats/prizes? Will they keep them for themselves? Will they give their portion away? Will they try divide their small amount with everyone? If so, will it be enough for everyone to be full?

Regardless of what your participants do say, once they have decided, ask: **How would you feel if you were very tired and hungry and you only had a little bit of food to eat? Would you want to share it with 5,000 people? What do you think Jesus did in this situation? How do you think He decided? Do you think He did something like what we just did? Or something different? If so, what?** Once discussion is concluded, have participants continue to count the amount of times the vocabulary words are used as you proceed with the lesson. Have a fellow leader go and get the rest of the treats/snacks and walk around discreetly distributing to everyone as the lesson leader continues.

...But Jesus helped the crowd. He told the crowd to sit down in small groups. Next, He took the bread and the fish. Jesus prayed to God to thank Him for their food. After this, He shared the food with everyone who had gathered on the mountain.

Once the crowd had eaten as much as they wanted Jesus told His disciples to gather up all of the leftovers of bread and fish. When the disciples did, they were able to fill twelve baskets with the leftovers that the crowd was too full to eat.

The crowd saw the miracle Jesus had done and said, "This is the Prophet who is to come into the world!" They wanted to make Jesus their king. After they said this Jesus went away to be alone.

Later the next day the crowd who had been fed by the bread and the fish on the mountain followed Jesus and His disciples to the place where they had gone. They asked Him what He was doing there. Jesus knew that they were looking for Him because of the miracle where He gave them food. The crowd did not understand Jesus, so He said: "I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst."

Discussion:

Talk to the participants about how they felt once they realized they would get a treat/prize after all, and how the crowds and disciples must have felt during the miracle Jesus performed.

Ask: Why did the crowds keep following Jesus? *Because they wanted to have their stomachs filled, not because they believed He was the Son of God.*

Ask: What do Jesus' words mean when He says: "I am the bread of life; whoever comes to me shall not hunger, and whoever believes in me shall never thirst"? (See **About Theme** section.)

If you still have extra time after the lesson, review the correct number of times each of the vocabulary words was used (optional: give an additional treat/prize to that/those participants who have the correct number). Distribute word searches with the day's vocabulary words for the participants to work on completing until the next session. See Appendix 4 for word search activity sheet.



Day Three:

The Door and the Good Shepherd — The Parable of the Lost Sheep

Bible Lesson Introduction and Theme

JOHN 10:7, JOHN 10:11–14, LUKE 15:3–7

Read and familiarize yourself with the account of Jesus' declarations of being both "the Door" and "the Good Shepherd" found in John 10 as well as the Parable of the Lost Sheep found in Luke 15. Today's focus and theme is the "I AM..." statements of Jesus that He is the Door and the Good Shepherd. Context is given to this claim in the Parable of the Lost Sheep in the Gospel of Luke.

Passages Overview:

(LUKE 15:3–7)

In the Parable of the Lost Sheep, Jesus is speaking with tax collectors and sinners and is approached by the Pharisees and scribes who condemn him for keeping company with such people. Jesus, hearing their grumbling, compares the little ones around him to sheep. He asks them if a shepherd has a hundred sheep and one left the fold and went astray, would that man not go after the lost sheep? Would he not look for it through the mountains and the fields until he found it? Jesus says that, like the shepherd, who finds his lost sheep and calls his family and friends to celebrate, so too God the Father rejoices with all of heaven over the one sinner who repents more than over the 99 people who never went astray.

(JOHN 10:7, JOHN 10:11–14)

When speaking about being the Door, Jesus explains that anyone who tries to enter the pasture by another way, other than through Him, is a thief or a robber. The sheep follow only their Shepherd because they know His voice and He knows them each by name. Jesus is the Door and the only true Shepherd.

About the Theme:

The theme for Day Three focuses on two of Jesus' "I AM" statements that go hand in hand: the Door and the Good Shepherd. Both accounts speak to the value every individual has to Jesus and the ways in which He cares for us. The way to heaven is through none other

than Jesus Himself. Every person is of infinite value to God, to the point that even when one person wanders away, He will search for them until they are found and brought back to the fold. His relationship to the flock is such that He will do anything for them, including fight, defend and even die for them. Which, of course, Christ did for us on the cross. There is no one and nothing that can supersede the Good Shepherd's authority over His flock or the love He has for it. Those who believe and are saved follow only Jesus, for He is their protector and savior that shepherds them through this life and into the next with Him. Anyone who enters the pasture by Him will be saved.

Bible Verses of the Day:

"I am the door. If anyone enters by me, he will be saved" **JOHN 10:9.**

"I am the good shepherd. The good shepherd lays down his life for the sheep" **JOHN 10:11.**

Bible Lesson:

I AM: The Good Shepherd; I AM: The Door

Before the Lesson:

Important note: Check with your hosts to make sure that no children have listed a latex allergy on their registration forms. If latex is an issue for any participants, Styrofoam balls may be substituted.

- 1.** For the first activity you will need to inflate several white balloons and draw "sheep" or sheep faces on each balloon. You should have enough balloons for each participant to have 2. (For the youngest group you may want to only use one balloon per participant). Make sure you have a few extra in case any of the balloons pop during the activity.
- 2.** Section off one side of the room using a green rope, tape, or a divider of some kind. This designated area will be used as the flock's stable. If you want to be more creative, feel free to use green construction paper, green towels/blankets or something similar to make it look more festive.
- 3.** You will also need shepherd's crooks for every participant. For this you can use cardboard paper towel tubes, plastic candy cane Christmas decorations, or anything kid-friendly you have available as makeshift "crooks" or staffs.
- 4.** For the second activity you will need several blindfolds (one for every pair of participants). You can also use several noise makers, such as small bells, rattles or cymbals.

What to Teach:

Using the illustrations provided in Appendix 4, show the participants the photo of the shepherd with his flock.

Ask the students if they know this job/what the man is called. The man is, of course, a shepherd.

Ask what the job of the shepherd is. The job of the shepherd is to care for the sheep by protecting his flock from thieves and other animals, such as wolves or lions. If one sheep

gets lost from the rest of the flock it is also the shepherd's job to look for the sheep and rescue it. You can also explain how the shepherd uses his crook to guide the sheep, pull them away from harm, and as balance when walking on rocky terrain.

Say: In today's Bible lesson Jesus says, "I am the good shepherd." To help us understand what it is to be a shepherd we are going to play a game where we get to be shepherds herding sheep.

Activity 1:

All the participants will be given their shepherd's crook and their balloon sheep. Explain that the area that has been sectioned off on one side of the room is the stable, and the rest of the room is the sheep pasture. It will be the job of the shepherds to "guide" their sheep with their crooks from the stable, out into the pasture (the opposite end of the room) and back into the pasture before the time runs out. Participants are only allowed to touch their own sheep and they must use their crooks, not their hands or feet.

Next, set a stopwatch for the desired amount of time (this may vary depending on how many participants there are in a group, their ages, etc.). 3–5 minutes is a good place to start and adjust as needed.

After the first round has been completed and the participants have "herded" their sheep in and out of the pasture, have the participants leave their crooks in the pasture and gather back together to listen.

Ask: Was it easy or difficult to herd the sheep? What made it difficult? Did the sheep get away from you easily? Was it hard to keep them together? Discuss how it probably worked better to be patient and gentle with the sheep and guide them, rather than to be rough and go fast. Allow the participants to discuss these questions with you before moving on.

Read: In today's Bible lesson Jesus says to imagine there is a shepherd who has one hundred sheep. If one sheep gets lost, a good shepherd will leave the 99 sheep and go out into the mountains to search for the one lost sheep. When the shepherd finds the lost sheep, he brings it back to his flock and celebrates.

Jesus says that we are His flock. Just like the sheep (and the balloons) we easily get lost. Jesus is our Good Shepherd. He is patient and gentle with us. And, even though there are many sheep, when we leave the flock, He comes for us and rescues us.

Explain: In today's Bible lesson Jesus also says "I am the door. If anyone enters by me, he will be saved..." [Show the illustration of the sheep by the gate.]

Ask: Often the shepherd will stand by the door. [Point to the gate.] Why would the shepherd stand in front of the door? The shepherd stands in front of the door in order to keep the sheep safe inside and to stop anyone bad from coming in. Jesus says that if anyone tries to come into the stable another way — by climbing the fence or going in through a window — they are a thief. The sheep will not follow that person, they will only follow their shepherd.

Ask: Why do you think that the sheep will not follow a thief? Because the sheep know their shepherd and their shepherd's voice. He knows them by name and calls to them. They will not follow anyone else. Just like the sheep, everyone who believes in Jesus should not follow anyone else. We follow only Jesus because He knows us, protects us, and has laid down His life and taken it back up again for us.

Activity 2:

For this activity you will divide up the group so that everyone is in pairs. One person in each pair will be the "sheep" and the other person in the pair will be the "shepherd." All of the sheep should stand together in the center of the room wearing blindfolds, while the shepherds stand scattered in different places around the room, as far away from the sheep as possible. If you have chosen to include noise makers, give each of the shepherds (or even some of the interpreters) a noise maker.

How to play: While wearing their blindfolds, have the sheep turn around on the spot 3–5 times and then stop. Next, all at once, the shepherds will begin to call to their sheep by name while shaking their noise maker. The sheep are not allowed to run, and the shepherd is not allowed to walk over to the sheep, but rather they must shout instructions for the sheep to come to them. The first sheep to make it to their shepherd wins. Have the pairs trade places and repeat.

Discussion:

Discuss with the participants how easy or difficult it was to find their shepherd. What made it difficult? How did they know their shepherd was the right one? Answer, *because it was the only person shouting to them by name.*

Just like in this activity, Jesus calls each of us by name as our Shepherd.

Ask: What does Jesus protect us from? *Sin, death and the devil.*

Ask: How does he do that? *By forgiving our sins when He died for us on the cross. In this way, He is our Shepherd, laying down His life for the sheep and becoming the Door by which we enter heaven.*



Day Four:

The Vine

Bible Lesson Introduction and Theme

JOHN 15

Read and familiarize yourself with the account of Jesus' "I am the vine" declaration found in John 15. Today's focus and theme is the "I AM..." statement of Jesus that He is the True Vine. The Bible lesson for today comes from John 15 as well.

Passages Overview:

(JOHN 15)

In today's Bible lesson Jesus explains that He is the true vine and that God the Father is the vinedresser. That is, the person who daily cares for, prunes and cultivates the grape vines of a vineyard. Jesus says that if a vine does not bear fruit, God takes it away, while those vines that do bear fruit are pruned so that they may continue to flourish, grow and produce.

He explains to those listening that they are clean because of the word He has spoken to them and instructs them to abide in Him, just as He abides in them. Jesus then compares His followers to the branches on the vines in the vineyard. In order to bear fruit, they must remain in the vine. It is the same with Jesus' disciples: apart from Jesus, they can do nothing. Without Jesus, they will wither and cease being able to do the work of God. He tells His disciples to abide in His love, just as He has loved them so that they may prove to be His disciples, that the Father be glorified, and that they may have joy to the fullest. As the chapter concludes, Jesus commands His disciples to love one another.

About the Theme:

This is a familiar passage to most and is often referenced in the church in association with outreach and evangelism — and rightly so! Jesus makes it clear that although the fruit is the part of the vine we seek, apart from the vine that fruit cannot exist, and certainly cannot be eaten and enjoyed. It is the same with our relationship to God's Word and our relationship with Jesus. Without God's Word being spoken to us and delivered to us through the Sacraments,

we will surely grow weak, our spirits will suffer, and ultimately, we will be rendered useless. We cannot in and of ourselves produce fruit, nor sustain ourselves. That is why, for our own good and the good of all believers, Jesus urges us through this chapter to remain steadfast in Him so that we may bear the fruit of the spirit and extend those blessings to others.

Bible Verses of the Day:

JOHN 15:5. "I am the vine; you are the branches" **JOHN 15:5.**

Bible Lesson:

I AM: The Vine

Before the Lesson:

Note: These items have been suggested to create a specific "obstacle course" and can be modified as needed, depending on the age level and facilities.

1. Gather 2 hula hoops, 2 limbo sticks, 2 soccer (or similar sized) balls, plastic spoons (enough for each participant to have one), cotton balls, two small traffic cones (or chairs), and two sets of 9 individual slips of paper, each with one word of the day's Bible verse printed on it (on one slip of paper will be written "John 15:5", on another "I", on another "AM" and so on).
2. Set up Obstacle Course according to the diagram shown.

What to Teach:

Using the illustrations provided in Appendix 4, show the picture of the vine and its fruit to the participants. **Ask** the students if they know this job/what the man is called. The man is, of course, a gardener.

Ask Where are fruits like these grown? *In a vineyard.*

Ask: Who takes care of the vineyard? *The gardener.*

Explain: It is the job of the gardener to take care of the vines so that they produce healthy fruit (like the fruits shown in the picture). The gardener prunes the vine and cuts away the parts which have gone bad and rotten, throwing them into the fire to be burned.

Ask: What happens to a branch if it is cut off from the vine? *It withers and dies and is no longer able to produce fruit. [Show illustration of dead vine branches.]*

Explain: In today's Bible lesson, Jesus says that He is the vine and we are the branches. To help us understand what that means, we are going to do an activity in which everyone will get to be connected on a "vine."

Lesson Activity:

Forming two teams, explain that you are going to complete a relay race. Have either the team leaders or group volunteers do a dry run of the relay in order to show the participants how to play. See sketch of relay race on page 63.

Everyone on both teams must link arms with the members of their team only, forming two separate lines beginning from the same start point. **Note:** *For the youngest participants, you may opt to have one large group "vine" rather than a relay race.*

1. Once the two teams have been divided, before linking arms, every participant must remove their shoes and leave them in a pile at the start space.
2. Beginning with the hula hoop, each team member must pass the hula hoop over their body, never unlinking arms in the process (i.e., the hula hoop ring will pass over one participant's head and arm, he/she will step through it, let the hula hoop pass over their other arm, and step out of the hula hoop by letting it slide onto the next participant's arm in line.) They will repeat this process until the hula hoop has passed over each person and has come off of the last person in line. If at any point during this exercise team members let go of each other's arms, they must begin the exercise again, beginning with the first person in line until they have completed the task without breaking the "vine." **Note:** *For the youngest participants you may omit having to "start over" with this exercise and the subsequent tasks as it may simply cause confusion and frustration. Simply "correct" the mistake, i.e., if participants have let go of each other's arms, encourage them to continue locking arms and continue to pass the hula hoop from that point to the finish.*
3. Next, staying connected in their "vines," participants will each pick up a plastic spoon with their mouth which holds a cotton ball and walk around the cones in a circle at least two full times. If at any point someone drops their cotton ball, the team must stop until that person has replaced the cotton ball on the spoon before continuing making their rotations around the cones and proceeding to the next task. **Note:** *For the youngest participants you may choose to omit balancing the cotton balls if it is too difficult.*
4. For the third task have team leaders or volunteers hold the limbo sticks at an appropriate height while, continuing to have arms linked, the respective teams pass under the limbo stick. Once each team member has passed under, the limbo stick should be lowered slightly to increase the difficulty before each relay team passes through a second time. **Note:** *For the youngest participants you may choose to have only one pass under the limbo stick.*
5. After the limbo has been completed, each team should have a seat and, using only their feet, pass the ball from one end of the line to the other. Similar to the hula hoop task, if at any point they drop the ball they should begin again from the first person in line.
6. At the sixth station each team will be given a set of the "scrambled" Bible verse. Without breaking their vine, they should arrange the Bible verse in the correct order. **Note:** *For the youngest participants you may simply have each team recite the verse back to you word by word.*
7. At the final station each team must simply put their shoes back on. After every team member has their shoes back on (including having laces tied), they may drop arms and congratulate themselves on finishing the race! **Note:** *If you still have extra time at the end, you may form one giant "vine" and go through the relay a second time, timing on a stopwatch how long it takes.*

Discussion:

Ask: Was it difficult to stay connected to the “vine” during the relay race? What made it difficult? Whenever you got “disconnected” from the vine, it made it impossible to finish the task. Let’s listen to what Jesus says about staying connected to the vine.

Read: In John chapter 15 Jesus says that He is the vine, and we are the branches. When we stay connected to Him we are able to produce fruit. What fruits might those be? [Here you may discuss the fruits of the spirit, such as love, patience, peace, joy, kindness; as well as being spiritually fed.] Jesus says that if we are not connected to Him — we are no longer hearing/reading His Word and receiving His gifts of faith — we, just like the dead vines, will also spiritually die. In our activity we could not complete the race if we got disconnected from the vine, but more important than that, Jesus tells us that apart from Him we can do nothing, because He is the vine, and we are the branches. Without Jesus, we would die, but through our connection to Him we can lead a joyful life!



I AM THE VINE relay sketch



Day Five: **The Way, the Truth and the Life—** **Lazarus**

Bible Lesson Introduction and Theme **JOHN 11, JOHN 14:6**

Read and familiarize yourself with the account of Lazarus' death and resurrection by Jesus in John 11, as this is the basis for the day's Bible lesson. Also review Jesus' "I AM" statement in John 14:6, from which we draw the day's theme verse.

Passages Overview: **(JOHN 11)**

Lazarus and his sisters Mary and Martha were all friends of Jesus. One day, the sisters sent Jesus a message to notify Him that Lazarus has fallen ill. Rather than going right away to His friend, Jesus waits two days before leaving so that through the course of events He might be glorified.

In spite of the warning that the Jews are seeking to stone Him, Jesus insists that they return to Judea because their friend Lazarus has died. In fact, by the time they arrive Lazarus has been in the tomb for four days. Mary and Martha, both of whom proclaim that if Jesus had been there their brother would not have died, express their faith that even in death, they know the Father will give Jesus anything He asks.

Sharing in their grief, Jesus tells the sisters that their brother will rise again. Mary and Martha know that their brother will rise again on the last day and testify that they know Jesus is the Son of God who is coming into the world. Jesus tells them that He is the Resurrection and the Life.

We are told then that Jesus weeps and is greatly moved by the grief of the people. He tells them to take the stone away from the cave where Lazarus has been laid and they do so. Jesus thanks His Father in prayer for the sake of the onlookers. Then, with a loud voice, He commands Lazarus to come out. Lazarus comes out of the tomb, still bound in linen strips, and Jesus tells them to unbind him and let him go.

About the Theme:

Jesus teaches us that he is the Way, the Truth and the Life today. The story of Lazarus illustrates how Jesus gives us new life now and eternally.

Bible Verses of the Day:

"Jesus said to him, 'I am the way, and the truth, and the life. No one comes to the Father except through me'" **JOHN 14:6.**

Bible Lesson:

I AM: The Way, the Truth and the Life

Before the Lesson:

1. Arrange three areas of the room for the Lazarus skit (Jesus' starting place, the tomb, and the place where Mary & Martha meet Jesus).
2. Arrange a chair or some other prop to signify the tomb.
3. Decide if your class will act out the skit only or if they will also say the lines. Copy additional skits as needed for those reading.
4. Run off enough copies of the activity sheet for your class and have drawing supplies available (crayons, markers, etc.). See Appendix 4 for activity sheet.

What to Teach:

Say: This morning, we showed you something at the opening. Do you remember what that was? *Cross, map, compass, or GPS, depending on what you decided. (If possible, have a copy of the object to show your class.)*

Say: This reminds us that Jesus says, "I am the way, the truth, and the life."

Ask: Where is Jesus the way to? *Eternal life, heaven.*

Say: Today's story is about a friend of Jesus named Lazarus. We're going to act out the story today.

Assign parts. You will need **Jesus, Lazarus, Mary, & Martha (plus a narrator)**. Additional students can be disciples and the crowd, if you want: disciples follow Jesus and the crowd follows Mary & Martha.

SKIT: (*Words in italics are actions.*)

Jesus' friend, Lazarus, was sick. Lazarus was very sick.

Lazarus lays down, looking sick. Mary & Martha stand by him.

Lazarus' sisters said to Jesus, "Come. Your friend is sick."

Mary & Martha motion to Jesus to come.

Jesus loved Lazarus and his sisters. But He did not go to them.

Jesus shakes His head no.

But Lazarus died. He was closed in a tomb.

Lazarus closes eyes. Put a chair in front of Lazarus to show the tomb. Mary & Martha move to another place.

Jesus went after two days.

Jesus holds up 2 fingers and walks over to where Mary & Martha stand.

Lazarus' sisters, Mary & Martha, were sad. Martha talked to Jesus about how Lazarus died.

Mary & Martha cry.

Jesus said, "Your brother will rise again."

Point to Lazarus and then lift up finger to a 'standing' place.

Martha said, "He will rise again on the last day."

Martha holds hands out to sides.

Jesus said, "I am the resurrection and the life. Everyone who believes in me will live even if they die. Everyone who lives and believes in me will never die. Do you believe in me?"

Jesus points to Himself.

Martha said, "Yes, Jesus, I believe in you."

Martha nods yes.

Martha said to Mary, "Come and see Jesus."

Martha motions to Mary to come.

Mary came. She said to Jesus, "If you came, Lazarus would not have died." Mary cried.

Mary cries.

Jesus said, "Where is Lazarus?"

Jesus holds out hands at shoulder level.

Mary and Martha said, "Come to Lazarus' tomb."

Mary & Martha motion "come" towards the tomb.

Jesus cried.

Jesus cries.

Jesus came to the tomb. They opened the tomb.

Mary, Martha, & Jesus walk to the tomb.

Jesus said, "Lazarus, come out!"

Jesus cups hands around mouth as if calling him out.

Lazarus came out. Jesus gave him life!

Lazarus stands up and walks out. Mary & Martha look happy!

Discussion:

After the skit is complete, have students sit down.

Ask: What happened to Lazarus? *He died. Then Jesus gave him life again.*

Say: Jesus is the Resurrection and the Life. He gives us eternal life through faith in Him.

Say: Jesus gave Lazarus life again. Later, Jesus died on the cross. God brought Jesus back to life. Everyone who trusts in Jesus will have eternal life. Jesus frees us from death and shows us the way to heaven.

Say: When we ask, "Jesus, Who are You?", today there are two answers: "I am the Way, the Truth and the Life" and "I am the Resurrection and the Life."

Ask: How is Jesus the Way? *He shows us the way to heaven.*

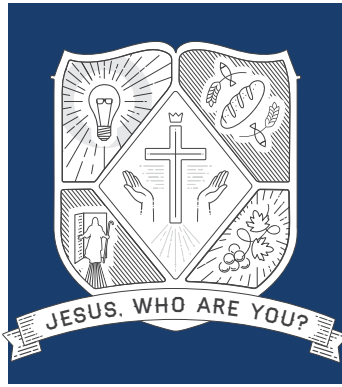
Ask: How is Jesus the Truth? *He shows us God correctly.*

Ask: How is Jesus the Life? *He died and rose again to give us new life.*

Ask: How is Jesus the Resurrection and the Life? *Everyone who lives and believes in Jesus will never die.*

Give students time to complete the "I AM" activity sheet with today's themes. Encourage them to draw a picture to remind them of how Jesus is the Way, the Truth and the Life, and the Resurrection and the Life.

Close with a short prayer. "Jesus, thank You for showing us the way to heaven. Amen."



Teaching the Music Lessons

Text. Melody. Rhythm. They all come together to make music a very beneficial and fruitful part of English Bible Camp. Whether you teach music professionally, enjoy singing, or simply want to help others make a joyful noise, the following tips will help both you and your participants enjoy each day of music to the fullest.

Music at EBC can involve a variety of activities. We often think of music time as just singing. While this is a main focus of music time at EBC, work to incorporate other music-related activities into the rotation. Just as a participant has a difficult time sitting through 30 minutes of straight reading, the same can be true about 30 minutes of straight singing. Movement, dancing and musical games provide the necessary variety to keep focus and energy levels high. We'll begin here with singing, though, as you will use this both during your music rotation and during openings and closings.

Tips for Leading Music:

Your goal with teaching songs is to give the participants a tool to remember truths about God, to praise our Lord and Savior and to expand their English vocabulary.

Reminders:

- Participants are learning English. Learning too many new songs will overwhelm the participants. Shoot for learning a maximum of two new songs per day.
- Most of the songs suggested in the curriculum use a rather limited vocabulary. If you introduce other songs, make sure the text is appropriate for the participants' level of English.
- Sing a song more than just one time (even in the same day). Participants usually have a favorite song. Use it to help boost the atmosphere and excitement. Be careful not to over-sing it, though.
- Encourage the participants to sing out. However, there are more important (and healthier) aspects of singing than being loud.
- All participants need to be able to hear a clear melodic line and any accompaniment you may be using. Make sure even the participants in the very back are able to follow along.
- When teaching a new song, use the following approach:
 - Introduce the song. Work with your interpreter to share what the song is about. Make sure you know what a song is about before you sing it. If the song is based on a passage from Scripture, read that passage to connect things back to the Bible.

- Start with only the text or only the melody. What you begin with is up to you.
- Use a call and response format to get the participants involved.
 - When teaching the text first, say one line and then have the participants repeat it back. Only have students repeat a few words but be aware that certain words and phrases belong together.
 - When teaching the melody first, sing it on a neutral syllable such as “do.”
 - When putting the text and melody together, use the same call and response format as in teaching only the text or melody.
 - Sometimes participants need more than one time through the song to learn it. Repetition is your friend here.
 - Add the accompaniment once the participants have a better grasp of the song.
 - If the song has a verse and refrain, teach them separately. Or you might teach only the refrain one day and then teach the verse the next day. A lot also depends on your participants.
- When possible, add actions or sign-language to a song. This reinforces what the participants are singing.

Sample Plan for a Music Rotation:

40 minutes

- 00:00 – Warm-ups (physical and vocal)
- 00:03 – Review the Bible verse for the day. Use this time to reinforce it. Have the participants take turns reciting it. Try reciting it to a rhythm. Speak it slowly and then quickly. Use different levels of volume. Include actions.
- 00:07 – Sing a song the participants know (on the first day, this might be a song they learned at the opening).
- 00:10 – Teach a new song (while the participants’ attention is still captive).
- 00:20 – Play a musical game.
- 00:35 – End on a high note by singing a song the participants know or learned during the music rotation.
- 00:40 – Next rotation.

Double Check With Your Host:

Before and after arriving, check in with your hosts regarding the following items:

- What space will the music rotation be held in?
- Are there any rules to follow in that designated space?
- Are there any instruments available to use?
(Check also if anyone on your team can play any instruments.)

- Is there someone from the local team who could accompany you on an instrument?
(If you yourself are unable to do so.)
- Is there a projector and screen available for lyrics?

Preparation Before Departure:

- If using a projector for lyrics (recommended):
 - Prepare the slides in PowerPoint or a similar application. Make sure the text is big! Depending on your font, the text size should be no smaller than 70 pt.
 - Save each song as a separate file for easy access.
 - Choose a darker, neutral background with a white text. This is often the easiest to read in any space.
- If using paper resources for lyrics:
 - Type up the lyrics and check with your hosts if it's possible to print them.
 - Think about making a song book for participants with all the lyrics you'll use at the camp.
- Gather your accompaniment materials:
 - Using a live instrument is best. If you or someone else can play, use this gift and accompany the participants!
 - Many songs can be found in the Lutheran Service Book, in other songbooks or on the internet. The musical suggestions below list if the song can be found in a specific printed publication. If nothing is listed, it can be found online.
 - Videos are great, but they are more difficult to teach with. Make sure you know how your technology works before leading your rotations.
- Teach your team some of the songs. The more people that already know the songs, the easier it will be for others to join in.

Upon Arrival:

- Walk through your space and see if it is conducive for your activities. Keep or adjust your plans accordingly.
- Make sure that all technological devices are compatible. Computers and projectors sometimes need special adapters to connect. If using a speaker or microphone, double check how it hooks up and if someone will be able to assist you throughout the week.
- Sing with your hosts. Teach some songs to your hosts so that they too can help the participants sing along.

During Camp:

- Keep high energy. When you are excited, the participants will be more likely to join in.
- Note which songs the participants enjoy singing and which ones are more difficult. Use this information to help plan the days ahead.

EBC Theme Song

Accompanying this curriculum is a theme song written for English Bible Camp. Our hope is that this song will help to reinforce the “I am” statements of Jesus for the participants. See the page at the end of this section with melody line, chords and text for the song. A recording of the song is also available for you to use. For your convenience, the lyrics are written here as well:

Jesus said,
“I am the Light of the World.
I am the Bread of Life.
I am the Door and the Good Shepherd.
I am the Vine.”

We want to know just Who You are!
Jesus, you say,

“I am the Way.
I am the Truth.
I am the Life, Life, Life, Life, Life.
Abide in Me,
And I in you,
And you have life, life, life, life, life.”

Abbreviations

AGPS – *All God’s People Sing!*

LSB – *Lutheran Service Book*

Thematic Song Suggestions by Day

The Light of the World — Healing of a Blind Man

- *Blind Man* by Yohann Anderson (alternative version by The Kry)
- *Thy Word Is a Lamp* (AGPS 247)

The Bread of Life — Feeding of the 5,000

- *Eat This Bread* by Robert J. Batastini and Taizé Community (LSB 638)
 - Suggestion: Only teach the refrain.
- *I Am the Bread of Life* by Suzanne Toolan
 - Suggestion: Have the more advanced participants learn the verses and use this song on a Sunday morning when parents are visiting.

The Gate & The Good Shepherd — Parable of the Lost Sheep

- *Have No Fear, Little Flock* by Zimmermann and Marjorie Jillson (LSB 735)

The Vine — John 15

- *Go Into the World* by Natalie Sleeth (AGPS 101)
- *His Banner Over Me Is Love* (AGPS 118)

The Resurrection and the Life; and the Way, the Truth and the Life — Lazarus

- *I Am the Resurrection* by Ray Repp
- *Father Welcomes* by Robin Mann (LSB 605)
- Suggestion: Teach only the refrain to everyone and have some sing the verses.

General

- *Yes!* by Terry Dittmer (AGPS 269)
- *This Is the Day* by Les Garrett (AGPS 241)
- *Jesus Loves Me* (AGPS 144)
- *O Sing to the Lord – Brazilian* (LSB 808)

High Energy and Actions (No Accompaniment needed)

- *Nanner, Nanner*
- *Hey, Hey Man*
- *Hallelu, Hallelu, Hallelujah* (AGPS 114)

Alternative Music Activities:

Use these activities in between singing to allow participants to get out some extra energy and to keep the music fresh. If you see that the group is getting antsy, begin one of these activities to help them refocus.

- Musical Chairs
 - Play the classic version or add your own twist.
- Rock, Rock
 - Participants sit in a circle on the floor. (One participant will be standing in the center, but have all participants learn the directions first.) All participants extend hands out with palms up. Participants' right hand should rest on their neighbor's left palm. To begin the rhythm, each participant takes their own right hand and acts as if picking up a rock from their own left hand and passing it to their neighbor's left hand. This should be done as a group in unison. Once the group gets the motion down, add a small rock to the circle and have the group pass it around one full circle. Teach the following chant:
 - ▶ "Rock, rock how you wander,
From one hand in to the other.
Is it fair? Is it fair?
To keep poor (name player in the middle) standing there?"

Participants should continue the pattern while chanting the above text. If they are unable to do both, you as the leader can chant.

- Now the game can begin. One participant stands in the middle of the circle with eyes closed. Get the rock moving around the circle. Once the group begins to chant, the participant in the middle opens his/her eyes and has three chances to guess who has the rock.
- Participants can trade out who is in the middle for playing multiple rounds.

- **Line Dancing**

- Many line dances can be found online. There are plenty suitable for children. Find three varieties that you yourself are comfortable doing. You'll thank yourself later when you need a time filler and can easily teach a short line dance. Remember, not all country songs are suitable for being played at EBC. Listen to the lyrics before playing certain songs to dance to.

- **Passing Items**

- Group participants in twos or threes. Give each group a soft, small ball. Play songs of different tempos, moods and instrumentation. Encourage the participants to roll, pass or bounce the ball depending on what they hear.

- **Dance and Freeze**

- Play a song for the participants to dance to. Choose music that varies in style, tempo and instrumentation. Instruct the participants to dance to the music in accordance with what they hear. When the music stops, each participant must strike a pose and hold it until the music begins again. After each pose, change the song so that the participants must choose a different kind of movement.

- **Translate a Simple Chorus** (Older participants)

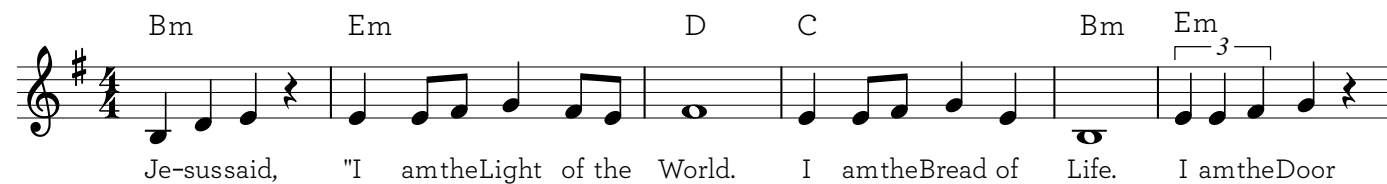
- Select one of the choruses that the participants enjoy singing in English. Work with the participants to translate the text into their own language. Allow participants to work in small groups as well as larger groups. The chorus can then be sung for parents and others in both English and the participants' native tongue.

Jesus, Who Are You?

English Bible Camp Theme Song

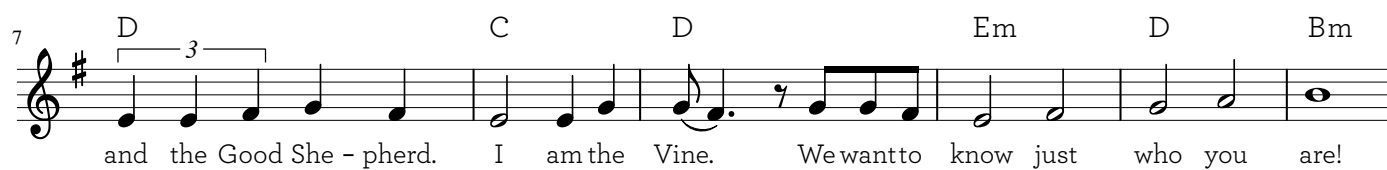
Benjamin Helge

Bm Em D C Bm Em



Je-sus said, "I am the Light of the World. I am the Bread of Life. I am the Door

7 D C D Em D Bm




and the Good Shepherd. I am the Vine. We want to know just who you are!

13 C C D G Em Bm

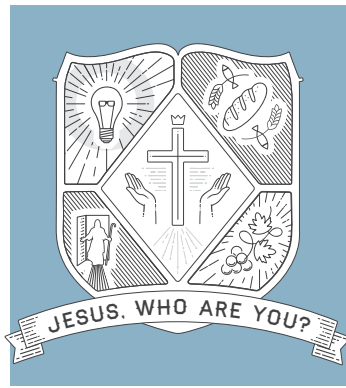


Je - sus, you say, "I am the Way. I am the Truth. I am the Life, Life, Life, Life,

18 C G Em Bm C



Life. Abide in me, and I in you, and you have Life, Life, Life, Life, Life."



Games

The part of the day that can take on the most different forms is game time. Some spaces are conducive to playing large group games out on a field, while other times you might be limited to staying inside in a smaller room. Whatever games and activities you choose to use at your EBC, consider the following points both before and during EBC:

- Know the game that you are playing. If you are unsure of the rules, the participants will be. Don't be afraid to use a cheat sheet to help you remember all the rules you want to include. It will help you as you teach the game and help the participants as they listen to directions.
- Go through the games with your interpreter before you play them. When the interpreter understands the rules, the participants will be able to better understand them.
- Always have a back-up game. As weather can be unpredictable, plan multiple games for the same day. Also, plan a variety of games. A good rule to follow is to plan one large group outdoor game, one large group indoor game and one smaller group indoor game. The small group games can be played anywhere.
- Participants need to move around. During many of the other activities, the participants might be sitting in one place. With games, we want to try and get them up and moving.
- Games don't have to fit solely with the theme for the day.
- Many times at EBC, the hosting congregation will do a water day. Participants might bring swimsuits and other clothes for such an occasion. (Don't forget your swimsuit as well.)
- EBC game time is more than just playing soccer. While the participants may want to play a specific game every day, show your excitement for the new game that you want to introduce each day. Setting the expectation on the first day that all participants will participate (unless physically unable to participate) will help you throughout the week. You will be able to tell if the participants aren't really into a specific game. Don't give up on it right away. However, be aware that certain games are only meant to be played for 15 minutes while others can be played for a much longer amount of time. And again, when you are excited to play the games for the day, the participants will be more excited to play.

Name Games & Icebreakers

For your first two days at camp and even with your hosts, use the following games to get to know the names of all the participants around you.

Blanket Name Game**

Set up: Have a blanket or large sheet available.

Object: Get everyone on to your team.

Rules: Two volunteers hold up a blanket separating two teams. One person from each team is selected to stand at the blanket. When the blanket is dropped, each must call out the other's name. The person who calls out the other name first remains with his or her team. The person who calls out the name second moves to the other team. Play until all team members are on one team or for a set amount of time.

Clumps**

Set up: None.

Object: Mix with new people.

Participants mill about until the leader calls out various numbers. Participants "clump" into those size groups and sit down. Keep the action moving by calling out new numbers as soon as groups form. Play for as long as desired. For additional interaction, ask the groups to share something about themselves (favorite food, number of siblings, etc.) when they sit down.

Four Square**

Set up: Questions with multiple choice answers; review with an interpreter prior to playing.

Object: Get to know each other.

Leader announces a question to respond to and points to a corner for each answer. Each participant locates the response he/she would choose and stands by the response. Leader may ask people why they made their choice. Then the leader announces a new question, and people move to the new location.

Sample questions:

After a long day I like to... *watch TV *spend time with friends *be alone *sleep.

I wish I had a dollar for every time I... *failed a test *got in trouble at home *had a bad dream *ate too much.

Animal that best describes me... *fox *puppy *lion *chameleon.

I'm afraid of... *snakes *spiders *dark places *the unknown.

If I had to, I could get along without... *indoor toilet *TV *telephone *junk food.

I am the *oldest child *youngest child *middle child *only child.

Chair, Chair, Name

Set up: Everyone forms a circle with chairs and one empty chair is added as part of the circle. One participant stands in the center of the circle.

Object: The participant in the middle of the circle tries to sit in the vacant chair. The participants in the circle try to prevent the participant in the middle from sitting in the vacant chair.

Rules: The participant sitting to the left of the vacant chair begins by tapping the chair and saying, "Chair!" The participant then moves to the vacant chair. The next participant again taps the newly vacant chair and says, "Chair!" This participant also moves to the right to fill the vacant chair. The third participant then taps the vacant chair, but this time must name a name of a different participant sitting in the circle. (**Note:** The participant saying the name does not move to the vacant chair.) The participant whose name was called then moves to the vacant chair. The pattern of chair, chair, name is repeated starting in a new location with the vacant chair.

While all this is happening, the participant in the middle is trying to sit in the vacant chair. If the participant successfully sits in the vacant chair, the participant to the left of the vacant chair is now in the middle and play starts over. Once someone has tapped the vacant chair and said "chair" or the name of another participant, the participant in the middle cannot sit there anymore. Play continues until you decide to stop the game.

Tap on the Trunk

Set up: Find a newspaper, roll of tissue paper or something soft to tap participants on the trunk with. (*When we say "trunk," we mean the torso area, from the waist to the neck.*)

Object: Learn participants' names and try not to get hit on the trunk by the participant in the middle.

Rules: The group stands or sits in a circle. One participant stands in the middle with a rolled-up newspaper. Any designated participant begins by calling out the name of any other participant except the participant in the middle. The participant in the middle must then find the participant whose name was called and try to tap that participant on the trunk before the called participant yells out a different name. If the participant in the middle successfully taps the called participant on the trunk before a new name is called, the two participants switch roles. Play continues for as long as desired.

Find Someone Who

Set up: Print out enough copies of the Find Someone Who worksheet for each participant to have one. Each participant also needs something to write with.

Object: Participants race to make a bingo line by asking others questions. The first participant to get bingo wins.

Rules: Participants go around asking others if they fit the required information on the worksheet. For example, a participant asks another participant, "Do you play a musical instrument?" If the participant answers "Yes," this participant signs the specified space on the paper. Each participant can only sign a different participant's paper once. After someone calls out "Bingo!" play stops and the participant shares what was found out about the other participants.

Find someone who ...					
likes reading books.	plays a musical instrument	likes to travel.	has two brothers.	likes chocolate.	has blue eyes
wears glasses.	doesn't like coffee	has a birthday in September.	lives with his/her grandparents.	likes to run.	is afraid of heights.
likes to dance.	plays volleyball.	likes chemistry.	watches movies in the cinema.	owns more than 7 pairs of shoes.	sleeps on his/her back.
doesn't like the mountains.	can touch his/her toes.	likes to cook.	listens to classical music.	doesn't like mushrooms.	is happy to be at English Bible Camp.

Bang Bang

Set up: None required.

Object: Be one of the last three participants remaining.

Rules: Everyone stands in a circle. One participant stands in the middle. The participant in the middle points at any participant in the circle. The participant pointed at must immediately duck down. The participants on each side must race to say the name of the other participant first. Whoever says the name first is victorious. The other participant is out of the game until a new game begins. Play continues until there are three participants left in the circle.

Large Group Outdoor Games

When the sun is shining and the participants are needing to run around, use these high-energy games that utilize a field or outdoor space.

Kickball

While baseball might be a bit difficult to pull off with younger participants and few supplies, kickball is a great taste of American culture. Depending on the age of the participants, you

might need to adjust the rules slightly. Try keeping it simple by using the following rules:

- Use hula hoops or other easily-obtainable materials for bases.
 - Have a leader be the pitcher.
 - Instead of playing based on outs, allow each team to kick/be in the field for five minute rotations. This will allow the participants to experience both areas equally.
 - If the ball is caught in the air, the kicker is out.
 - If the ball makes it to the base before the participant arrives, the participant is out.
 - No throwing the ball at participants. We don't want to have any injuries.
 - Keep score and have fun!
-

Baseball

Many participants have never swung a baseball bat before. Instead of playing a full game of baseball, bring along a couple of plastic bats and whiffle balls. Try some batting practice in an open field. If your older students are interested in playing a more complete game, try adapting some of the rules from kickball.

Tag

A classic version of tag can be great to help get a lot of energy out. Try some other versions of the game found below. Remember, you can also vary how many participants are "it" to make it more challenging.

- **Chain Tag:** Pair participants up and have them link arms while standing side-by-side. The pairs do not move. One participant is it and one participant is being chased. The participant being chased can link onto any of the pairs at any time, making the participant at the other end disconnect from the chain. The "it" participant must now tag the other participant. Play continues until a designated stop time.
 - **Toilet Tag:** Similar to freeze tag. When the "it" participant tags a participant, that participant must kneel with one knee down and put an arm up. The participant is supposed to be like a toilet. In order to become unfrozen, a different participant must come by, sit on the participant's knee and "flush the toilet" by pushing the participant's arm down. Play continues until a designated stop time.
 - **Sharks & Minnows:** You need a designated rectangular play area with marked boundaries. Designate one or more participants to be the "sharks." The rest of the participants are minnows. The sharks call, "fishy, fishy, come out and play," to start the game. The minnows start walking across the play area. When the sharks call "Shark attack!" minnows attempt to run to the other side of the play area without being tagged. Minnows who are tagged become sharks. When there are only a couple of minnows left, start a new round with those participants as the new sharks.
-

Jumping Rope

Share some American culture and let participants practice English by learning some jump rope rhymes. Use ones that you already know or share these classical ones:

Bubble Gum

Cinderella Dressed in Yella

Butterfly, Butterfly

Hopscotch

While it might not be new to the participants, you can easily create an elaborate hopscotch board with chalk outside. Have each space numbered from one to as high as you want to go. Of course, when there is only one square, the participant must only use one foot. When there are two squares side by side, the participant uses two feet. Try adding in some new elements. Have a space where the participant must spin around. Or have a break in the hopscotch board forcing participants to jump a bit further. Time participants individually or as a whole group to try to do the course as fast as possible. Just make sure to check with your host before drawing on certain surfaces with chalk.

Paper, Scissors, Rock**

Two teams are formed, and each huddles behind their goal line. Each team decides on a symbol and an alternate (paper covers rock/rock smashes scissors/scissors cuts paper). Then each team lines up in the middle of the playing area, a few feet apart. On the count of three, all show their symbol. The winning team chases the losing team, and any participants tagged before they cross their goal line join the winning team. The game is played until one side is eliminated or time runs out. It's best to stop while the game is still exciting.

Sidewalk Chalk

Provide a box of chalk and have students draw outdoors. You can provide a free draw session or ask them to draw something specific. Chalk can also be used to map out various game boards.

Any Size Space Games

These games can be played indoors or outdoors as they don't require as much movement. Keep this list handy in case of rain or as time fillers throughout the week.

Salt Shaker**

Set up: You will need one coin and a salt shaker or other small object.

Object: Move your entire group through the line first.

Divide the group into two teams. Participants sit cross-legged in two rows facing each other. The participants cross arms, then hold hands and close their eyes. At one end of the line, a leader flips a coin that only the first person in each line may watch. If it comes up tails, they

do nothing. If it comes up heads, the first person in the line squeezes the next hand and so on until the squeeze reaches the last person in the line. The last person then grabs a saltshaker (or other small object). The winning line sends the end person up, and play continues until a whole team has moved through the rotation. If a hand is squeezed and the saltshaker is grabbed on tails, the fouling team must move a participant backward through the rotation.

Artist**

Set up: A pencil and drawing paper for each team.

Object: Draw the object and get your team to guess it first.

Divide group into teams with 4–6 participants on each. Teams pick a member to be the artist. Artists come up to the leader, who tells them what to draw. Artists race back to the group and without speaking must draw the object until a correct guess is made. After one of the groups figures out what the object is, each team sends up a new artist. Have artists draw things such as a horse, stove, ski hill, tent, diaper, and the like, or use the vocabulary words for the week. It's up to you whether you play in English or the local language, based on the level of your group.

Photo Recreation

Set up: Find a few crazy and funny pictures of a group of participants. Project them on a wall or print out enough copies for each team to have one. Divide the group into three or four teams. The ideal number per team is five or six.

Object: Each team must recreate the photo they see. The team with the closest recreation after 20 seconds gets a point. The team with the most points wins.

Rules: The number of participants in the picture will determine how many participants play each round. Tell the team how many participants are needed before showing the picture. Show the teams the first picture. Immediately, start a timer for 20 seconds (you can adjust the time depending on the age of the participants). When the timer stops, all teams must freeze and can no longer move. An appointed judge or a group of judges then walks around and decides which group most resembles the picture. The chosen team receives a point. Play as many rounds as you have pictures. Remember, the crazier the pictures, the more fun it is!

Dancing/Line Dancing

Get up and get moving! Dancing is a great way to share some American culture and something different than a group game every day. There are many country line dances that are simple enough for anyone to learn. One you are probably most familiar with is *The Electric Slide*. You can also teach something like *The Hokey Pokey* or teach a variety of dance moves like *The Twist* or *The Mashed Potato*. Use resources such as YouTube to look up some of the line dances mentioned here or find others that suit you.

Lead Me On

Set up: Pair up participants. Each pair needs a blindfold/bandana to cover the eyes of one participant. You will also need about 20 tennis balls or small objects that can be easily acquired.

Object: Help guide your partner in collecting objects scattered around a field or room.

Rules: All participants play at the same time. There are two different roles for each pair. One participant is blindfolded and responsible for retrieving objects. The other participant is responsible for guiding the blindfolded teammate. The participants giving directions must stay behind a designated line. 3...2...1... go! The blindfolded participants must listen to the directions given by their partners. Participants can speak in whatever language they desire. Once a blindfolded participant reaches an object, the participant must bring it back to the starting line. Another object may then be retrieved. Game play continues until all the objects have been collected. The team with the most objects wins. If you want to switch roles, spread the objects once again and play a second round.

Untangle the Chain

Set up: None required.

Object: Work as a group to untangle the knotted-up chain made by joining hands randomly.

Rules: You might know this game by other names, Human Knot for example. Participants stand in a circle. All participants reach out both of their hands and grab the hands of two different participants. The group must work together to untangle the chain that has been created. At no time can any participant disconnect hands with another participant. Give the group a time limit or don't allow the group to speak to make it more challenging.

Note: Sometimes the group might create two chains by the way they have connected. If it happens, don't worry. Simply finish the game once the two chains have been untangled as best as they can.

Pass the Package

Set up: Take a small box and place some treats inside. Then wrap the box in many different layers of wrapping paper or whatever material you would like. Between the layers, you may add some other bonus prizes.

Object: Work together to open the box and get the prize inside.

Rules: While this might be more of a British tradition, it can add some extra fun for the group. Pass the box around the circle while music is playing. When the music stops, the participant holding the box removes one layer of wrapping paper, but only one layer. If the participant finds a bonus prize while unwrapping a layer, that participant gets to keep it. Once one layer is removed, the music starts again and the box continues to move around the circle. Keep doing this until all the layers have been removed and the stash of candy inside is revealed. The big prize in the middle should be for the entire group to enjoy.

Card Games

Set up: A deck of the appropriate cards.

Rules: Play according to the rules of the card game. You may also want to add some English-practice rules. For instance, when playing UNO, you could require participants to announce the color and/or the number in English when laying down a card. Past teams report that card games can be a good option for English practice.

Water Games

Grab your swimsuit and get ready to make a splash.

Sponge Relays

Divide the group into two or three teams depending on the size. Have each team make a single-file line. Place a bucket of water at one end of each team and an empty bucket at the other end. Then place a sponge in each bucket with water. Teams must transfer water to the empty bucket by only passing the sponge. You can vary how teams must pass the sponge. For example, have participants alternate by passing the sponge backwards over the head and then between the legs. You can also have participants close their eyes or play with blindfolds. The possibilities are endless.

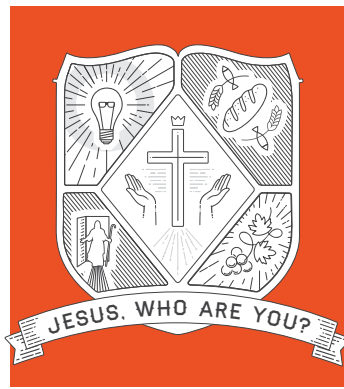
Water Balloon Toss

- **With Hands:** Play a classic version of a water balloon toss by pairing participants up. Determine where all pairs should line up. Give one balloon to each pair. Have all the water balloons start on the same side. Count down to the toss. 3...2...1... and have all participants toss the balloon to their partners. If the balloon stays intact, the team stays in the game. If the balloon breaks, the team sits down. Each participant who catches the balloon takes a step back to be in line with the other participants. Play continues until only one pair is left.

- **With a Towel/Sheet:** Divide the participants into groups of four. Hand each group a towel or a sheet. Have groups of four make a large circle. All teams must work together to toss the balloon around the circle by launching the balloon from towel to towel.

***Note:** Water balloon packets and quick fill bundles can be purchased in the United States. Be aware that some attachments outside the US might not work due to different measurements of hose heads and faucets.

****These games** are from *It's Your Serve*, from the LCMS Youth Ministry office.



Craft Curriculum Overview

The English Bible Camp craft sessions are fun-filled times to reinforce the participants' knowledge of what they learned during their Bible and English lessons, as well as a time for creative expression. Craft time is generally a favorite lesson of the participants at English Bible Camp as it is a hands-on expression of their learning. They are proud to bring their artwork home each day. This very visible artwork can also be a secondary opportunity for their family to learn at home. Family members seeing the crafts ask questions about the craft or ask about their child's day.

In this craft curriculum there are two suggested crafts for each themed day of camp. Each day there is one craft that is designed as a basic craft and one that is designed for participants that you may think have more skills. As you, the craft leader, are reviewing and learning the instructions and the teaching techniques of these crafts, please review and be familiar with both the Bible and English curriculum as well. There are detailed instructions for each craft, but these instructions are not intended to stifle your creative juices. Please be encouraged to teach these crafts with your own creative spin and please encourage the participants to make them their own as well. These daily craft projects can be limitless in their uniqueness. A quick change in the available supplies, or a color, shape or design modification introduces limitless possibilities in creativity. Likewise, your preferred art medium and creative talents as the craft leader will enhance the participants' art experience.

The suggested crafts are also designed for the participants to use different types of art media from day to day during camp, as well as having the materials easily available from craft stores, online, or maybe even already in your home. All the materials are easily transportable. It is highly recommended that the craft leader bring all the needed craft supplies with them to the English Bible Camp, especially the more customized supplies. It is also strongly recommended that you create a sample of each craft prior to the camp. This will ensure that you have packed all the necessary materials for each craft and have an idea of the time needed to complete each craft.

Making a sample will also give the craft leader enough familiarity with the materials that they will know if there is any part of a craft that may warrant specific preparations. During the craft session, the participants enjoy having a sample project to model theirs off of, and it also leads to excitement and discussion. Yes, English discussion! Asking the participants questions about the craft sample also reinforces their Bible and English learning and directly links their art learning to the other sessions. Making the sample will also give the craft leader an idea of how they want to organize the packing of the craft materials. For one type of craft you may want to group all the materials together in a gallon baggie, for instance with the paper crafts. And for another type of craft you may want to organize the craft materials needed into individual craft kits for each participant. This works well for things like the vine-weaving craft.

Day One

I AM the Light of the World

1. Lighted Banner (older participants)

Materials Needed:

- 9" by 12" piece of felt for background
- yellow, green, blue and white felt
- fairy string lights
- 12" dowel
- 24" piece of yarn
- scissors
- glue
- mounting tape

***PLEASE NOTE: It's possible to make the "light of the world" banner without the fairy lights if desired.

Banner Directions:

Craft Leader Prep Work Prior to Camp (for each participant):

1. Cut a 12" by 9" felt background (grey optional).
 2. Copy the light of the world banner stencils onto card stock.
 3. Cut the shapes from card stock to make stencils.
 4. Trace the stencils onto the yellow, green, blue, and white felt pieces.
 5. Transfer Jesus' facial features onto the white felt piece in one of the two following ways:
 - a. Option one: Trace, with carbon paper, Jesus' facial features onto the white felt piece. Make a copy on paper, and use carbon paper to trace the pictures on felt or cloth.
 - b. Option two: Using a printer or copier, print Jesus' facial features onto printable fabric or sticky-backed felt that has been attached to an appropriate size piece of card stock.
- You will want to do one test run first, and do this printing in the US — you can't count on having local access to a printer or copier that can handle this type of printing.
6. Cut a 24" piece of yarn.
 7. Cut a tiny hole in the middle of the world felt piece.
 8. Cut a tiny hole in the background felt at the 5" from the bottom and 4-1/2" from side point.

Participants:

1. Cut out the felt shapes.



2. Glue the top of the background felt onto the center of the dowel.
3. While matching up the holes on the background and the world, glue the world to the background.
4. Glue the land pieces on to the world.
5. Thread the string light through the hole.
6. Glue two pieces of mounting tape on the background felt just above the lights.
7. Circle the lights around the mounting tape.
8. Glue the felt Jesus picture onto the mounting tape.
9. Glue the yellow banner to the top of background.
10. Tie one end of the yarn to each end of the dowel to form the banner hanger.

2. "Light of the World" candle

(younger participants)

Materials Needed:

- fat pillar candle
(sample was 3" tall and 2 1/2" across)
- tissue paper & glue
- fine tip permanent markers in assorted colors
- a hair dryer

Candle Directions:

*Craft Leader Prep Work Prior to Camp
(for each participant):*

1. Cut a piece of tissue paper that wraps around the candle.

Participants:

1. Gently draw and color a "Jesus is the light of the world picture" (their design) onto the tissue paper.
2. Wrap the tissue paper around the candle, fastening each side with a drop of glue.
3. Heat the tissue papered candle with the hair dryer. The tissue paper with the design will melt into their candle.



"Light of the World" banner stencils



I AM the Light of the World

Day Two

I AM the Bread of Life

3. Small Loaves of Bread

(older participants, Option A)

Materials Needed:

- mini disposable loaf pan
(sample pans are 1.58" W x 2.16" L x 1.58" H)
- large bowl, measuring cups and spoons
- clear plastic wrap
- bread wrapper picture/stencil

Recipe Ingredients:

(Makes 8 mini loaves of bread)

- 3 1/3 cups plain flour (all-purpose flour)
- 2 tsp baking powder
- 1 tsp salt
- 10 oz. milk

Note: Different parts of the world have different sizes of measuring utensils by the same name. To make sure your recipe works as intended, you may want to bring a lightweight measuring cup & spoon set (perhaps from your local dollar store).

Recipe Instructions:

1. Heat the oven to 190°C / 375°F.
2. Spray 8 mini baking pans with cooking spray.
3. Place the mini pans on a baking sheet.
4. Mix the dry ingredients together in the large bowl. Stir in the milk, and bring the dough together by stirring the ingredients until the milk is mixed with the flour and forms a dough. It's easiest to do this with your hands.
5. Knead the dough briefly until the dough has a uniform consistency.
6. Spoon the dough into the prepared pans filling them evenly half-full. This is important! **Don't fill them too much as it won't rise and cook in the middle if it is too full.**
7. Run a knife down the middle of the top of the bread, sinking in 1/4 inch.
8. Bake on the baking sheet at for about 30 minutes until pale brown and sounding hollow when tapped on the top.



Bread Recipe Cookbook and Scrapbook

(older participants, Option B)

Materials Needed:

- white card stock
- brown card stock
- colored pencils
- glue sticks
- hole punch
- scissors
- easy open key rings
- raffia (optional)



Cookbook Directions:

Craft Leader Prep Work Prior to Camp (for each participant):

1. Copy the large bread stencil on brown card stock (5 for each participant).
2. Copy each of the bread recipes on white card stock.
3. Copy each of the bread picture pages on white card stock.
4. Copy the bread recipe title picture for the cover.

Participants:

1. Cut out 5 brown bread shapes that make the cover and pages of the cookbook.
2. Cut out each of the bread recipes.
3. Cut out each of the bread picture pages.
4. Cut out the bread recipe title picture for the cover.
5. Using colored pencils, color the cover picture.
6. Glue the cover picture on one of the brown bread-shaped pages.
7. Glue the bread recipes, one on each of the other brown bread-shaped pages.
8. Glue the bread picture pages on the back of their corresponding bread recipes.
9. Stack the recipe pages on top of each other and place the cover page on top.
10. Hole punch the book pages on the top left-hand corner.
11. Put the key ring through the holes.
12. *Optional:* Tie raffia or ribbon on the key ring to decorate.
13. While working on this project discuss with the participants the types of breads in their cookbook, encouraging them to make the breads at home and take pictures of their delicious breads to put in their books.

4. Bread of Life Sewn Felt Magnet

(younger participants)

Materials Needed:

- white & beige felt
- white embroidery floss
- needles
- bread picture
- magnets
- scissors and glue

Felt Magnet Directions:

*Craft Leader Prep Work Prior to Camp
(for each participant):*

1. Copy bread shapes onto card stock to make stencils.
2. Trace the large bread shape on beige felt.
3. Trace the small bread shape on white felt.
4. Using a fine point marker make the stitch mark dots on the white felt bread shape.
5. Copy the bread/verse picture on white card stock.
6. Pre-thread the needles with white embroidery floss (about 24 inches) and knot the end.

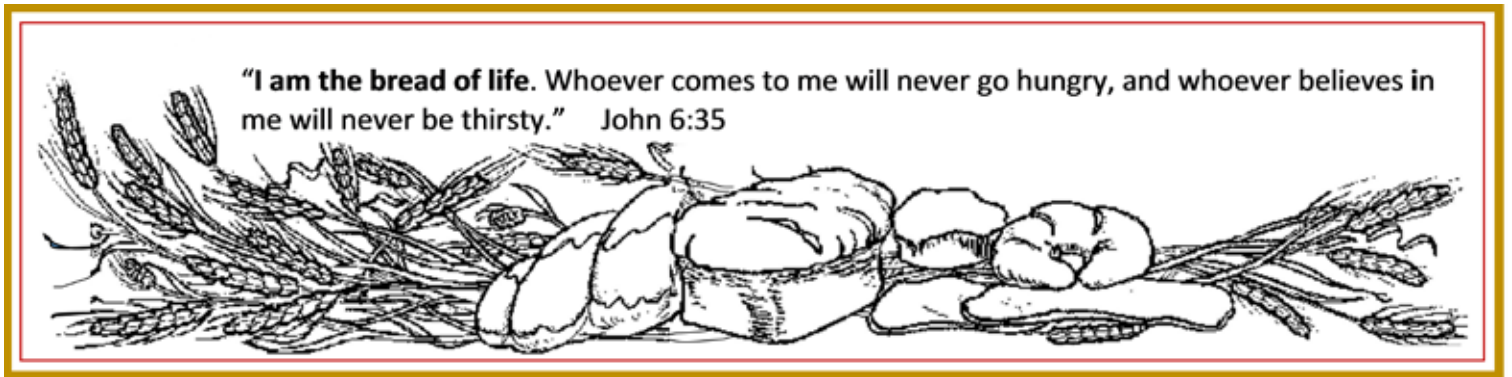
Participants:

1. Cut out the bread/verse picture.
2. Cut out the beige and white bread pieces.
3. Place a dot of glue on the center of the beige felt bread.
4. Place the white felt bread on top of the beige bread, gluing the center of the two pieces together.
5. Starting at the back of the beige bread, using the sewing dots as a guide, sew the bread pieces together.
6. Glue on the bread verse picture in the middle of the white felt.
7. Glue on the magnet on the back top of your beige felt bread.

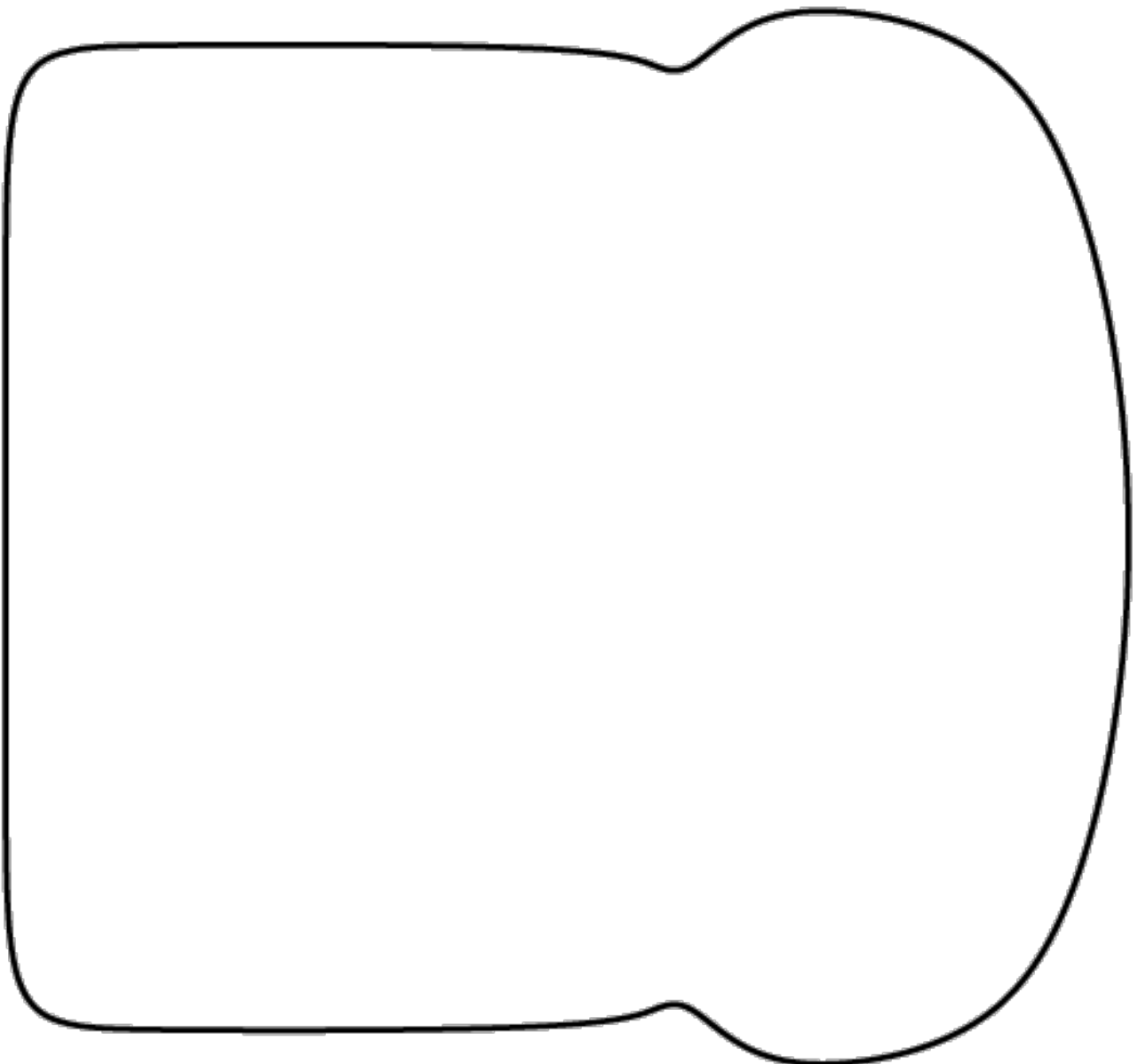


"Bread of Life" stencils & pictures

Bread Wrapper Picture/Stencil



Large bread stencil for cookbook (trace on brown card stock)



Bread In A Bag Recipe

Yields: 2 loaves, Prep Time: 20 mins, Total Time: 1 hour 20 mins

Ingredients

Cooking spray, for mini loaf pans
408 g all-purpose flour, divided
50 g sugar
1.25oz (35g)-package active dry yeast
237ml warm water
45ml extra-virgin olive oil
10ml kosher salt

Directions

1. Preheat oven to 190.5°C and spray small loaf pans with cooking spray. In a **resealable plastic bag**, place 128g flour, 50g sugar, and yeast and add 237ml of warm water to bag and squish together with your hands to mix. Let rest 10 minutes at room temperature. (Yeast should activate.)
2. Add 128g flour, oil, and salt to the bag, then seal and squish together.
3. Add remaining flour and mix until combined. Remove from bag and knead 5 minutes until smooth. Halve dough and place in two loaf pans. Cover with a kitchen towel and let rise 30 minutes.
4. Brush top of bread with olive oil or melted butter and bake until golden, about 30 minutes.

Banana Bread Recipe

Yields: 1 loaf

Ingredients

- 64g unsalted butter melted and cooled slightly
- 134g light brown sugar, lightly packed make sure it is fresh and soft
- 2 large eggs
- 3-4 bananas mashed (very ripe bananas)
- 10ml pure vanilla extract
- 240 g all-purpose flour
- 5ml baking soda
- 1.2ml salt
- 50-65g brown sugar (or more, if desired) for topping

Directions

1. Preheat oven to 1.76°C.
2. In a large bowl, whisk melted butter and 134g brown sugar until well combined, about 1 minute. Add eggs, mashed banana and vanilla, whisking until combined.
3. In a separate bowl, combine the flour, baking soda and salt. Add dry ingredients to the wet ingredients, using a rubber spatula, lightly stir the batter until no streaks of flour remain. Be careful not to over mix.
4. Grease a 9x5 loaf pan and add the batter to the pan. Smooth into an even layer. Sprinkle the top of the batter with 50g (or more) brown sugar. Bake for 45-55 minutes, rotating once during the bake time. The bread is done when a toothpick inserted into the center comes out clean. Place on a wire rack to cool.

Cinnamon Bread

Yield: 2 loaves

Ingredients

544g all-purpose flour	473 ml buttermilk
20ml baking powder	118ml vegetable oil
5ml baking soda	402g sugar
8ml salt	4 eggs
15ml cinnamon	23ml pure vanilla extract
473ml buttermilk	

Ingredients for CINNAMON SUGAR SWIRL/TOPPING:

100g sugar
29.6ml cinnamon

Additional Cinnamon Sugar will be needed for "flouring" the pans.

Directions

1. Preheat oven to 176°c. Grease 2 9x5 loaf pans with softened butter and generously sprinkle with cinnamon-sugar. Turn pans to coat sides and then hold pans upside down while tapping to remove excess cinnamon-sugar.
2. In a large bowl, whisk together flour, baking powder, baking soda, salt, and cinnamon. In another bowl, blend together buttermilk, oil, and sugar until well-incorporated. Beat in eggs, one at a time, and then vanilla. Slowly stir dry ingredients into wet ingredients until just combined.
3. In a small bowl, stir together sugar and cinnamon. Set aside.
4. Evenly divide half of the batter between the prepared pans. Distribute 2/3 of the cinnamon-sugar mixture by sprinkling it on top of the batter in each loaf pan. Divide remaining batter between pans, adding it on top of the cinnamon-sugar. Use a butter knife to swirl through the batter in each pan and distribute the cinnamon-sugar through the bread. Sprinkle remaining cinnamon-sugar on top of the loaves.
5. Bake in preheated oven until a toothpick inserted in the center of the loaves comes out clean (50 to 60 minutes).
6. When bread tests done, remove from oven and cool in pans for 5 minutes. Run a butter knife around the edges of each pan to make sure bread is loosened and carefully turn out onto a rack to finish cooling.

Zucchini Bread

Yield 1 loaf

Ingredients

225g grated zucchini - lightly packed -do not drain liquid
201g granulated sugar
50g packed light brown sugar
125g unsweetened applesauce
73g vegetable oil -or your preferred cooking oil
2 large eggs
5ml vanilla extract
204g all-purpose flour
3ml baking powder
3ml baking soda
3ml teaspoon salt
3ml teaspoon ground cinnamon

Directions

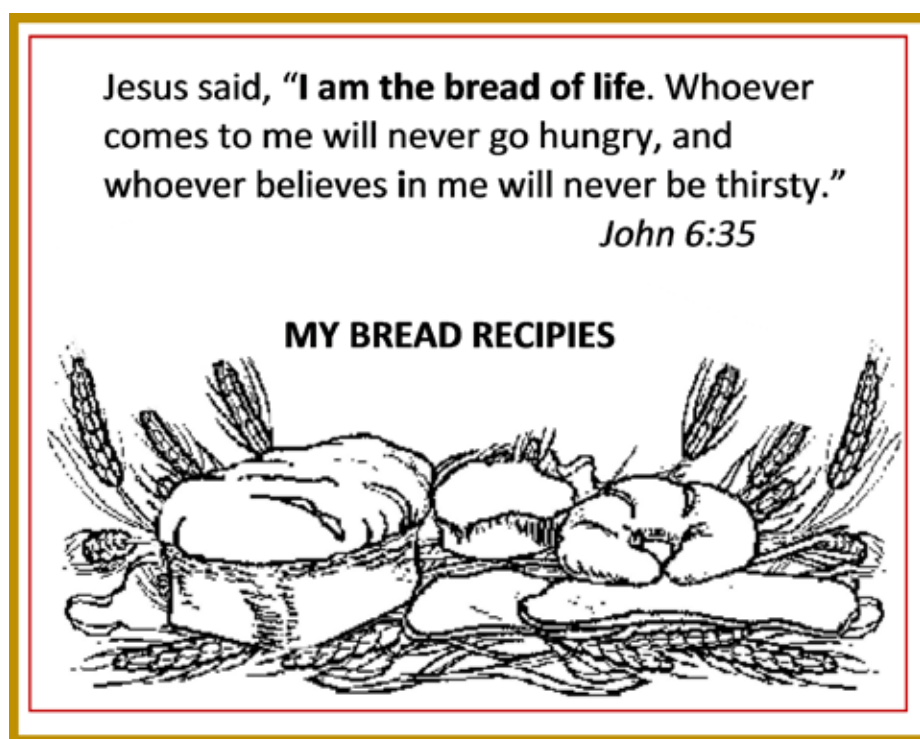
1. Preheat oven to 176°c. Spray a 9x5 inch loaf pan with cooking spray.
2. In a large bowl, add the grated zucchini, sugar, brown sugar, applesauce, oil, eggs, and vanilla. Whisk until well combined.
3. Add the flour, baking powder, baking soda, salt, and cinnamon. Stir just until no dry flour remains, trying not to over mix.
4. Pour the batter into the loaf pan. Bake for 50 to 54 minutes. A toothpick inserted into the center of the bread should come out with moist crumbs on it.
5. Cool in the pan for 10 minutes. Remove from the pan and transfer to a wire cooling rack to cool completely before slicing.
6. Store covered in the refrigerator.

PICTURE OF MY BREAD IN A BAG:

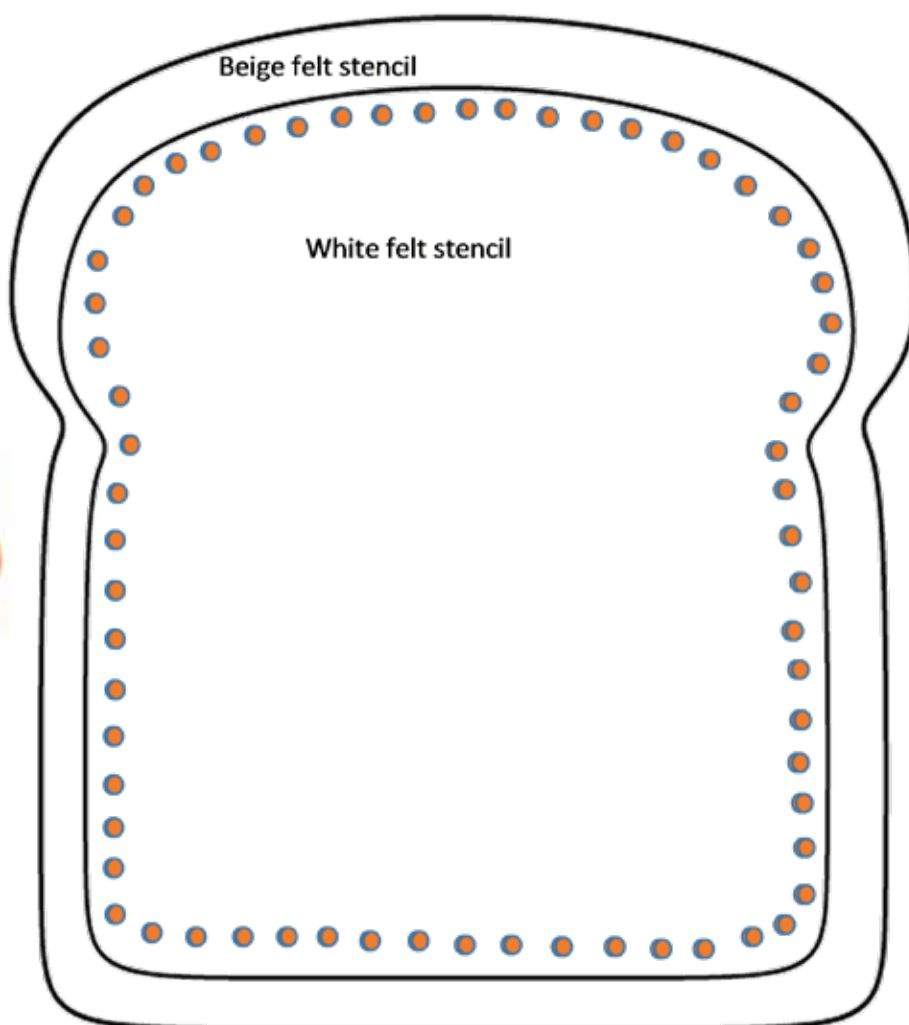
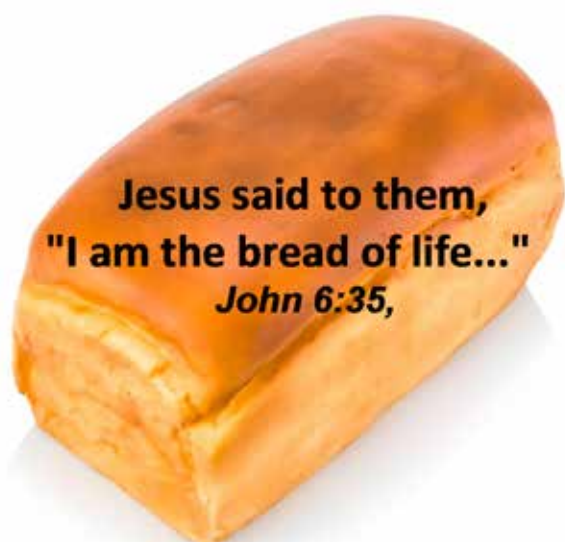
PICTURE OF MY BANANA BREAD

PICTURE OF MY CINNAMON BREAD

PICTURE OF MY ZUCCHINI BREAD



bread magnet stencils & picture



Day Three

I AM the Gate

5. Wooden Gate Plaque

(older participants)

Materials Needed:

- unfinished wood banner (5.9 x 3.8 x 0.1 Inches)
- blue paint
- wooden fairy door 3.54 x 2.20 inches
- stone wall picture, verse picture, ribbon picture and cloud pictures
- scissors
- glue & decoupage
- string 18 inches long (this came with my wood banner pack)

Banner Directions:

Craft Leader Prep Work Prior to Camp (for each participant):

1. Print pictures for each participant.

Participants

1. Paint unfinished banner blue.
2. Cut out pictures.
3. Decoupage clouds, ribbon and wall onto the plaque.
4. Decoupage verse on the door.
5. Glue door onto the plaque.
6. Tie each end of the string onto the plaque forming the hanger.

Note: Depending on the skill level of your participant and/or available time, you may want to help by doing more prep listed under the participant directions.



6. Paper Gate Craft

(younger participants)

Materials Needed:

- white card stock
- brown card stock
- gate, shepherd's staff, and sheep stencils
- colored pencils
- cotton balls
- 3 brads (each)
- scissors & glue



Banner Directions:

*Craft Leader Prep Work Prior to Camp
(for each participant):*

1. Copy gate, shepherd's staff and sheep stencils.
2. Cut out stencils.
3. Trace and cut out the gate on brown card stock.
4. Trace the staff on brown and the sheep on white card stock.

Participants:

1. With colored pencils the participants draw a picture of heaven on 8.5 x 11 inch white card stock.
2. Cut out the staff and the sheep.
3. Punch 3 holes in the gate for the brad fasteners (*see picture*).
4. Glue on the staff to the gate forming a latch hook.
5. Glue the 2 left- and right-hand slats of the gate onto the sides of the picture.
6. Fold back (to the left) the remaining center gate piece to make the gate open up.
7. Fasten the 3 brads onto the gate, through the picture.
8. Glue cotton to the sheep body and head.
9. Glue sheep onto picture.

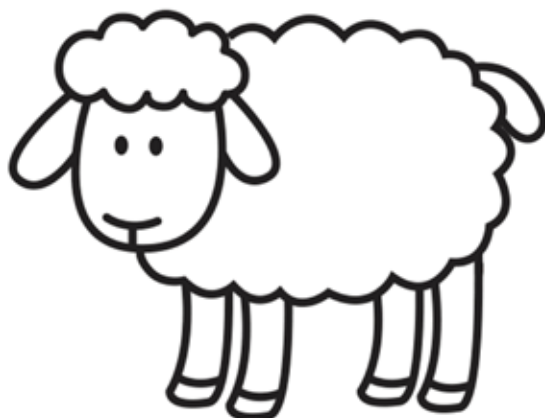
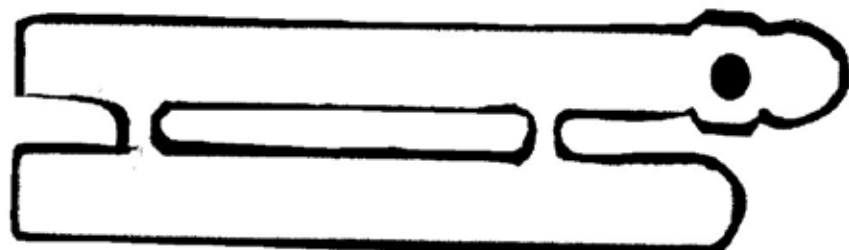
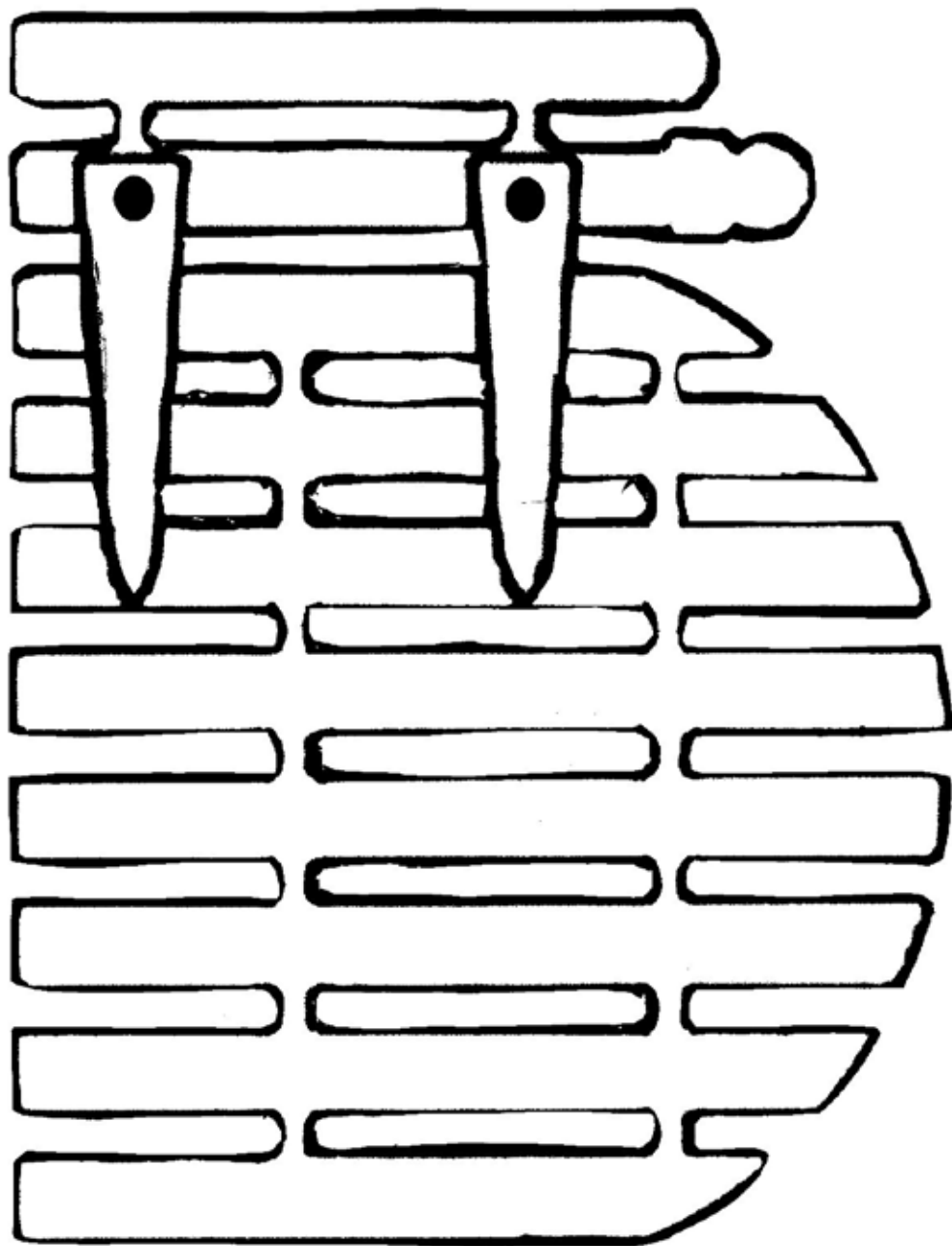
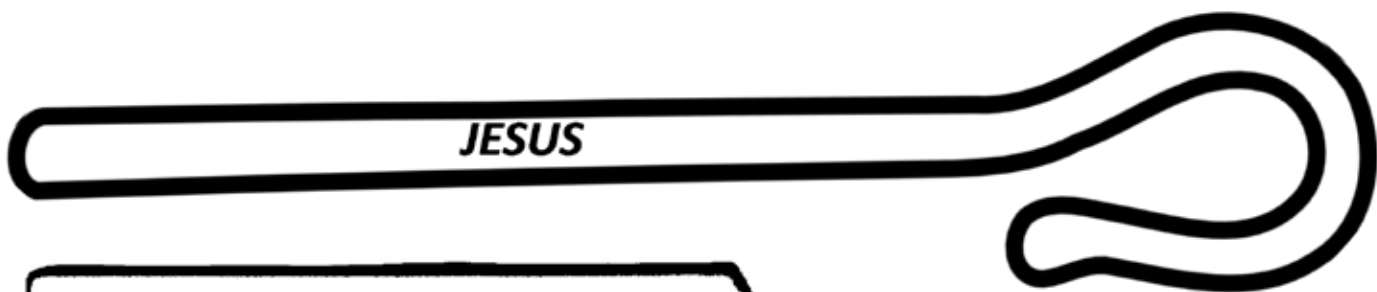


I am the door



JOHN 10:9





Day Four

I AM the Vine

7. Vine Weaving Wall Hanging

(older participants)

Materials Needed:

- white card stock
- vine loom stencil & leaves verses stencils
- dark green card stock
- emerald green paper
- dark green yarn (3 yards) & needle
- small purple beads
- small leaf punch & hole punch
- needle and thread
- tape



Note: It is particularly important for this craft that you complete a sample ahead of time. It will help you to instruct students on how to do the craft, and it will help the students to have a physical sample to view in creating their own weavings.

Vine Weaving Directions:

Craft Leader Prep Work Prior to Camp (for each participant):

1. Copy & cut out the loom on white card stock.
2. Copy the verse leaves on green card stock.
3. Thread three small purple beads onto the center of an 8" piece of thread and tie them on, bunching the beads together. Do not cut off the ends of the thread. Repeat.

Participants:

1. Punch out the holes at the top of the loom.
2. Holding the loom with the holes at the top, place 1" of yarn over the left-hand corner above the #1 and tape that 1" end on the back.
3. Punch out 12 small leaves from emerald green paper.
4. Starting at the #1 bring your yarn straight down to #2 and loop it under and around to #3 and bring it back up to #4 and around to #5.... following the numbers to #9.
5. Thread the needle on the end of the thread. As you go over to #10, when you are crossing each of the lines, you need to go under and loop over the same line and go through the loop. Thread on one paper leaf. Continue doing this, looping at each crossing as you go to #10. Thread a leaf onto the vine at every other crossing. Loop over to #11 and continue doing this, looping at each crossing, heading to # 12. Repeat this process as you proceed weaving to all the numbers. Tie off the end at the # 21 crossing.
6. Tie the 2 groups of grape beads onto your woven vine.
7. Cut and tie the ends of a 12" piece of yarn through the holes to make the vine hanger.

8. Yarn Vine/Leaf Branch Painting

(younger participants)

Materials Needed:

- white card stock and dark green card stock
- dark green yarn
- Jesus vine stencil and small leaf verse stencil
- scissors & glue
- leaf stamp and green ink pad
- pencil eraser and purple ink pad



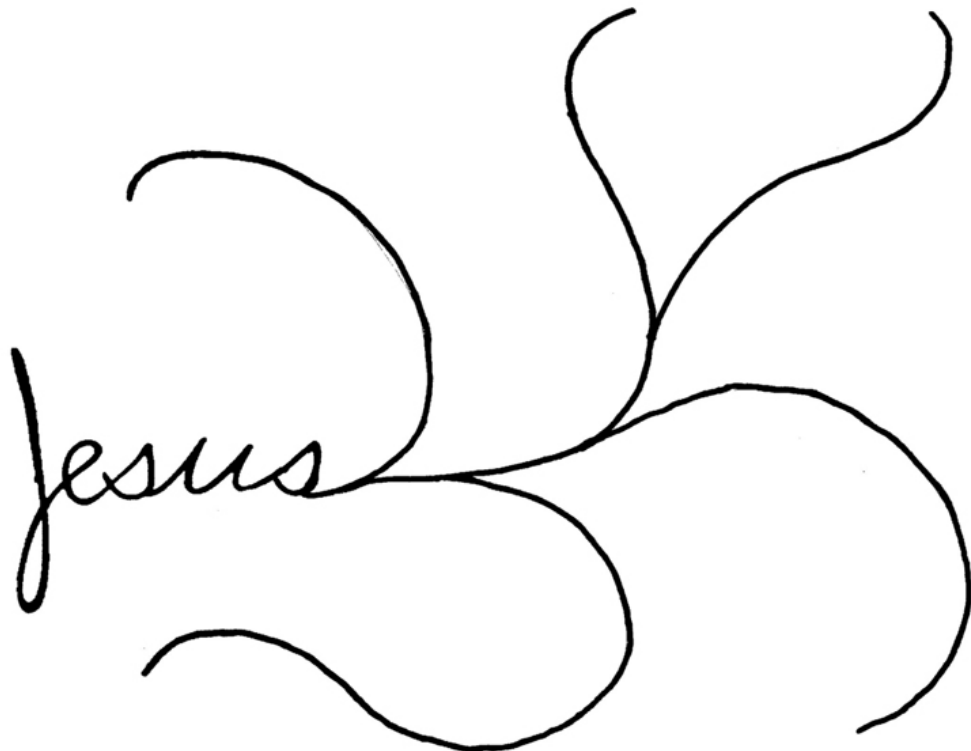
Banner Directions:

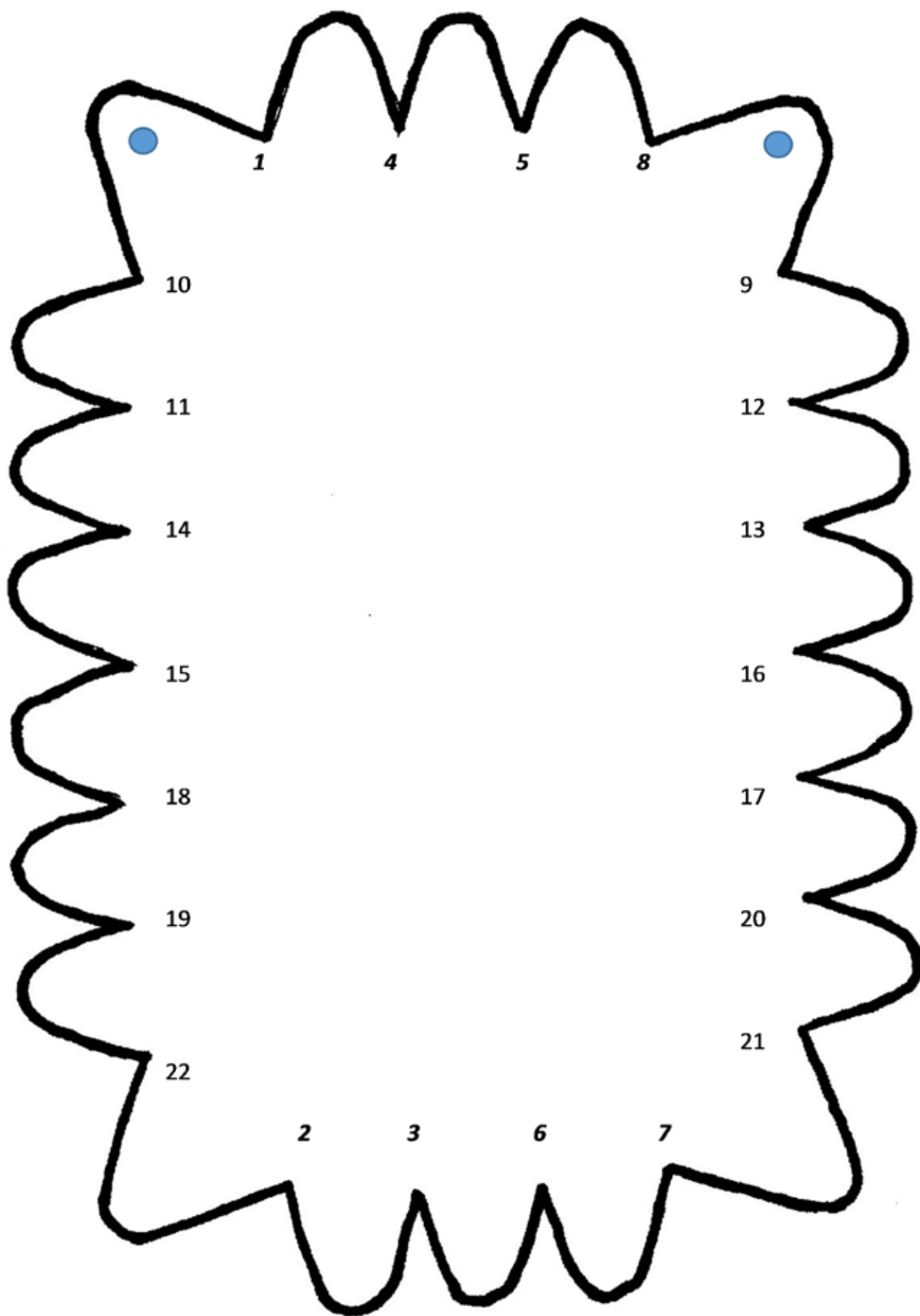
*Craft Leader Prep Work Prior to Camp
(for each participant):*

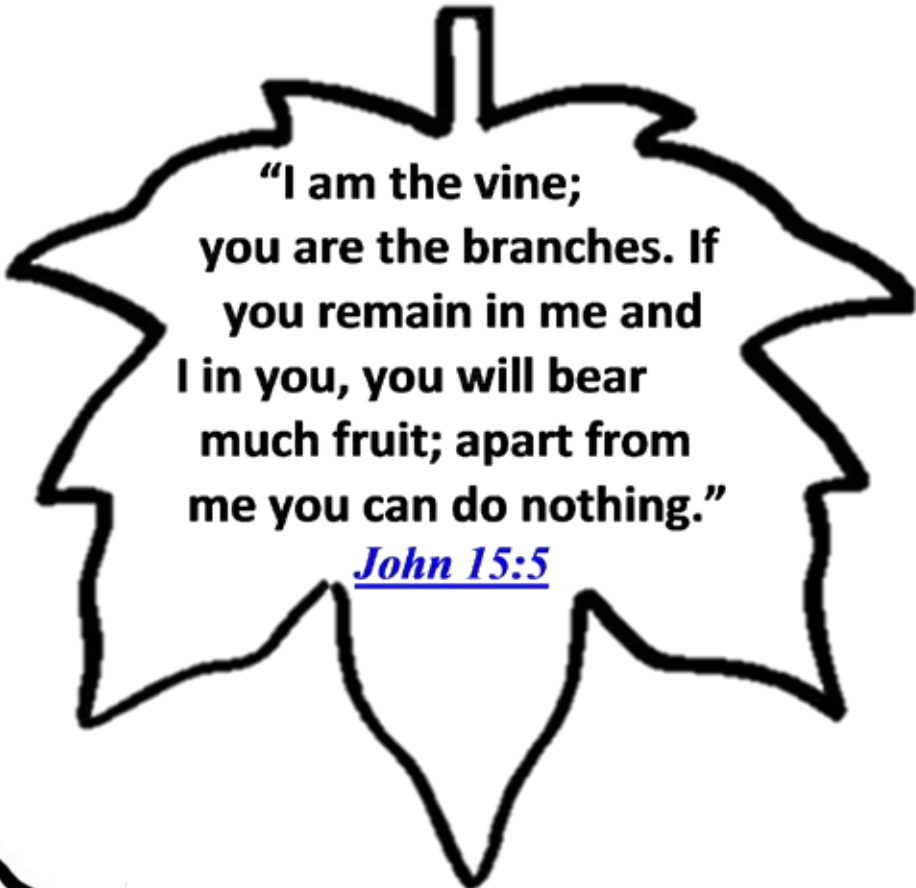
1. Copy Jesus vine stencil on white card stock.
2. Copy and cut small leaf on green card stock.

Participants:

1. Trace with glue the Jesus vine. Glue the yarn onto the vine.
2. Glue on the leaf verse.
3. Stamp green leaves on the vine.
4. Stamp, with the eraser, purple grapes onto the vine.








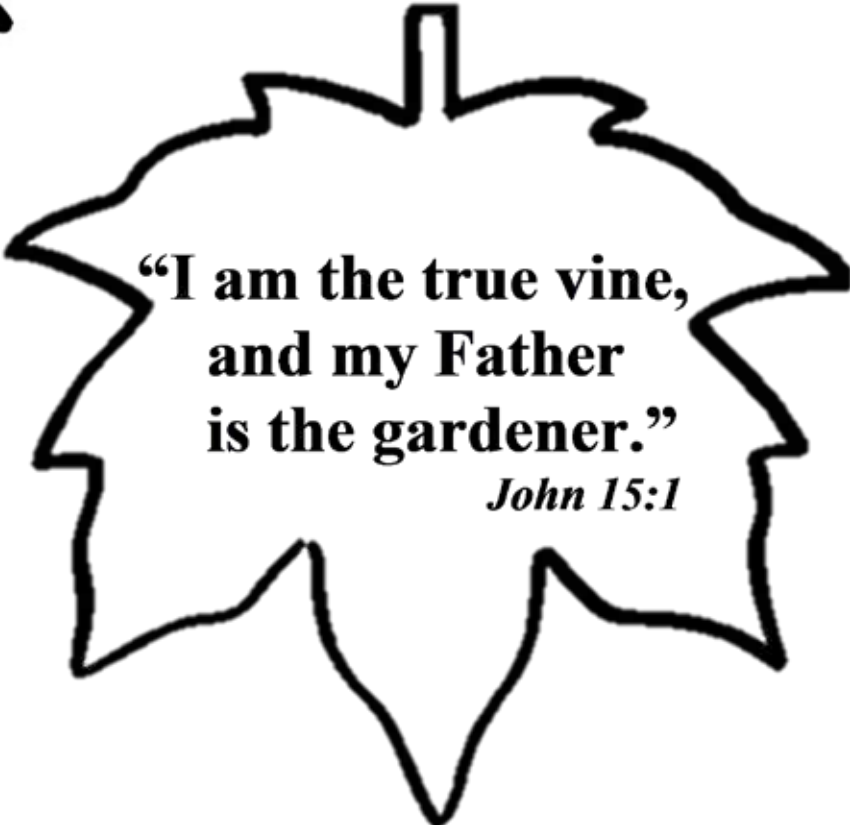
**"I am the vine;
you are the branches. If
you remain in me and
I in you, you will bear
much fruit; apart from
me you can do nothing."**

John 15:5



**"I am the vine;
you are the branches.
If you remain in me and
I in you, you will bear
much fruit; apart from
me you can do nothing."**

John 15:5



**"I am the true vine,
and my Father
is the gardener."**

John 15:1

Day Five

I AM the Resurrection and the Life

9. Felt Folded Pocket Cross

(older participants)

Materials Needed:

- blue felt 6"x12"
- white felt
- black felt
- 1/2" wide ribbon 3-1/2" long
- scissors
- glue
- needle and thread

Cross Directions:

Craft Leader Prep Work Prior to Camp (for each participant):

1. Make cross stencil and print letter stencils.
2. Trace cross on blue felt.
3. Cut eight 1-3/4 inch white squares.
4. Trace and cut letters on black felt.

Participants:

1. Cut out cross.
2. Glue white blocks onto cross (see design).
3. Glue on letters (see design).
4. Turn over cross, sew on ribbon across the top of the cross 3/4" down from top.
5. To fold up the cross: fold in the two arms of the cross, then fold up the two blocks that say the life, and then fold up that group of blocks to the top; lastly pull down the ribbon over the folded cross, which will keep it folded.



10. Lazarus' Paper Bowl Tomb

(younger participants)

Materials Needed:

- white card stock
- 2 heavy paper (cardboard) bowls
- brown paint
- rocks picture
- disposable wooden ice cream spoon
- 2 small googly eyes
- white toilet tissue
- scissors & glue, stapler & staples

Directions:

*Craft Leader Prep Work Prior to Camp
(for each participant):*

1. Copy rock picture on card stock.
2. Cut out the 1" x 3" rectangle on card stock.
3. On one of the 2 bowls cut a large C shaped slit in the bottom.

Participants:

1. Paint the back sides of both bowls brown.
2. Glue the eyes on Lazarus (wooden spoon).
3. Wrap and glue tissue on Lazarus, like a mummy, for burial.
4. Fold the rectangle in thirds. Glue Lazarus on the left side of it.
5. Staple the bowls together forming the tomb (see picture).
6. Fold back the C flap on the top bowl and glue the other end of rectangle onto the c flap. Tuck Lazarus into tomb and close it.
7. Glue on the rocks picture on the right side of the tomb.



Folded cross:

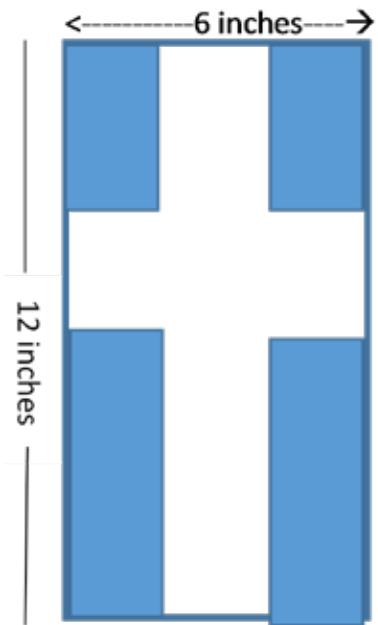
Make the Cross stencil from a 12" by 6" piece of card stock.

(This paper is not long enough for a stencil).

1. Cut out the (designated in blue) rectangles from the card stock:

Cut out two 2" by 4" rectangles at the top corners.

Cut out two 2" by 6" rectangles at the bottom corners.



I AM the
resu rrec tion
and the life

Lazarus' tomb

