



# GOD'S GIFTS

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AS ILLUSTRATED BY STORIES FROM THE BOOK OF ACTS

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ENGLISH BIBLE CAMP CURRICULUM

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# TO: YOU, FROM: GOD

## CURRICULUM OVERVIEW

### DAY 1: PENTECOST Acts 2

**GOD'S GIFT:** Holy Spirit

**BIBLE VERSE OF THE DAY:** "... the Helper, the Holy Spirit ... will teach all things ..." John 14:26

**VOCABULARY LIST:** Language, Baptize/baptized, Noise, Fill/filled, Fire, Forgive/forgave, Repent/repented, Promise, Believe/believed, Give/gave

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### DAY 2: PHILIP & THE ETHIOPIAN Acts 8:26–40

**GOD'S GIFT:** Teachers

**BIBLE VERSE OF THE DAY:** "Then Philip ... told him the good news about Jesus." Acts 8:35

**VOCABULARY LIST:** God's Word, Teacher, Road, Chariot, Say/said, Sit/sat, Understand/understood (I don't understand), Read/read, What does this mean?

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### DAY 3: PAUL'S CONVERSION Acts 9

**GOD'S GIFT:** Faith

**BIBLE VERSE OF THE DAY:** "For by grace you have been saved through faith. And this is not your own doing; it is the gift of God." Eph. 2:8

**VOCABULARY LIST:** Hate, Light, Voice, City, Jail, See/saw, Send/sent, Again, Faith

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### DAY 4: PAUL & SILAS IN PRISON Acts 16:23–40

**GOD'S GIFT:** Joy

**BIBLE VERSE OF THE DAY:** Jesus said, "I am with you always." Matt. 28:20

**VOCABULARY LIST:** Joy, Sing/sang, Pray/prayed, Earthquake, Open, Save/saved, Guard, Amazed

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### DAY 5: EUTYCHUS Acts 20:7–12

**GOD'S GIFT:** Life

**BIBLE VERSE OF THE DAY:** "Jesus said, 'I am the resurrection and the life.'" John 11:25

**VOCABULARY LIST:** Upstairs/downstairs, Night, Morning, Fall asleep, Fall down, Alive (adjective), Life (noun), Gathered, Late, Die/died (verb), Dead (adjective)

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# 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 how your service might look. 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 to 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 with whom you are serving.

## 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 nine 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 children. 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 blank space after the questions to take some notes.)

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

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

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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?

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4. What am I excited about in this curriculum?

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### ***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 video-conference as a team. One member of your team is designated as your team leader. The 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 schedule 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 you have as a team. Begin to compile a list of needed supplies. Make a list of team devotion leaders for each morning while serving. 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 (i.e. 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. It will depend on the size of your team. In the schedule you see below, the children 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 all of the 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 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 the children move from place to place and that takes time. It's also good for them to have a mental break as well (even if it's just five minutes).

We also set English for all children right at the beginning of the day. During this time, children will learn foundational vocabulary for the rest of the day and words/phrases that go specifically with the Bible lesson and theme for the day. Think of it as 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 children will not yet have 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 them 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 as well, 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 hosting congregation can provide for use throughout 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 the 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.

A few supplies to remember (check to see if your hosts can help you acquire them):

- Name tags – there are printable versions with the EBC logo in the curriculum.
- Colored arm bands – dividing children into various groups by color makes for easy counting and grouping. A colored piece of fabric works perfectly.

**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!)

## OPENING/CLOSING:

1. A welcome sign in both English and the host language (could be made on site) — opening registration
2. Name tags with distinctive colored cords or colored stars to distinguish groups from one another
3. A box decorated to look like a present that says “From God” — for opening sessions
4. A cardstock cut-out flame with “Holy Spirit” written on it — opening session, day 1 gift
5. Wrapping paper and large “teacher” nametag — for day 2 gift
6. Eyeglasses — for day 3 gift (a cheap pair of readers from WalMart or large dress-up dollar store glasses would be fine).
7. A large cross that says “joy” —for day 4 gift
8. A large toy butterfly — for day 5 gift

## BIBLE CLASS

### DAY 1:

Index cards on which to write vocabulary (optional)  
Materials to draw the story (paper/posterboard/chalkboard, crayons/markers/chalk)  
One (1) blindfold for each participant  
A container marked “forgiveness”  
A sign that says, “Holy Spirit,” and tape or a pin to attach it to a participant

### DAY 2:

Background and two (2) sets of story figures printed out.  
A laminated set of story figures and background.  
Story figures on craft sticks.  
Copies of the teacher worksheet.  
Ideas about local types of teachers about God.  
Blue dry-erase marker.

### DAY 3:

Opposites cards  
Copies of the Review the Story worksheet  
Small gift for each participant (candy, small toy, etc.)

### DAY 4:

Paper for a paper chain, pre-cut if desired. Have plenty of scissors if participants will cut their own strips.  
Tape, stapler, or glue for making paper chain.  
Sample paper chain.  
Paper plates (one for each participant).  
Markers/crayons.  
Sample joyful/scared face on a paper plate.

### DAY 5:

Construction paper  
Markers/crayons  
Scissors  
Sample butterfly  
Worksheets  
Up-front drawing supplies  
Participant drawing supplies or story cut into sections

## MUSIC:

Words to songs (PowerPoint, on cardstock, printed, etc.)  
Accompaniment (live music, CD, DVD)

## GAMES:

Rolled paper  
“Find Someone Who” worksheet and pencils  
Kickball  
Plastic bat and whiffle balls  
Jump rope  
Chalk  
Blindfolds  
Sponges  
Water balloons

## CRAFTS:

See Craft overview page.  
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 is easy to overlook the short time slots 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 what the participants' last memory will be as they go home. With the children's excitement upon arrival to the church/facility, it is helpful to have a consistent structure for the opening and closing to help promote the desired atmosphere for 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:

Before children arrive and are dropped off by their parents or chaperones, set up and prepare a welcome and 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 hosting congregation is responsible for communication between parents and children, 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 both 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 attendee's first impression of the church, and with whom the parents are trusting their children 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 evening 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 and 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 hosting congregation ahead of time about what will be available within the facility. (E.g., Will you have access to a projector, computer, sound system, etc.?)

**Note:** Remember to be flexible regarding which items are reasonable to bring with you and which you can do without if it is not able to be provided on site.



# OPENING & CLOSING SESSIONS

## DAY ONE: PENTECOST

### Day 1: Opening

**Duration: 25-35 Minutes**

**Note:** If the facilities allow, it is nice to have music playing while students are arriving and finding their seats. This promotes a welcoming atmosphere, as well as setting 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 and pastor or anyone else with whom you want the participants to be familiar 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 display via PowerPoint to help the participants connect with your team.

#### B. INTRODUCE THE DAY'S THEME: PENTECOST

**Suggestion:** Tell your participants that you are now going to learn about the day's theme. Use a large wrapped gift marked "from God" and containing the words "Holy Spirit" written on a cardstock cut-out flame inside the gift. Choose a camper to volunteer to unwrap the day's gift and pull out the "tongue of fire" that will be discussed in the Bible lesson.

**Note:** Here you are encouraged to use your creativity on how to introduce the daily theme. You are welcome to use visuals, a skit 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 campers will be learning about throughout their day. After the "gift from God" has been opened and the "tongue of fire" has been removed from the box, use the following dialogue or your own words to introduce the theme.

**Example Dialogue: Questions and answers between session leader and participants**

**Q:** Who can tell me what this is? (Showing tongue of fire).

**A:** A flame/fire.

**Q:** Does anyone know why it says, "Holy Spirit?"

**A:** Because when God sent His Holy Spirit to His people, it came in the form of



tongues of fire/flames above peoples' heads (hold flame above your or someone else's head) Today we are going to learn about the Bible's teaching called "Pentecost," and what God's gift of the Holy Spirit means. Now we are going to go to the Bible and see what God's Word says about this gift of the Holy Spirit.

**Note:** Place God's "tongue of fire/Holy Spirit" gift someplace visible, to remain on display throughout the week at the front of the sanctuary.

### C. DAILY BIBLE VERSE:

Connect the daily theme to the Bible verse of the day: John 14:26 "... the Helper, the Holy Spirit ... will teach all things ..."

**Suggestion:** Because this is the first day, simple is likely better. Using PowerPoint or a physical medium such as cardstock or a whiteboard, display the day's Bible verse and read through the script once without the students participating, and once with it. 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 with which your interpreters can help.

### D. SONG OF THE DAY:

At your team's discretion, choose one or more songs 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. As this is not the designated music session, it is not critical the song(s) be taught, but simply enjoyed.

**Suggested song(s) of the day:** "This Little Gospel Light of Mine" and/or "This is the Day."

Note: See music portion of curriculum for further instructions.

**E. AFTER CONSULTING** your host, decide how involved you would like your location's pastor to be with EBC's daily activities. At this point in the opening session, it would be a great opportunity for the pastor to say a prayer over the day before dismissal.

### F. DISMISSAL:

Congratulations! You have made it through your first opening session, and it is now 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 end of 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 positive camp is going and how engaged you are with their kids.

**A.** Open the closing session with a song. (This will help focus the campers' attention.)

**Suggested Songs** while participants are gathering: "Father Abraham" and/or "Head, Shoulders, Knees and Toes."

**Note:** See music portion of curriculum for further instructions.

**B.** Review the Bible verse of the day.

**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.

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

**Day One's Vocabulary Words:**

1. Language(s)
2. Baptize/baptized
3. Noise
4. Fill/filled
5. Fire
6. Forgive/Forgiven
7. Repent/Repented
8. Promise
9. Believe/Believed
10. Give/Gave

**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 students to explain as they are able (with the help of an interpreter if needed) what words such as forgive/repent/baptize mean.

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

**D.** If there are any announcements for the students to bring home to their parents (for example, if they need to bring anything with them the next day), now is a good time to make said announcements.

**E.** Sing the song(s) that were learned during the music session, if time allows.

**F.** Closing Prayer by the host pastor (if possible).

**G.** Dismiss participants.

**Note:** Have participants give their nametags and daily booklets to their group leaders and have leaders give participants any crafts, etc. that they need to take home from the day. Leaders give out parent take home pages.

## OPENING & CLOSING SESSIONS

# DAY TWO: PHILIP & THE ETHIOPIAN MAN

### Day 2: Opening

**Duration: 25-35 Minutes**

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

**\*Additional Note:** In preparation, have the pastor (if he is willing), or one of the American team members wear a big nametag that says “teacher” and have them wrapped inside a giant gift. Possible ways to “wrap” your teacher are either in a very large box marked “from God,” underneath a blanket with a bow, marked “from God,” or rolled in wrapping paper. Have this “gift” off to the side.

### 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. This does 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, then be seated again now that their blood is flowing.
2. Next, ask a few students (by raising their hands) about their favorite part of the previous day. This will help lead into introducing day two’s theme.

### B. INTRODUCE THE DAY’S THEME: TEACHERS

**Suggestion:** Tell your participants you are now going to learn about the day’s theme. Use your large wrapped gift from day one marked “from God” containing a teacher and choose a camper to unwrap the day’s gift. Have them come “unwrap” the gift that will be discussed in the Bible lesson.

**Note:** Here you are encouraged to use your creativity on how to introduce the daily theme. You are welcome to use visuals, a skit, or anything else. Feel free to explain as little or as much about the day’s theme as you would like, keeping in mind that this is simply a “preview” of what the campers will be learning about throughout their day. After the “gift from God” has been opened and the teacher has been removed from the box, use the following dialogue or your own words to introduce the theme.

#### **Example Dialogue: Questions and answers between session leader and participants**

**Q:** What is God’s gift for today? What did (insert volunteer’s name) pull out of the box?

**A:** A teacher.

**Q:** What do teachers teach us? What kinds of teachers are there?

**A:** Many answers possible.

**Q:** What teachers are in our life?

**A:** Schoolteachers, parents, books, pastors, etc.

Yesterday we learned about the Holy Spirit (point to tongue of fire on display from yesterday), and how the Holy Spirit helps us to understand God. Today we are going to learn what God has to say about the teachers He gives us, and how they help us to know Jesus and what He has done for us. Now we are going to go to the Bible and read our verse for the day.

**Note:** Put the “teacher” nametag on display next to the tongue of fire to be viewed throughout the week.

### C. DAILY BIBLE VERSE:

Connect the daily theme to the Bible verse of the day: Acts 8:35 “Then Philip ... told him the good news about Jesus.”

**Suggestion:** Using PowerPoint or a physical medium such as cardstock or a whiteboard, display the day’s Bible verse and read through the script once without the students participating, and once with it. 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 with which your interpreters can help.

### D. SONG OF THE DAY:

At your team’s discretion, choose one or more songs 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. As this is not the designated music session, it is not critical the song(s) be taught, but simply enjoyed.

**Suggested song(s) of the day:** “Teach me Thy Way, O Lord” and/or “Who You Say I am”

**Note:** See music portion of curriculum for further instructions.

**F. INVITE** host pastor (if available) to the front in order to say a prayer over day two of EBC, or designate an American team member with the help of an interpreter.

### F. DISMISSAL:

Great job! You have made it through your second opening session, and it is now 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 end of 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 positive 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 18 slips of paper total, each with only one vocabulary word, respectively. Keep these two sets divided and set them aside.

- A.** Open the closing session with a song (This will help focus the campers' attention).

**Suggested Songs:** While participants are gathering, "Hey, Hey Mon," and/or "I've Got Joy (down in my heart)."

**Note:** See music portion of curriculum for further instructions.

- B.** Review the Bible verse of the day.

**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.

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

#### **Day Two's Vocabulary Words:**

1. God's Word
2. Teacher
3. Road
4. Chariot
5. Say/said
6. Sit/sat
7. Understand/Understood (I don't understand)
8. Read/read
9. What does this mean?

**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 translation 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 invisible line down the middle. Explain that you are going to play a game called *charades*. \*Using your slips of paper from earlier, which are 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), each volunteer will simultaneously act out their vocabulary 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 volunteer(s) at the front quickly move to the next slip. The first team to correctly guess all their vocabulary 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 to speak ahead of time with your interpreters about how the game will work, so that they can help translate when the time comes.

**D.** If there are any announcements for the students to bring home to their parents (for example, if they need to bring anything with them the next day), now is a good time to make said announcements.

**E.** Sing the song(s) that were learned during the music session, if time allows.

**F.** Closing Prayer by the host pastor (if possible).

**G.** Dismiss participants.

**Note:** Have participants give their nametags and daily booklets to their group leaders and have leaders give participants any crafts, etc. that they need to take home from the day. Leaders give out parent take home pages.

# OPENING & CLOSING SESSIONS

## DAY THREE: PAUL'S CONVERSION

### Day 3: Opening

**Duration: 25-35 Minutes**

**Note:** If the facilities allow, it is nice to have music playing while students are arriving and finding their seats. This promotes a welcoming atmosphere, as well as setting 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 as students lose, they will sit down. If you have extra time, allow a student or two to volunteer to be Simon and lead the group.

### B. INTRODUCE THE DAY'S THEME: FAITH

**C. SUGGESTION:** Tell your participants you are now going to learn about the day's theme. Use the same box from day one, a large wrapped gift marked "from God."

Ask different participants to guess what they think God's gift for today is. Inside the box will be a pair of eyeglasses. Choose a camper to volunteer to unwrap the day's gift and pull out the gift/theme that will be discussed in the Bible lesson.

**Note:** Here you are encouraged to use your creativity on how to introduce the daily theme. You are welcome to use visuals, a skit, or anything else. 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 campers will be learning about throughout their day. After the "gift from God" has been opened and the eyeglasses have been removed from the box, use the following dialogue or your own words to introduce the theme.

#### **Example Dialogue: Questions and answers between session leader and participants**

**Q:** Who can tell me what eyeglasses are used for?

**A:** Seeing/reading, etc.

Without glasses, some people would be unable to see and understand the world around them. Today, the gift we are going to learn about is the gift of faith. Like glasses, God gives us faith to help us see and understand His Word and what it means to us. Later, in today's Bible lesson, we will learn about a man named Paul, and how God not only gave him new sight, but gave him faith in Jesus.

**Note:** Place glasses by the other days' gifts in order to be on display throughout the week.



#### D. DAILY BIBLE VERSE:

Connect the daily theme to the Bible verse of the day: Eph. 2:8, "For by grace you have been saved through faith. And this is not your own doing; it is the gift of God."

**Suggestion:** Using a physical Bible, have one participant volunteer to 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 student read the verse in the local language. Finally, using PowerPoint or a physical medium such as cardstock 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.

#### E. SONG OF THE DAY:

At your team's discretion, choose one or more songs 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. As this is not the designated music session, it is not critical the song(s) be taught, but simply enjoyed.

**Suggested song(s) of the day:** "Father Welcomes" and/or "What a Friend We Have in Jesus."

**Note:** See music portion of curriculum for further instructions.

**F. INVITE** host pastor (if available) to the front in order to say a prayer over day three of EBC, or designate an American team member with the help of an interpreter.

#### G. DISMISSAL:

Great job! You have made it through your third opening session, and it is now 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 end of 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 positive camp is going and how engaged you are with their kids.

**A.** Open the closing session with a song. (This will help focus the camper's attention).

**Suggested Songs:** While participants are gathering, "Jesus loves me."

**Note:** See music portion of curriculum for further instructions.

**B.** Review the Bible verse of the day.

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

***Day three's vocabulary words:***

1. Hate
2. Light
3. Voice
4. City
5. Jail
6. See/saw
7. Send/sent
8. Again
9. Faith

**Suggestion:** As the participants will by now be more comfortable, by show of hands ask students 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. \*Additionally, you can ask the participants at what point these words were used to describe various portions of the Bible lesson.

**D.** If there are any announcements for the students to bring home to their parents (for example, if they need to bring anything with them the next day), now is a good time to make said announcements.

**E.** Sing the song(s) that were learned during the music session, if time allows.

**F.** Closing Prayer by the host pastor (if possible).

**G.** Dismiss participants.

**Note:** Have participants give their nametags and daily booklets to their group leaders and have leaders give participants any crafts, etc. that they need to take home from the day. Leaders give out parent take home pages.

## OPENING & CLOSING SESSIONS

# DAY FOUR: PAUL & SILAS IN PRISON

### Day 4: Opening

**Duration: 25-35 Minutes**

**Note:** If the facilities allow, it is nice to have music playing while students are arriving and finding their seats. This promotes a welcoming atmosphere, as well as setting 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 and welcome them back for day four of EBC. Suggestion: If time needs to be filled, similar to day two, 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. This does 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, then be seated again now that their blood is flowing.

### B. INTRODUCE THE DAY'S THEME: JOY

**C. SUGGESTION:** Tell your participants that you are now going to learn about the day's theme.

Using your large wrapped gift marked *"from God"* containing a cross marked *"JOY,"* choose a participant to unwrap the day's gift and pull out the gift that will be discussed in the Bible lesson.

**Note:** Here you are encouraged to use your creativity on how to introduce the daily theme. You are welcome to use visuals, a skit, or anything else. Feel free to explain as little or as much about the day's theme as you would like, keeping in mind that this is simply a "preview" of what the campers will be learning about throughout their day). After the "gift from God" has been opened and the cross has been removed from the box, use the following dialogue or your own words to introduce the theme.

#### **Example Dialogue: Questions and answers between session leader and participants**

**Q:** What is this called? (Displaying 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 *"JOY?"*

**A:** Because we have been forgiven of our sins and everyone who has faith in Jesus Christ has a sure hope that their sins are forgiven and they have eternal life. This means that no matter our circumstances, we may have joy.

#### D. DAILY BIBLE VERSE:

Connect the daily theme to the Bible verse of the day: Matt. 28:20 Jesus said "... I am with you always ..."

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

**Ask** participants how this verse from Matthew makes them feel, reiterating how when Jesus tells us He will be with us always it means we can always have peace and joy in knowing He will never abandon us, no matter what happens, and no matter how we feel. This is something objective we can count on and is not dependent on our emotions or actions.

**Note:** This should be shared in both English and the local language, the latter with which your interpreters can help.

#### E. SONG OF THE DAY:

At your team's discretion, choose one or more songs 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. As this is not the designated music session, it is not critical the song(s) be taught, but simply enjoyed.

**Suggested song(s) of the day:** "I Have the Joy, Joy, Joy Down in my Heart" (traditional) and/or "Rejoice in the Lord Always."

**Note:** See music portion of curriculum for further instructions.

**F. INVITE** host pastor (if available) to the front in order to say a prayer over day four of EBC, or designate an American team member with the help of an interpreter.

#### G. DISMISSAL:

Well done! You have made it through your fourth opening session, and it is now 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 end of 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 positive camp is going and how engaged you are with their kids.

**A.** Open the closing session with a song. (This will help focus the camper's attention.)

**Suggested Songs:** While participants are gathering, "I've Got Joy (down in my heart), and/or "Hey, Hey Mon." If there is extra time, invite participants to choose which songs they would like to sing.

**Note:** See music portion of curriculum for further instructions.

**B. Review the Bible Verse of the Day**

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

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

**Day Four's Vocabulary Words:**

1. Joy
2. Sing/sang
3. Pray/prayed
4. Earthquake
5. Open
6. Save/saved
7. Guard
8. Amazed

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

**Q:** When Paul and Silas were in jail, who was watching them?

**A:** The guard.

**Q:** While Paul and Silas were in jail, even though things were difficult, what did they have?

**A:** Joy.

**Q:** What two things did Paul and Silas do while they were in jail?

**A:** Sing and pray.

**Q:** What happened to the jail doors and Paul and Silas' chains?

**A:** They opened.

**Q:** What caused these things to happen?

**A:** An earthquake.

**Q:** How did the guard feel when he witnessed these things?

**A:** He was amazed.

**Q:** Because the guard believed, what do we now know about him?

**A:** He was saved.

**D. If there are any announcements for the students to bring home to their parents (for example, if they need to bring anything with them the next day), now is a good time to make said announcements.**

**Note:** Particularly, if your team is planning on having a closing ceremony, they should remind the students that their parents are invited to attend.

**E. Sing the song(s) that were learned during the music session, if time allows.**

**F. Closing Prayer by the host pastor (if possible).**

**G. Dismiss participants.**

**Note:** Have participants give their nametags and daily booklets to their group leaders and have leaders give participants any crafts, etc. that they need to take home from the day. Leaders give out parent take home pages.

## OPENING & CLOSING SESSIONS

# DAY FIVE: EUTYCHUS

### Day 5: Opening

**Duration: 25-35 Minutes**

**Note:** If the facilities allow, it is nice to have music playing while students are arriving and finding their seats. This promotes a welcoming atmosphere, as well as setting 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 gifts before introducing the final gift of the week.

### B. INTRODUCE THE DAY'S THEME: LIFE

**C. SUGGESTION:** Tell your participants you are now going to learn about the day's theme. Use a large wrapped gift marked "from God" containing a butterfly. (This can be a toy butterfly, or a picture of a butterfly ...) Choose a camper to volunteer to unwrap the day's gift and pull out the gift/theme that will be discussed in the Bible lesson. (**Note:** Here you are encouraged to use your creativity on how to introduce the daily theme. You are welcome to use visuals, a skit or anything else. 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.) After the "gift from God" has been opened and the gift has been removed from the box, use the following dialogue or your own words to introduce the theme.

#### **Example Dialogue: Questions and answers between session leader and participants**

**Q:** Why do you think today's gift is a butterfly?

**A:** Many answers possible.

**Q:** What do you know about butterflies? What do they make you think of?

**A:** Many answers possible.

**Q:** What insect turns into a butterfly?

**A:** A caterpillar.

Explain that, like a caterpillar that turns into a butterfly, we are also new creations with new life in Christ — going into as little or as much detail as desired.

**Note:** Put butterfly on display beside the other days' gifts.

### D. DAILY BIBLE VERSE:

Connect the daily theme to the Bible verse of the day: John 12:25. "Jesus said, 'I am the resurrection and the life.'"

**Suggestion:** Using PowerPoint or a physical medium such as cardstock or a whiteboard, display the day's Bible verse and read through the script once without the students participating, and once with it. 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 with which your interpreters can help.

### **E. SONG OF THE DAY:**

At your team's discretion, choose one or more songs 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. As this is not the designated music session, it is not critical the song(s) be taught, but simply enjoyed.

**Suggested song(s) of the day:** "Jesus' Love is Bubbling Over," and/or "Happy All the Time."

**Note:** See music portion of curriculum for further instructions.

**F. INVITE** host pastor (if available) to the front in order to say a prayer over day five of EBC, or designate an American team member with the help of an interpreter.

### **G. DISMISSAL:**

Great job! You have made it through your last opening session, and it is now 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.

- A.** 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 week's theme song (if one has been chosen), followed by one or two songs that the participants have chosen. You can also use the songs that have been the most popular throughout the week, inviting the participants to sing the songs "to" their parents from the front of the room.

**Note:** See music portion of curriculum for further instructions.

- C.** Each class of participants (with the help of group leaders and interpreters) will be invited to the front to present what was learned each day of camp, respectively. This may be presented using the following:
  - 1. The "gift" and "theme" of each day.
  - 2. The day's Bible verse.
  - 3. The day's vocabulary words.
- D.** 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 view said slideshow.
- E.** If time allows, choose a final song to present to the parents, inviting them to follow along with the words either via PowerPoint or printed program.
- F.** Closing Prayer by the host pastor (if possible).

- G.** If your team and host have made the arrangements, 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.

# WELCOME TO THE ENGLISH SECTION!

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 end of the spectrum, you might be skimming this quickly as a matter of course — you're already an experienced English teacher. Either way, thank you for accepting the challenge of helping with English Bible Camp, and get ready for the adventure ahead!

First, here are some notes about the schedule to explain the organization of the English activities. Each 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 in 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 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 best judgment as to 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 vs. 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, so 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. Whichever 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 Second Language, we recommend *English Comes Alive* by Jim Witherspoon.

If the details of planning an English lesson start to seem 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: PENTECOST

# DAY ONE: PRE-READING ACTIVITIES

Vocabulary Words	Translation
Language	
Baptize	
Noise	
Fill	
Fire	
Forgive	
Repent	
Promise	
Believe	
Give	

## WORDS WITH MOTIONS

- **Preparation:** *decide how many vocabulary words to teach (all 10 may be too much, depending on the level of your participants). Decide on a motion to represent each word (i.e. for "give," make a motion of giving something away).*
- Present the vocabulary words to the participants, clearly pronouncing each word and doing the motion.
- Give each participant 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.
  - Give participants the chance to be the leader; they must do a motion, and the rest of the group must say the word (or vice versa).

## SIMON SAYS

- Explain the rules, allowing 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, "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."

## DUCK, DUCK, GOOSE

- Explain the rules, allowing for translation. Substitute the word “spirit” for duck and “fire” for goose.
- Everyone sits in a circle.
- One participant walks around the circle, tapping the heads of the others and saying either “spirit” or “fire.”
- When the leader taps a head and says “fire,” the tapped participant gets up and chases the leader around the circle
  - If the leader makes it to 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.
- The chaser becomes the new leader.

## DAY ONE: INTERMEDIATE ACTIVITIES

Vocabulary Words	Translation
Language	
Baptize/baptized	
Noise	
Fill/rilled	
Fire	
Forgive/forgave	
Repent/repented	
Promise	
Believe/believed	
Give/gave	

## 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 two or three.
- Hand out groups of letters to participants.
- Participants must put the letters in the correct order to form words.

## VOCABULARY: PAST/PRESENT

- **Preparation:** *Print cards from appendix 3; make sure you have enough cards for each participant to have at least one.*
- Hand out cards to participants, one or two per participant.
- Each participant reads their word/words out loud to the group.
- Ask participants to find someone who has the past tense of their verb.
- Ask participants to write the past (if they have the present)/present (if they have the past) tense of their verb on the board.

## MORE ADVANCED: CHARADES

- **Preparation:** *Write each of the vocabulary words on a small piece of paper.*
- One participant draws a word and acts it out until another participant guesses it.
- The participant who guessed 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 about the Bible or, specifically, about the disciples and what they did. Continue playing with these additional words.

## DAY TWO: PRE-READING ACTIVITIES

Vocabulary Words	Translation
God's Word	
Teacher	
Road	
Chariot	
Say	
Sit	
Understand	
Read	

### MAKE FLASHCARDS

- Decide on how many vocabulary words to teach (all eight may be too much, depending on the level of your participants).
- Hand out a small sheet of paper (for example, 3" x 5") to each participant.
- Assign one vocabulary word to each participant.
- Participants draw a picture that represents their vocabulary word.

### RUN AND TOUCH

- **Materials:** cards from the previous activity.
- Tape the cards with the vocabulary words written on them on the board (use only two or three words at a time). Make sure to tape the words on a surface that won't be damaged by tape.
- Designate two participants to be the "runners."
- Have the runners stand at the opposite end of the room from the cards.
- Call out one of the words, and the participants run to the cards and touch the one you called.
- Whoever touched the card first gets to run again; the other participant sits down and someone else takes a turn running.
- After a couple of turns, change the cards to new words.

### CONCENTRATION

- **Preparation:** make matching sets of cards with the vocabulary words on them. You can use the flashcards from the first activity, making photocopies so you have two of each.
- Lay the cards face down.
- Taking turns, participants turn over two cards at a time.

- If the cards match, the participant must say which vocabulary word they represent and then pick up the match.
- If they don't match, the participant turns them back over and play continues.

## DAY TWO: INTERMEDIATE ACTIVITIES

Vocabulary Words	Translation
God's Word	
Teacher	
Road	
Chariot	
Say/said	
Sit/sat	
Understand/understood (I don't understand)	
Read/read	
What does this mean?	

### GUESS THE WORD

- 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.
- 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.

### NEGATIVES

- Review the formation of the negative in the present and the past.
  - Add "don't/doesn't" in the present, add "didn't" in the past.
- Read the following sentences, letting the participants choose the true answer.
  - Jesus died on the cross/Jesus didn't die on the cross.
  - God loves us/God doesn't love us.
  - Philip lived in Poland/Philip didn't live in Poland.
  - You live in Poland/you don't live in Poland.
- Add one personal example, e.g. I speak Polish/I don't speak Polish.
- Participants write their own sentences, positive and negative, and read them to the other participants.
- Participants must choose which form is true.

## MORE ADVANCED: THANK YOU NOTE TO A TEACHER

- Discuss the gift of teachers. Ask participants for examples of good teachers in their lives, or moments when they learned something important from a teacher.
- Have the participants write a thank you note to one of their teachers.
- On the board, give an outline for them to follow, like the following:
  1. Dear (teacher),
  2. Thank you so much for (helping me with . . . , your patience, being a good example, showing me...)
  3. I remember one time when you (helped me to..., showed me..., encouraged me, taught me...)
  4. You are God's gift in my life.
  5. Respectfully,
  6. [participant's name]

# DAY THREE: PRE-READING ACTIVITIES

Vocabulary Words	Translation
Hate	
Light	
Voice	
City	
Jail	
See	
Send	
Again	
Faith	

## MISSING WORD

- **Preparation:** write each vocabulary word on a large sheet of paper (i.e. 8" x 11" sheet of paper).
- Review the words with the participants (you may do fewer than nine, depending on the level of your group). Give everyone a chance to repeat each word after you.
- Practice the words, four at a time:
  - Call four volunteers to the front; hand each of them a vocabulary word.
  - Volunteers sit down. Call out one of the words, then that volunteer stands up. Then that volunteer sits again, and you call a different word.
  - When the participants are familiar with the words, have the group close their eyes and take away one of the vocabulary words.
  - Participants open their eyes and say which word is missing.
- Repeat with different words.

## 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 all the participants have had several chances to have the ball.
- 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 all the participants have had several chances to have the ball.

## CITY/JAIL

- Designate one side of the room to be the “jail,” and the opposite side to be the “city.”
- Call out “city” or “jail” and participants run to the correct sides of the room.
- Add rules, depending on the level of the participants.
  - Light — fall on the ground
  - See — participants close their eyes
  - Send — touch another participant
  - Faith — cross your arms over your chest
- Call out instructions.
- For an added challenge, the last participant to follow each instruction is out. The last remaining participant playing becomes the “leader” and calls out instructions for another round of the game.

## DAY THREE: INTERMEDIATE ACTIVITIES

Vocabulary Words	Translation
Hate	
Light	
Voice	
City	
Jail	
See/saw	
Send/sent	
Again	
Faith	

## MYSTERY BAG

- **Preparation:** put four small pieces of colored paper in a bag (blue, green, red and yellow).
- 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.
- In turns, the 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, they must pick someone else to say a vocabulary word.

## OPPOSITES

- As a group, brainstorm opposites for each of the vocabulary words. Write them on the board.
- Have participants write the pairs of opposites on note cards, one word per card.
- Hand out the cards to the participants, one per participant.
- Have participants separate themselves into two lines, one with vocabulary words, one with opposites. Have the two lines face each other.
- The participants find their opposite and stand opposite each other.
- Participants turn around, facing away from their opposite, and say their word and the opposite from memory.

## MORE ADVANCED: CHARACTERS

- Introduce the main characters of the story (Paul, a Christian, Jesus) to the group.
- Brainstorm characteristics of these characters (where they lived, who their families were, what their personalities might have been like, were they rich or poor, etc). Encourage the participants to use their creativity but make sure their answers are realistic.
- Ask for three volunteers. Secretly assign each of them one of the characters.
- The group asks them questions; they answer as the character they were assigned.
- Questions continue until the group discovers who is who.

## DAY FOUR: PAUL & SILAS IN PRISON

# DAY FOUR: PRE-READING ACTIVITIES

Vocabulary Words	Translation
Joy	
Sing	
Pray	
Earthquake	
Open	
Save	
Guard	
Amazed	

## WORDS WITH MOTIONS

- **Preparation:** *decide on a motion to represent each word (e.g. for "earthquake," shake your hands and look worried).*
- 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.
  - Give participants the chance to be the leader; they must do a motion, and the rest of the group must say the word (or vice versa).

## COLORING "JOY"

- **Preparation:** *print enough copies of "Joy" coloring sheet in Appendix 3 for each participant. Cut each page into six or eight pieces.*
- Hand out pieces to one complete picture to each participant.
- Participants put the pieces together to form the picture.
- Help participants to tape the pieces together (place tape on the back of the picture).
- Ask participants what brings them joy, allow for translation.
- Color the word "JOY;" participants add to the picture things that make them joyful.
- When the participants are finished, have them explain their pictures to the rest of the group. They can explain in their own language, but ask each of them to say "joy" in English.

## MYSTERY BAG

- **Preparation:** put four small pieces of paper (different colors: blue, red, green and yellow) in a bag.
- 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 the word “joy” and something that gives them joy.
  - If they draw yellow — they choose someone else to say a vocabulary word.

## DAY FOUR: INTERMEDIATE ACTIVITIES

Vocabulary Words	Translation
Joy	
Sing/sang	
Pray/prayed	
Earthquake	
Open	
Save/saved	
Guard	
Amazed	

### 4 OF A KIND

- **Materials:** note cards, enough for each participant to have four
- 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.
- Assign each participant one of the vocabulary words.
- Participants write their word on four note cards.
- Mix the cards together, hand them out again to participants, four to a participant.
- 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.

## 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.

## MORE ADVANCED: MEMORIZE A VERSE

- Write Acts 16:31 on the board: "And they said, 'Believe in the Lord Jesus, and you will be saved, you and your household.'"
- Explain that they will learn more about this verse in the Bible lesson.
- Read the verse on the board together with the participants.
- While the participants close their eyes, erase one word.
- Say the verse again with the group.
- Continue erasing words, one at a time, until all the words are gone and ask participants to say the verse without help from you.

## DAY FIVE: PRE-READING ACTIVITIES

Vocabulary Words	Translation
Upstairs	
Night	
Morning	
Fall asleep	
Fall down	
Alive	
Late	
Dead	

### COLOR FLASHCARDS

- **Preparation:** print enough copies of vocabulary word cards in appendix 3 for each participant to have one or two.
- Before handing the cards out, show each picture to the group and discuss what they think the picture represents (allow for translation).
- Introduce each vocabulary word for each picture. Give participants time to repeat each word after you.
- Participants color in the pictures.
- When the coloring is finished, review the vocabulary words again for each picture.

### RUN AND TOUCH CARDS

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

### ALIVE OR DEAD?

- Review the words “alive” and “dead” with the participants.
- Point to different objects/people in the room and ask participants if it is alive or dead (e.g. point to other participants, inanimate objects, plants, pictures of people, etc.)
- Once the participants get the hang of the activity, you can ask the participants to take turns being the leader and pointing to things

## DAY FIVE: INTERMEDIATE ACTIVITIES

Vocabulary Words	Translation
Upstairs/downstairs	
Night	
Morning	
Fall asleep	
Fall down	
Alive (adjective), life (noun)	
Gathered	
Late	
Dead /died (verb), dead (adjective)	

### PICTURES

- 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.
- Assign one word to each participant
- Participants draw a picture to represent the word they were assigned
- Each participant shows their picture to the group, and explains their drawing
- Collect all the pictures from the participants
- Show them one at a time, and participants guess what word they represent

### PAST TENSE/PRESENT TENSE

- As a group, make a list of the vocabulary words that are verbs (fall asleep, fall down, die). Add “to live” and “to gather” to the list.
- Make a simple sentence, in the present tense, using the first word on the list (e.g. “I fall asleep on the couch.”)
- Ask participants to raise their hand if they can change the sentence to the past tense.
- The first participant to do it correctly creates a new sentence using the next verb on the list.
- Note: If only two or three participants are brave enough to raise their hand, have all the participants do it by turns.

### MORE ADVANCED: PUZZLE SENTENCES

- Review the verbs “fall asleep,” “fall down,” and “die.” Review the past tense of each verb.
- Have each participant think of a sentence using one of the verbs, and write it on a large piece of paper (check to make sure the grammar is correct)
- Cut the words apart
- Hand the words to another participant who must put them together into a sentence
- Keep passing around sentences until all the participants have reassembled each sentence

# TEACHING THE BIBLE LESSONS

The Bible lessons are the heart of why we do English Bible Camp: 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 the 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 as well. 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 will teach. 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. 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 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 ALONG**

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.



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# DAY 1: PENTECOST

## BIBLE STORY INTRODUCTION AND THEME

**Acts 2:1–8, 22–24, 32–33, 37–41**

Read the entire Pentecost account in Acts 2:1–41. For teaching the children, we have chosen to focus on Acts 2:1–8, 22–24, 32–33, 37–41 so that the message of Jesus' death and resurrection is clearly proclaimed alongside the gift of the Holy Spirit.

Jesus had previously promised the disciples that He would send the Holy Spirit. John includes a long section teaching on the Holy Spirit's coming, where Jesus calls the Holy Spirit a "Helper" who will "teach you all things and bring to your remembrance all that I have said to you." (JOHN 14:26) Luke also teaches about the importance of the Holy Spirit as a teacher, when Jesus is teaching about not being anxious when called before the authorities to testify about their faith and says, "for the Holy Spirit will teach

you in that very hour what you ought to say." (LUKE 12:11–13) Immediately before Jesus' ascension 40 days after his resurrection, Jesus tells his disciples to stay in Jerusalem until the Holy Spirit comes "not many days from now." (ACTS 1:5)

Pentecost was originally one of the three Jewish festivals where Israelites would return to Jerusalem to worship at the temple. It takes place about seven weeks after Passover, when Jesus died and rose again. The festival is the reason that so many Jews from so many nations were present in Jerusalem to witness the giving of the Holy Spirit.

The Holy Spirit comes dramatically on the day of Pentecost. There is no doubt that this is a gift of God when He appears like tongues

of fire, enabling the apostles to speak in other languages. A crowd gathers due to the commotion and some try to discount the miracle by claiming that the apostles are drunk, although how many drunks do you know that can speak their own language clearly in drunkenness, let alone other languages? Whether this is a miracle of speaking or of listening is unclear, but it is clear that the Holy Spirit enables the proclamation of the Gospel to all the hearers in their own language.

Peter stands up to speak to the crowd. Since this was a crowd of Jews who would know their Old Testament prophets, he points back to this passage in Joel of which God has now provided fulfillment. Starting from there, he speaks clearly of Jesus' death and resurrection.

The Holy Spirit gives faith to the listeners to believe the message that is proclaimed to them. The apostles baptize 3,000 new believers on the day of Pentecost.

**About the theme:** God gives the Holy Spirit to all believers in keeping with His promises. The most important work of the Holy Spirit is calling us to faith. We confess in the explanation to the third article of the Apostles' Creed that, "I believe that I cannot by my own reason or strength believe in Jesus Christ, my Lord, or come to Him; but the Holy Spirit has called me by the Gospel, enlightened me with His gifts, sanctified and kept me in the true faith."

As you discuss God's gift of the Holy Spirit with your participants, keep in mind that God may have already called some of them to faith and some have not yet received that gift. However, the Holy Spirit is working today as you share the Gospel with these participants to accomplish His purposes (as we read in **Is. 55:10–11**).

Today the most important things that your participants should understand about the

Holy Spirit are that He is God and that He gives faith in Jesus.

## GOD'S GIFT: HOLY SPIRIT

*Pause after each of the highlighted words to allow participants the chance to do the associated action (see "Tell the Story" for instructions).*

The Christians were together in a house. A sound like wind filled the house. Something like fire rested on each Christian. The Holy Spirit filled them. The Holy Spirit gave the Christians other languages to speak.

Other people heard the noise. These people were from many places. They spoke many languages. They came together because of the noise.

The people were surprised. They all heard the Christians speaking their language. They were surprised that the Christians could speak their language. They asked each other, "How can we hear our own language?"

Peter told the people about Jesus. Peter told the people that Jesus did many great things. Peter told the people that Jesus died for them. Peter told the people how God raised Jesus from the dead.

Peter and other witnesses saw Jesus alive after God raised him from the dead. Jesus promised to send them the Holy Spirit. Peter told the people that Jesus kept his promise.

The people asked, "What should we do?" Peter said, "Repent and be baptized in the name of Jesus. God will forgive your sins. God will give you the gift of the Holy Spirit. This promise is for you and for your children and for people from many places."

Many people believed God's Word. The people who believed were baptized. God forgave their sins. God gave them the Holy Spirit. God kept his promise.

**Bible verse of the day:** "... the Helper, the Holy Spirit ... will teach all things ..." John 14:26

## BEFORE CLASS BEGINS:

- Write out the vocabulary words for the intro, if that is how you are giving the words out.
- Assemble materials to draw the story and review the story (i.e. paper/posterboard/chalkboard/ markers/crayons/chalk).
- Obtain blindfolds for each participant.
- Determine how to set up the “church” area for Teach the Meaning. If possible, pre-set it.
- Create signs that say Holy Spirit and Forgiveness. Attach the forgiveness sign to a container in the “church.” Have tape or a safety pin available to attach the Holy Spirit sign.
- Write the Bible verse for the day up front where participants can see it.
- Review your plan one more time.
- Talk with your interpreter about the story and activities for the day.
- Pray for your participants.

## HOW TO TEACH:

**Intro:** Simple version: Give each participant one vocabulary word in English for the day, making sure that every word has at least two participants. When you say “go!” everyone says their words over and over and tries to find their partner or group.

**Advanced version:** Before class, find out how to say “Jesus” in the local language and one other language. Use English, the local language and the third language and give each participant the name Jesus to say in that language. Play as in the simple version. When participants have found their group, have them sit down. Have them introduce themselves to their groups.

Say, “Today’s story is also noisy. It involves people who were divided by language. God

gives the Holy Spirit. The Holy Spirit brings the people together.”

## TELL THE STORY

Before reading the story, tell participants to say their words (from the intro) every time you say “language” or “noise.”

Teach them the sign for “Jesus” to do whenever you say “Jesus.” (Jesus is signed by placing the right middle finger in the middle of the left palm, then the left middle finger in the middle of the right palm.)

Read the simplified story. Pause the story whenever you say “language,” “noise,” and “Jesus” to allow participants to participate.

## REVIEW THE STORY

In the groups from the intro, have the participants work together to draw one scene each from the story. You may use the board, poster board or a regular sheet of paper. Have the participants share with each other what they drew. Most participants will need to share in the local language, but advanced participants could try to share in English. Have the interpreters interpret back to you what participants share in the local language.

## TEACH THE MEANING

**Say,** “Today’s Bible verse tells us more about the Holy Spirit.” Read the Bible verse and have your interpreter interpret the entire verse. Point to each word of today’s Bible verse and have participants repeat it after you. Have the interpreter interpret each word. Then read it out a phrase at a time and have the participants repeat. Finally, read the entire verse having the participants read along with you.

**Say,** “God gives us the gift of the Holy Spirit. The Holy Spirit calls us to believe in Jesus. He forgives our sins. He gathers us into God’s people, the Church.”

**Say,** “We’re going to do an activity to help show you what the Holy Spirit does.”

For this activity, you’ll need a blindfold for each of the participants, another sign that says “Holy Spirit,” and a container with a sign that says “forgiveness.” You’ll need one area of the room that is also separated in some way from the rest of the room (i.e. tape on the floor, chairs around it, etc.) that will represent the church.

One person wears the “Holy Spirit” sign to represent the Holy Spirit. This person is not blindfolded.

The rest of the participants are blindfolded and walk randomly around the room.

The “Holy Spirit” calls out to one participant, “\_\_\_\_\_ (Name), believe in Jesus!” That participant follows the “Holy Spirit’s” voice to the corner area.

When a participant makes it to the area, the “Holy Spirit” takes off their blindfold and puts it in the container. The “Holy Spirit” says, “\_\_\_\_\_ (Name), Jesus forgives your sin.”

The “Holy Spirit” can call one participant at a time or can call out different names in a mixed-up order.

Make sure that all participants make it to the designated area. If it’s taking too long, the “Holy Spirit” may send out the participants from the “church” to help guide participants into the designated area.

After the activity, have everyone sit down in the designated area. Point to the person with the “Holy Spirit” sign and say, “This person was like the Holy Spirit. They called your name and told you to believe in Jesus.”

Point to the blindfolds. Say, “Before we believe in Jesus, we are blinded by our sin. The Holy Spirit forgives our sin.”

Point to the area. Say, “This is like the Church. The Holy Spirit gathers Christians into the Church.”

## WRAP UP:

Close with a short prayer, “Dear Holy Spirit, Help us to believe in Jesus. Forgive us. Bring us into the Church. Amen.”

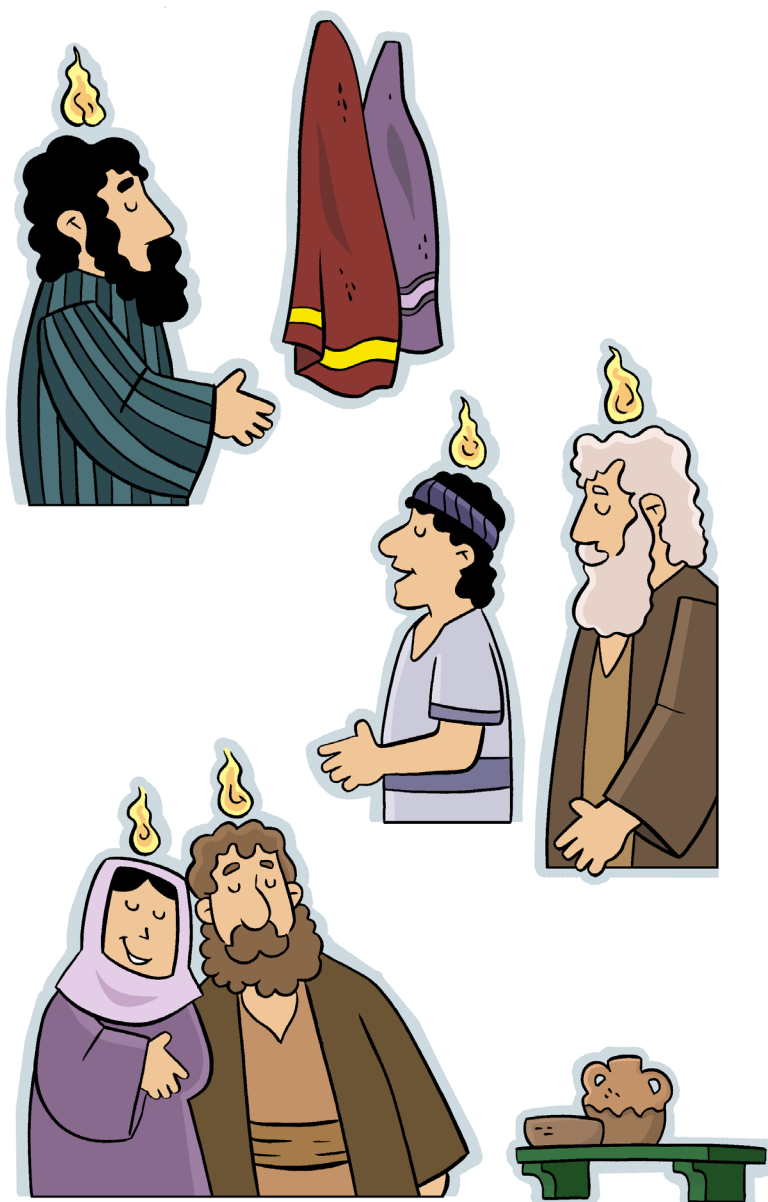
### **Additional resources found in Appendix 4:**

Activity sheets –

- Pentecost coloring sheets

Teacher resources –

- Pentecost story telling scene and figures







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## DAY 2: PHILIP & THE ETHIOPIAN MAN

### BIBLE STORY INTRODUCTION AND THEME

**Acts 8:26–40**

Read the text for today in Acts 8:26–40. Acts repeatedly shows the fulfillment of Jesus' promise to the apostles at His ascension, "But you will receive power when the Holy Spirit comes upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the ends of the earth." (Acts 1:8)

The story of Philip is one that shows its fulfillment in Jerusalem, Samaria and now to the ends of the earth. Philip was one of the deacons chosen by the church in Acts 6 to assist with the daily distribution of food to widows. After Saul begins persecuting the church, Philip went to Samaria, where many

people believe the Word and are baptized.

After Philip's work in Samaria, an angel of the Lord sends him to this Ethiopian eunuch, fulfilling the promise to witness to the ends of the earth. The man was likely a convert to Judaism returning from one of the annual festivals in Jerusalem. He would have been wealthy to be able to afford a copy of the scroll of Isaiah for himself. As a court official to the queen, he also would have a position of influence. By allowing this man to hear the Gospel, God ensures that others in Africa will also hear the Gospel.

Although the Ethiopian has God's Word, he doesn't understand it. The Holy Spirit sends

Philip to the chariot when the eunuch is reading from Is. 53:7–8, a prophesy about Jesus. The passage in Isaiah predicts the sacrificial death of Jesus. Philip uses this text as a beginning to tell him about Jesus.

After hearing the Gospel, the Ethiopian eunuch sees some water and asks to be baptized. Philip baptizes him on the spot. However, this text should not be taken to mean that immediate baptism is always appropriate. As a convert to Judaism, the eunuch would have already been well-instructed in the Old Testament scriptures. There are times when additional teaching is necessary, and local pastoral guidance should always be sought and followed if someone expresses an interest in baptism.

After the eunuch is baptized, he returns home rejoicing. Philip is “carried away” by the Spirit; whether this is by natural or supernatural means is not entirely clear. What is crystal clear, though, is that God provided Philip to instruct and baptize the Ethiopian eunuch.

**About the theme for today:** We believe, teach and confess that God’s Word is living and active (HEB. 4:12) as well as “a lamp to my feet and a light to my path.” (PS. 119:105) Throughout the Holy Scriptures, God also makes clear the role of those who teach others the Scriptures and help them understand. Even the risen Jesus, on the road to Emmaus, did not simply tell the disciples who He was, but instead interpreted the Scriptures that concerned Him (see LUKE 24:27).

God gives the Church pastors to serve as the primary public teachers of the faith (TITUS 1:9), as well as to administer the sacraments of Baptism and Holy Communion. God also gives each Christian the ability to teach the faith within their own circle of influence, whether that is within the family (EPH. 6:4), with other believers (ROM. 15:14, TITUS 2:3) or elsewhere.

Today, we give thanks for the gift of teachers of God’s Word. If the Holy Spirit gives to a child the gift of faith, we want them to know that they should also continue to connect with the local pastor and church for teaching.

## GOD’S GIFT: TEACHERS

*Put the background scene up.*

An angel sent Philip down a road. *Show Philip “walking” on to the background.*

Philip saw a man from Ethiopia in a chariot. *Put up the Ethiopian on the other side of the background.*

The Holy Spirit said, “Go to the chariot!”  
“Walk” Philip toward the chariot.

The man was reading God’s Word. *Point to the scroll. Put Philip next to the man.*

Philip asked him, “Do you understand God’s Word?”

The man said, “I don’t understand. I don’t have a teacher.”

The man said, “Please sit with me. Be my teacher.”

Philip sat with the man. He was the man’s teacher.

The man read God’s Word. He asked, “Who is this about?”

Philip told him about Jesus. He told the man God’s Word about Jesus. The man believed God’s Word about Jesus. *Using a dry-erase marker, draw a pool of water.*

Philip and the man saw some water. The man asked to be baptized. *Move the chariot in front of the pool.*

The chariot stopped. Philip baptized the man. *Move Philip like he is scooping up water and pouring it on the man’s head. You could also draw some water over the man’s head.*

The man went home filled with joy. *Move the chariot away out of the picture.*

**Bible verse for the day:** “Then Philip ... told him the good news about Jesus.” Acts 8:35

## BEFORE CLASS BEGINS:

- Print out the scene for this story. Cut out two sets of figures to use in telling the story. Laminate the background and one set of figures. Enlarging both may be helpful.
- Attach double-sided tape to the back of the laminated set of figures. Magnets would also work if you have a magnetic surface to work with behind the background (lamination is not necessary if using magnets).
- Attach one set of figures to craft sticks.
- Run off enough worksheets for the class.
- Consult your hosts to determine what types of teachers would be most relevant within the local church structure.
- Review your plan one more time.
- Talk with your interpreter about the story and activities for the day.
- Pray for your participants.

## HOW TO TEACH:

**Intro:** Play *Leader, Leader*. Have everyone sit in a circle. Send one participant out of the room. Pick a leader from the circle. Whatever action the leader does, the rest of the circle copies. Have the leader start an action and have the participant return to the room. The leader changes actions regularly. The participant tries to pick out who the leader is. They get three guesses. Play a couple of times with different leaders and different guessers.

Tell the group that today's story is about the teachers that God gives us.

## TELL THE STORY

**Pre-readers:** Use the figures to tell the story along with the written outline. Emphasize vocabulary words as you come to them. Pause between sentences to

give participants the time to process what you're saying.

**Intermediate:** Use the figures to tell the story along with the written outline.

## REVIEW THE STORY

Before class, create a set of story figures on craft sticks.

**Pre-readers:** Give each participant a character or object from the story (i.e. Philip, Ethiopian, chariot, etc.). Re-read the story and have them act out the story with the characters. If you have more participants than pieces, repeat the story until everyone has had a turn acting it out.

**Intermediate:** Give each participant a character or object from the story. Re-read the story, having the participants act out the story with the characters. Have the participants read or repeat any of the lines of dialogue.

**(more advanced)** If you have participants with higher level English, have them read the story during the review. If you have a whole class of high level participants, have the participants read the story out loud. Give each participant a character as well to act out the story.

## TEACH THE MEANING

**Say,** "God gives us many teachers to help us understand God's Word. Pastors teach us God's Word and help us understand it. Sunday school teachers, parents, friends and English Bible Camp volunteers also help teach God's Word."

Draw the participants' attention to the Bible verse of the day on the worksheet. Have them read it with you and allow time for the interpreter to interpret.

Then have them complete the following activity.



**Pre-readers:** On the attached worksheet, have participants draw people that teach them. Then, have participants circle people that teach them about God's Word.

**Intermediate:** Participants may draw or write about the teachers that they have. Have them identify the people who help teach them about God's Word.

For both levels, after participants complete their worksheet, give them an opportunity to share. They may share in pairs, with the class, or in small groups — whatever works for your format.

**Advanced:** If participants completed the thank you note activity during English class, give them the chance to share (hopefully in English) about the teacher to whom they wrote the thank you note.

Then, brainstorm on the board a list of people that might teach about God (pastors, Sunday school teachers, parents, grandparents, etc.). Consult your hosts ahead of time to determine what types of teachers would be most relevant within the local church structure.

## WRAP UP

**Close with a short prayer:** "Dear Jesus, thank You for the gift of teachers. Thank You that teachers help us understand God's Word. In Your name we pray, Amen."

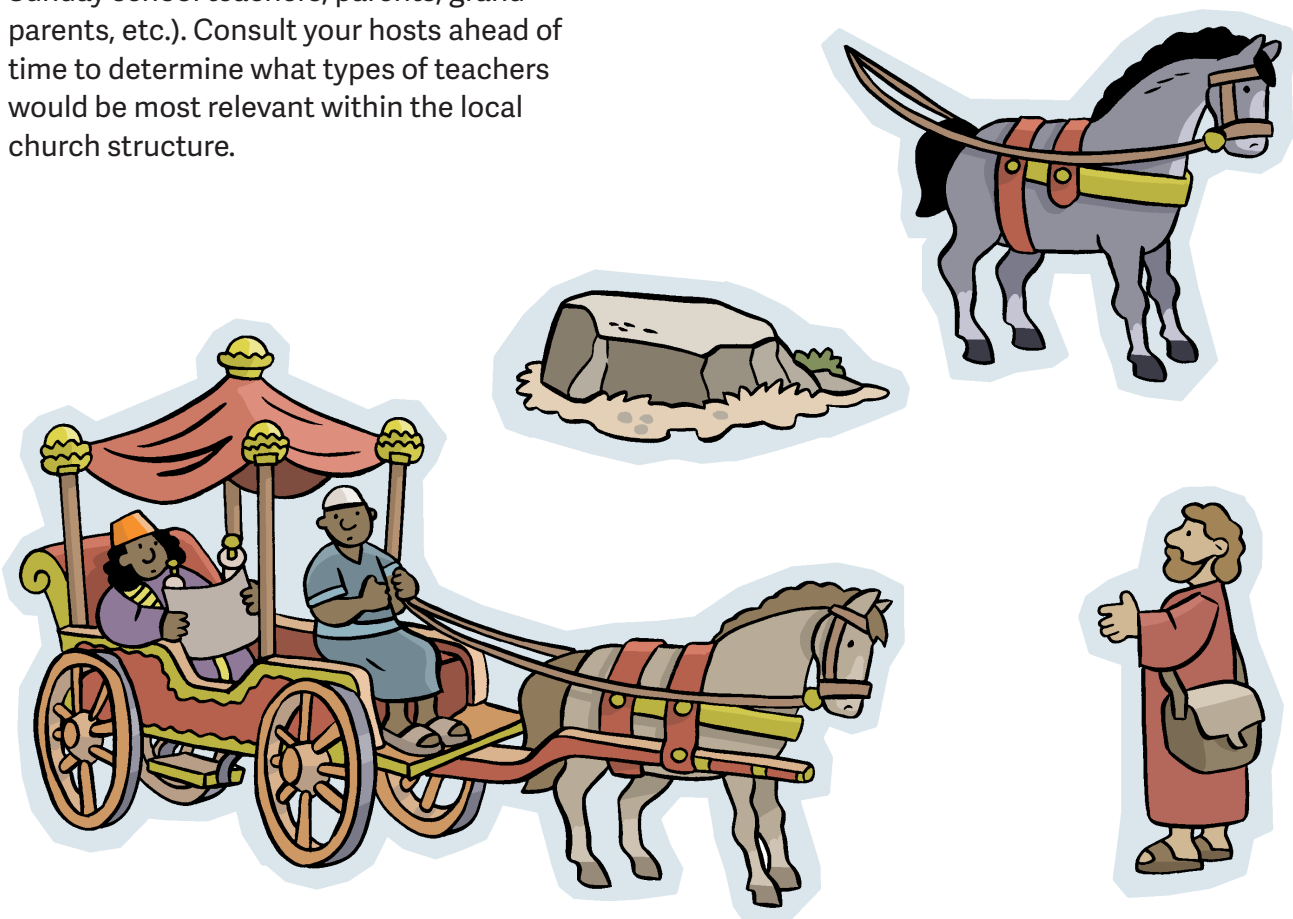
### **Additional resources found in Appendix 4:**

Activity sheets –

- Reformation coloring sheet: B for Bible
- Mission Friends Africa coloring sheet
- Mission Friends Ethiopia coloring sheet
- Philip and the Ethiopian man coloring sheets
- Who are my teachers? sheet

Teacher resources –

- Philip and the Ethiopian man story telling scene and figures





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## DAY 3: PAUL'S CONVERSION

### BIBLE STORY INTRODUCTION AND THEME

**Acts 9:1–9, 17–20**

Read the full story of Saul's conversion from Acts 9:1–20. In our lesson today, we'll focus on Acts 9:1–9, 17–20.

You will notice that we have chosen to use the name Paul throughout days three, four and five. Although the change in name from Saul to Paul does dramatically illustrate how God made Paul new through the gift of faith, we felt that it would be confusing and require too much additional explanation. Therefore, we are referring to him as Paul throughout all three days and keeping our focus directly on God's work in his life. However, today's notes will refer to him as the biblical text does by the name of Saul.

Saul was a Pharisee (**Acts 23:7**). The Pharisees were a sect of Jews that emphasized strict adherence to the law. They followed not only the written laws of the Old Testament but they had also created a system of other laws that would prevent people from breaking the law by accident. For example, they had created a system to define exactly what was considered working on the Sabbath day. Jesus was frequently critical of the self-righteous attitude of the Pharisees (e.g. **LUKE 11:37–44** and **LUKE 18:9–14**).

We are first introduced to Saul in Acts 7, when the deacon Stephen is being stoned to death for his proclamation of Christ.

Acts 7:58 tells us, “Then they cast [Stephen] out of the city and stoned him. And the witnesses laid down their garments at the feet of a young man named Saul.” As Stephen dies, he prays that this sin would not be held against them. Early church tradition found fulfillment of that prayer in the conversion of Saul. After the death of Stephen, the church is scattered, with all but the apostles fleeing to other cities for relative safety.

We learn about Saul’s earlier life in bits and pieces throughout the New Testament. In Acts 22, Paul states as a part of his defense that he had studied under the teacher Gamaliel. Acts 5 tells us that Gamaliel was a teacher of the law who was held in honor by all people — so much so that he is able to convince the council not to further oppose the disciples as they proclaim Jesus as Lord, lest they be found to be opposing God.

In spite of Gamaliel’s moderate position, Saul enthusiastically joins in persecuting the early church. Acts 8:1–3 details how he was involved in arresting men and women and having them committed to prison. In Acts 26:10, Paul recounts his conversion and explains how he voted to have Christians put to death.

All of this changes on the road to Damascus. Saul goes to Damascus to persecute Christians there. Damascus is about 150 miles from Jerusalem, so it is serious hate that drives Saul to go there. On the way, Jesus appears to Saul. While he doesn’t immediately understand who Jesus is, the voice from heaven and the resulting blindness go a long way to convince him of the error of his ways.

After three days, God sends a disciple named Ananias to Saul. Ananias is understandably worried about visiting this infamous persecutor of the Church, but follows God’s command. Through Ananias, Saul hears God’s Word, is healed of his blindness and is baptized. Saul immediately begins proclaiming that Jesus is the Son of God, the very message he had previously opposed.

**About the theme for today:** We are all God’s enemies without the gift of faith bestowed by the Holy Spirit. While we may not have opposed God’s Kingdom by putting Christians to death, we all naturally replace God on the throne of our lives with ourselves. Without the Holy Spirit’s work in calling us to faith, we too would remain enemies of God. Our faith may not come as dramatically as Saul’s, but it is just as much a miracle each time God grants the gift of faith through His Word and Holy Baptism.

Today, we give thanks for the gift of faith in Jesus.

## GOD'S GIFT: FAITH

*Simplified English version of the story:  
Italics are suggestions for how to act it out  
if participants need assistance. Also, ask for  
and follow local guidance on body motions  
in case there are meanings you  
are not aware of.*

Paul was filled with hate. Paul hated Christians. He wanted to put them in jail.

*Paul makes an angry face.*

Paul went to a city to put Christians in jail.

*Paul pretends to walk with the group of  
"other men."*

On the road, Paul saw a bright light. He fell down.

*Paul shields his eyes and falls down.*

Paul heard a voice say, "Paul, Paul, why do you hate me?"

*Paul acts like he is listening.*

Paul said, "Who are you?"

*Paul puts his hands up at his shoulders  
like "I don't know."*

The voice said, "I am Jesus. You hate me. Go to the city. You will hear what to do there."

*Paul listens again.*

The other men did not see the light. The other men heard the voice.

*"Men" look around. Cup hand behind ear  
for "hearing."*

The light stopped. The voice stopped. Paul could not see.

*Paul covers his eyes.*

The men took Paul to the city. Paul could not see and he did not eat or drink for three days.

*The other men lead Paul to a new spot.*

Jesus sent a Christian man to Paul. The

Christian said, "Jesus sent me. Jesus was the voice on the road. Jesus sent me so you can see again and be filled with the Holy Spirit."

*The Christian comes and "talks" to Paul.*

Paul could see again. The other men gave him food to eat.

*Paul opens his eyes. The other men pretend to hand him something.*

Paul believed Jesus. God gave Paul faith. Paul was baptized. Paul told others that Jesus is the Son of God.

*The Christian pretends to sprinkle Paul  
with water. Paul "speaks" by cupping his  
hands around his mouth.*

**Bible verse for the day:** "For by grace you have been saved through faith. And this is not your own doing; it is the gift of God."  
Eph. 2:8

## BEFORE CLASS BEGINS:

- Prepare for opposites activity in introduction by printing and cutting apart opposites cards with enough for your whole class or having cards ready for them to make their own.
- Print enough Review the Story worksheets for your whole class.
- Obtain a small gift for each participant (such as a piece of candy, small toy, etc.).
- Write the Bible verse for the day (EPH. 2:8) where everyone can see it.
- Review your plan one more time.
- Talk with your interpreter about the story and activities for the day.
- Pray for your participants.

## HOW TO TEACH:

### Introduction

**Pre-readers:** As they enter the room, give each participant a card with a picture of an opposite (see the appendix). Have participants find the person with their match. It is OK to have multiple sets of the opposites as long as there is an even number so everyone can find a match.

After participants find their match, have them sit down with their match. Ask each pair to state their opposites.

**Opposites:** light/dark, stop/go, sit/stand, hate/joy, night/morning

**Intermediate:** Do the activity as above, but with vocabulary words rather than pictures (see appendix).

**(More advanced):** Have participants work in pairs to write a set of opposites on two cards. Mix all the cards up and hand them out to the class. Then have the participants match up as above.

**Say,** “Today we are going to learn about a

man whom God changed to be the opposite. He went from hating Jesus and Christians to loving Jesus and telling others that Jesus is the Son of God.”

## TELL THE STORY

Assign participants to be the various characters. Everyone should have a part — any extra participants can be a part of the men accompanying Paul.

**Pre-readers:** Read the story. Have the participants act out the story as you read.

**Intermediate:** Read the story. Have any characters with lines repeat their lines.

**(More advanced)** Have 2–3 narrators read the story. Have participants act out the story.

## REVIEW THE STORY

Have participants draw the story. Use the worksheet in appendix 4.

If there is time, have participants share their drawings with each other in one of the following ways:

1. Participants pair up and tell each other about their drawings.
2. Participants form small groups and one or two participants in each group share their drawings.
3. Each participant shares one of their boxes (in order) with the whole group.

**Note:** Sharing should always be done in whatever way is most comfortable for the participants. Typically this means that participants will share in their native language. If you have advanced participants in your class, you could encourage them to try saying part of it in English.

## TEACH THE MEANING

Have a small gift (piece of candy, small toy, etc.) to give out to everyone.



**Ask,** "Who would like a gift?" (Let participants answer.) Pick a participant to come up.

**Ask,** "Do you have money to pay me for the gift?" (Let participant answer.)

**Say,** "You pay me. Is that a gift?" (Let class answer. Give the participant the gift.)

**Ask,** "Who else would like a gift?"  
Pick a participant.

**Ask,** "What will you do for the gift?"  
(Let participant answer.)

**Say,** "You work for it. Is that a gift?" (Let class answer. Give the participant the gift. Have the two participants give everyone in the class a gift.)

**Say,** "God gave Paul faith in Jesus. God gave me faith in Jesus. God gives you faith in Jesus. It is a gift."

## WRAP UP

Review the verse for today, Eph. 2:8. Point to where you have it written and read through the verse. Allow the interpreter to interpret. Today's verse is longer, so for lower level English participants, you may want to focus on only the part of the verse that says, "It is the gift of God," in English but allow them to review the full verse in the local language.

### Additional resources found in Appendix 4:

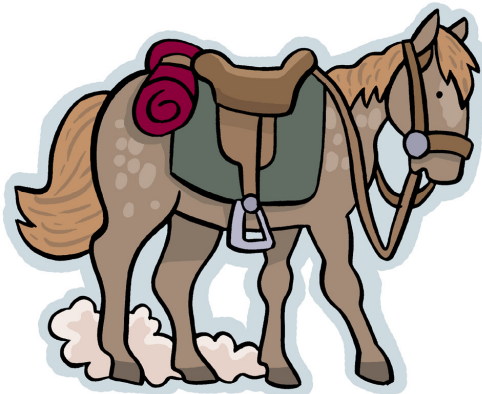
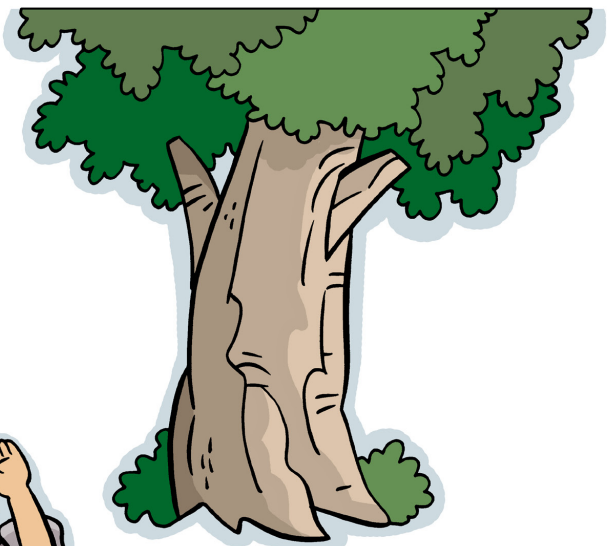
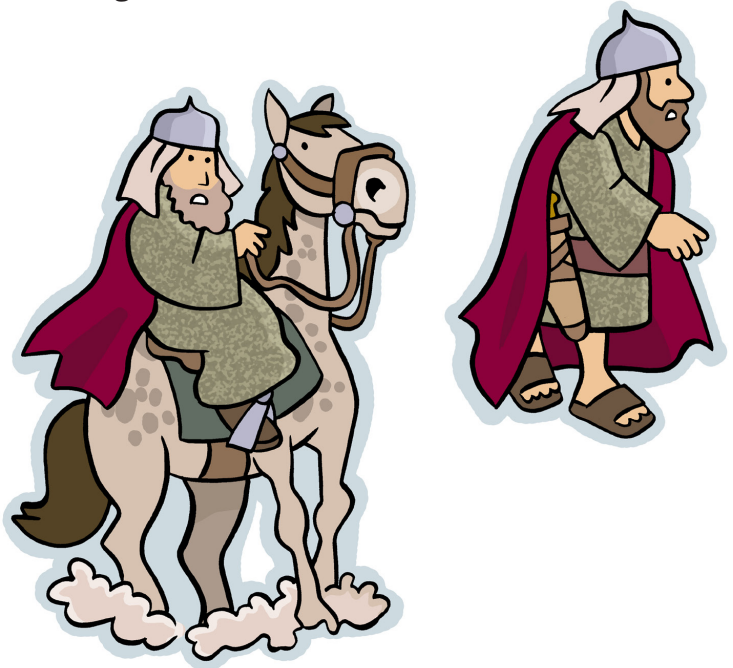
Activity sheets –

- Reformation coloring sheet: J for Justification

- Paul's Conversion coloring sheets
- Review the story worksheet

Teacher resources –

- Opposites graphics
- Opposites cards
- Paul's Conversion story telling scene and figures





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## DAY 4: PAUL & SILAS IN PRISON

### BIBLE STORY INTRODUCTION AND THEME

#### Acts 16:23–40

This story is part of Paul's second missionary journey, where he traveled around the Mediterranean region preaching the Gospel and visiting new Christians from the first missionary journey.

The text for today is Acts 16: 23–40, but to understand the background on why Paul and Silas are in jail, start reading from Acts 16:11 and read the rest of the chapter.

The events in this story take place in Philippi, a Roman colony located in what is now Greece. Paul and Silas preach the Gospel, which is received with joy by a woman named Lydia. Paul and Silas stay with Lydia while continuing to preach the Gospel to

people in Philippi and disciple the new believers.

There is a slave girl who encounters Paul and Silas. She was able to tell the future by the power of a spirit, which also causes her to recognize Paul and Silas as servants of Christ. She follows them around for days announcing, "These men are servants of the Most High God, who proclaim to you the way of salvation." (ACTS 16:17)

While this may or may not have been helpful to the proclamation of the Gospel, Paul eventually becomes annoyed and casts the spirit out of her. Because the slave girl's owners will now lose the profits from her

divination, they drag Paul and Silas into the courts. Paul and Silas are beaten and thrown into prison. We learn at the end of the story that their beating was illegal due to their status as Roman citizens.

Therefore, it's clear that Paul and Silas have no earthly reason to rejoice. They are in prison for helping a slave girl escape possession, having been illegally beaten first.

However, they know that their Lord and Savior has died and risen for them and so they can rejoice in all circumstances. They also have the example of the apostles who, when arrested for preaching about Jesus in Acts 5, respond by, "rejoicing that they were counted worthy to suffer dishonor for the name." (ACTS 5:41)

While in prison, Paul and Silas are singing and praying to the Lord, with the other prisoners listening. God sends an earthquake that opens the doors and their chains, but in this case, He doesn't send it so they can escape. Instead, it causes the jailor to rush in, ready to kill himself if the prisoners had escaped. The jailor was personally responsible for the prisoners, and things would go better for him and his family if he administered justice on himself if they escaped.

Instead, none of the prisoners have left, which brings the jailor to his knees asking, "What must I do to be saved?" Paul and Silas use the opportunity to proclaim the Gospel to the jailor and his family. The Holy Spirit brings them to faith and they are all baptized that night.

Later Paul will write the letter of Philippians to the church at Philippi. At the end of the letter, he writes, "Rejoice in the Lord always; again, I will say, rejoice." (PHIL. 4:4) The events recorded of this story in Philippi illustrate

that he truly means always and that the joy that God gives us is not based on our earthly circumstances.

**About the theme:** Joy is fruit of the Holy Spirit (see GAL. 5:22); therefore, it is one of God's good gifts to those who believe in Jesus. Joy is a response to knowing that our home in heaven is secure due to Jesus' death and resurrection.

As you are working with a group that is likely mixed between Christians and non-Christians, it is not appropriate to exhort the children to have joy. Instead, point them to the one who gives joy: Jesus. Point to Jesus as the one who gave Paul and Silas the joy to sing and pray even when in prison.

**Note for you:** As you read this story and prepare to teach this lesson, it is possible that you will be convicted of the lack of joy in your life or that you don't respond to trials with joy as Paul and Silas do. If that's the case, please don't despair.

One response that is always appropriate is to confess your sin. Ask God to forgive you and bring joy into your life. If you have been dwelling more on the circumstances of your life than the great gift of salvation that He gives you, confess that. If this feeling persists, you may also want to seek out your pastor for private confession so that you can hear absolution applied directly to this sin.

Also, consider what those around you would say. There are times when we feel completely overwhelmed and not filled with joy. However, the people around us (including non-Christians) perceive that we are responding to those circumstances with great hope and a willingness to serve others.



## GOD'S GIFT: JOY

Paul went many places telling people that Jesus died for them. In one place, Paul and his friend Silas were put in jail. Paul and Silas wore chains in jail. A guard watched them.

**Ask,** *"How did Paul and Silas feel?" Allow participants to show the paper plate. Say, "Let's listen and find out."*

Late at night, Paul and Silas were in jail. They had God's joy. They sang songs to God. They prayed. The other people in jail listened to them.

**Ask,** *"How did Paul and Silas feel?" Allow participants to show the paper plate.*

**Say,** *"Yes! They had God's joy!"*

There was an earthquake. The doors to the jail opened. The people's chains opened.

The guard saw the doors opened. He thought all the people left the jail.

**Ask,** *"How do you think the guard felt?" Allow participants to show what they think.*

**Say,** *"Yes! He was scared that the people left the jail."*

Paul said, "Do not hurt yourself! We did not leave."

The guard was amazed. He asked, "How can I be saved?"

Paul and Silas said, "Believe in Jesus and you will be saved, you and your family."

Paul and Silas told him about Jesus. They told the guard God's Word. They told the guard's family God's Word.

The guard believed in Jesus. His family believed in Jesus.

**Ask,** *"How do you think the guard and his family felt?" Allow participants to show what they think.*

**Say,** *"Let's listen and find out."*

The guard was saved. His family was saved.

The guard was baptized. His family was baptized.

The guard had God's joy because he believed in God. His family had God's joy because they believed in God.

**Ask,** *"How did the guard and his family feel?" Allow participants to show what they think.*

**Say,** *"Yes! The guard and his family had God's joy!"*

**Bible verse for today:** Jesus said, "I am with you always." Matt. 28:20

## BEFORE CLASS BEGINS:

- Obtain supplies for making a paper chain (paper and tape/stapler/glue). Pre-cut paper if desired.
- Make a sample paper chain.
- Obtain paper plates and markers/crayons.
- Make a sample joyful/scared face on a paper plate.
- Write the Bible verse for today where everyone can see it.
- Review your plan one more time.
- Talk with your interpreter about the story and activities for the day.
- Pray for your participants.

## HOW TO TEACH:

**Intro:** As participants enter, have them make a paper chain. You may want to have strips of paper pre-cut so that all they have to do is tape, staple, or glue the strips into links in the chain. Use your (pre-made sample) chain to show them what to do.

**Say to the class,** “Today we are learning about Paul and Silas in chains.” (Show your chain for emphasis, possibly wrap around your wrist to show them.) “They were in chains, but God gave them joy.”

Invite the participants to sit while you tell the story for today.

## TELL THE STORY

Before telling story, give each participant a paper plate. Have them draw a joyful face on one side and a scared face on one side.

**Pre-readers:** Prompt participants at the appropriate times to hold up their paper plates.

**Intermediate:** In addition to holding up their paper plates, you can ask additional questions at each pause. For example, “Why?” or “What made them filled with God’s joy?” Participants may respond in the

local language or in English, depending on their level.

Keep the plates for the Teach the Meaning section.

## REVIEW THE STORY

**1. Pre-readers:** Assign different participants to be Paul, Silas, other prisoners, the guard and the guard’s family (either give them a sign with the word on it or give them the picture representing the character). Re-read the story while the participants act it out. Use the chains that participants made at the beginning in their acting.

**1. Intermediate:** Have participants read the story as a play and act it out.

## TEACH THE MEANING

**Ask,** “Were Paul and Silas filled with joy or scared in prison?” *Allow participants to show plates.*

**Say,** “That’s right, filled with joy!”

**Ask,** “Why?” *Allow participants to answer.*

**Say,** “Yes, they knew that Jesus was always with them.”

**Ask,** “The jailor saw the prison doors open. Was the jailor filled with joy or scared?”

*Allow participants to show plates. After they answer, hold yours to the “scared” side.*

**Say,** “That’s right, he was scared.”

**Ask,** “Why?” *Allow participants to answer.*

**Say,** “Yes, he thought that the prisoners left. He thought he would be in trouble.”

**Ask,** “The jailor heard about Jesus. Was he filled with joy or scared then?” *Allow participants to show plates. After they answer, hold yours to the joy side.*

**Say,** “Yes, he was filled with joy. He knew that Jesus died for him. He believed that Jesus rose for him.”

**Say, point to self,** "Jesus died for me. Jesus rose for me. I believe in Jesus. Jesus gives me joy."

**Point to the class and say,** "Jesus died for you. Jesus rose for you. Believe in Jesus. Jesus will give you joy."

**Say,** "Our Bible verse for today reminds us that Jesus is always with us. He is with us. That gives us joy. Say it with me." *Point to the Bible verse and allow participants to repeat each word after you. Have the interpreter interpret the meaning. As time allows, repeat the Bible verse in English to build fluency and understanding.*

## WRAP UP

**Pray,** "Dear Jesus, Thank You that You died for us. Thank You that You rose for us. Help us believe in You. Give us Your joy. Amen."

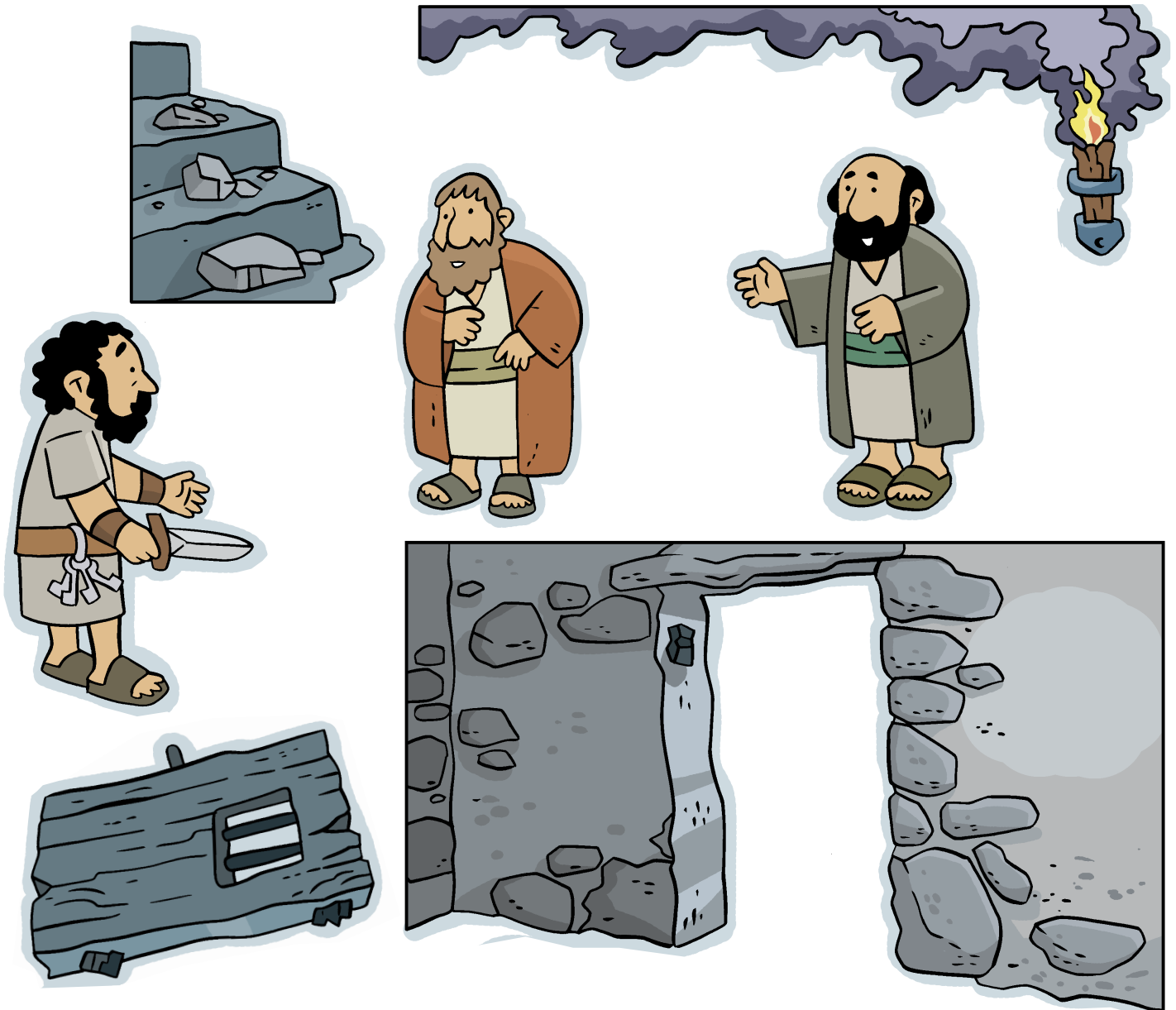
### **Additional resources found in Appendix 4:**

Activity sheets –

- Paul and Silas in prison coloring sheets

Teacher resources –

- Paul and Silas in prison story telling scene and figures





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## DAY 5: EUTYCHUS

### BIBLE STORY INTRODUCTION AND THEME Acts 20:7–12

Today's story is brief and one of the lesser-known stories from the book of Acts. Read it from Acts 20:7–12.

This story is part of Paul's third missionary journey. In the first part of Acts 20, the group traveling with Paul splits in two due to a plot against Paul's life. In Acts 20:6, the group reconnects in Troas.

Paul had previously visited Troas as a part of his second mission journey. Immediately before Paul's visit to Philippi in Acts 16, he had been in Troas. Although nothing more is recorded about his time there, we understand that he must have shared the Gospel with people there because in Acts 20 he goes back to visit people who are already

believers in Christ. He stays there for a week on his way back to Jerusalem.

At this time (approximately 57 AD), the New Testament is still in the process of being written. Some of the letters from Paul and the other apostles are probably circulating, but scrolls are expensive and the process of copying even a single letter is time intensive. The Gospel accounts will not be compiled for another few years. Therefore, the church takes advantage of having an apostle there who can teach them and they have a lengthy meeting in an upper room.

On Sunday, his last day there, Paul preaches all day, instructing the people before he departs. He teaches into the night, noting

that they had to bring out lamps to light the upper room where they were meeting.

The only person named in the account of Paul's time in Troas is the young man Eutychus. The term "young man" in Greek may refer to a man up to age 40! It's the same term that is used for Paul in Acts 7:58, when the people lay their cloaks at the feet of a "young man named Saul" during the stoning of Stephen. Therefore, it is likely that Eutychus was a man, not a boy. However, we are using the term boy in the story to distinguish this 'young man' from the other man in the story, Paul. Also, in English, we don't have another equivalent word for a young man. We're also avoiding having you teach his name because it's an odd name in English that most people won't know how to pronounce.

Eutychus falls asleep. Many of us can sympathize with this young man for falling asleep. Paul's preaching has gone on all day and past midnight.

Perhaps Eutychus is not the only one who falls asleep. Eutychus' problem is that when he falls asleep, he falls out of the third-story window where he had been sitting. He dies from the fall.

God miraculously restores him to life through Paul. The Christians at Troas are comforted by this miraculous healing.

After the healing, Paul returns to the upper room and continues to preach until morning.

**Theme:** While Eutychus is miraculously raised from the dead in this story, he will one day die again. The gift of eternal life is given to all believers in Christ, including Eutychus. Today we will highlight through this story the gift of everlasting life given by Jesus' death and resurrection for us.

## GOD'S GIFT: LIFE

On Sunday, Paul gathered with Christians. They were gathered upstairs in a house. Paul was leaving on Monday.

Paul told them God's Word. He told them God's Word until it was late at night on Sunday.

The Christians heard God's Word upstairs in a house. Late at night, the Christians heard God's Word.

There was a Christian boy. He was sitting at the window. The window was upstairs.

It was late at night. The boy fell asleep. The boy fell down. He fell down out of the window. The boy fell down and died.

Paul went downstairs to the boy. Paul picked him up. Paul said, "He is alive!"

God gave the boy life! He was dead and then he was alive.

Paul told the people God's Word until Monday morning. Paul left.

The Christians were filled with joy that the boy was alive.

**Bible verse for today:** "Jesus said, 'I am the resurrection and the life.'" John 11:25

## BEFORE CLASS BEGINS:

- Make a sample butterfly for the intro activity.
- Obtain supplies for the butterfly activity (construction paper, markers/crayons, scissors).
- Practice stick figuring the story.
- Obtain supplies for drawing the story up front.
- Obtain supplies for Review the Story (either drawing space for participants or the story cut apart into sections).
- Review your plan one more time.
- Talk with your interpreter about the story and activities for the day.
- Pray for your participants.

## INTRO:

As an introduction to the theme for the day, have the participants make a butterfly out of construction paper. Take a sheet of paper and fold it in half. Trace, if needed, the outline of a butterfly and cut out — the fold will be the “body” of the butterfly. Have participants write “New Life” on the butterfly and decorate it with markers. This is an introductory activity, so don’t take too much time on decorating. Participants can always finish it up later.

## TELL THE STORY

**Say,** “Today’s story is about a boy who dies. Jesus gives him life!”

You’ll be telling the story via stick figuring. The instructions are in appendix 4. Don’t worry about being an artist; it’s very symbolic and basic. You’ll need access to a chalkboard or whiteboard. If that’s not available, you can draw on a piece of paper in pencil (there is some erasing involved).

## REVIEW THE STORY

**Pre-readers:** Provide the participants with a place to draw. Re-tell the story and have them draw in stick figures what happens. If participants seem very tentative, you may re-draw the story and let them copy you.

**Intermediate:** Make a copy of the sample stick figure drawings and text. Cut them apart and mix them up. Put participants into small groups to put the story together in the correct order. Have them read the story when done and see if they got it in the correct order.

**(More advanced):** Cut just the text of the story apart and have participants put it into order. Have them read the story back when done.

## TEACH THE MEANING

Jesus gives us eternal life.

The coloring page titled “Jesus gives me new life” is found in appendix 4.

Point to the storytelling board and say, “Jesus gave the boy life. He was dead and then he was alive.” Point to the participants and say, “Jesus gives you life. You were dead because of sin. Jesus gives you eternal life.”

Point out the Bible verse for today on the bottom of the worksheet. Teach participants how to pronounce the words. Have them say the verse with you. Allow time for your interpreter to interpret.

Have participants draw themselves on the coloring page.

If time allows, have participants share their drawing with the class or a partner.

## WRAP UP

Pray, “Dear Jesus, thank You for giving us new life. Amen.”



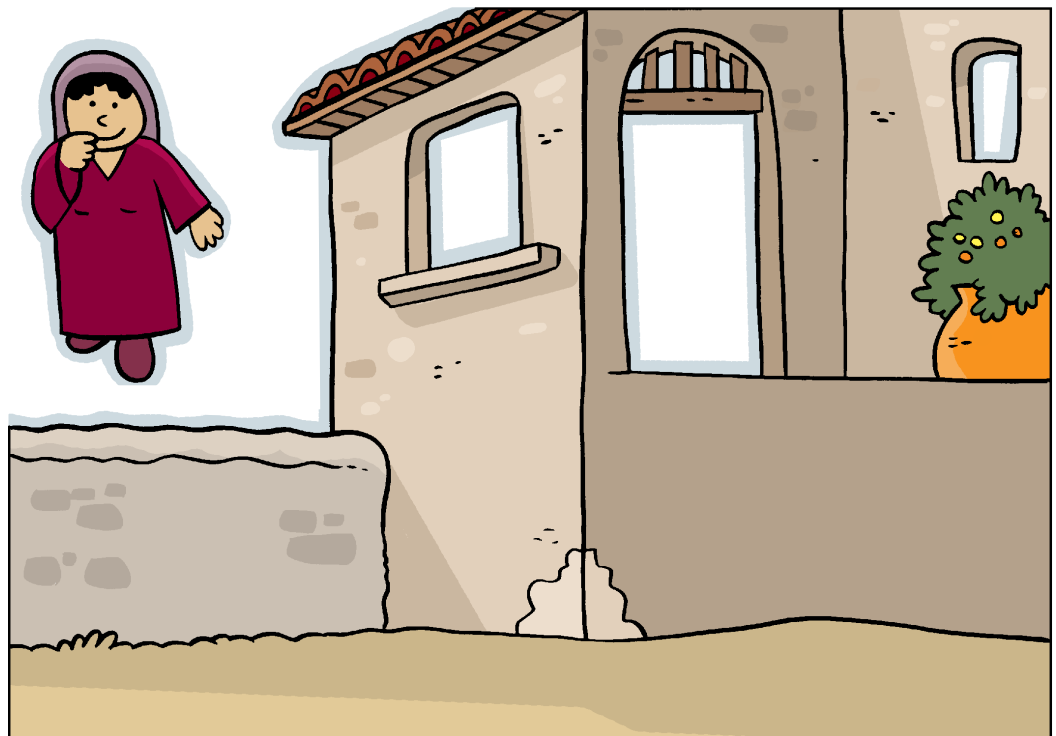
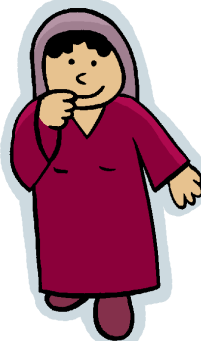
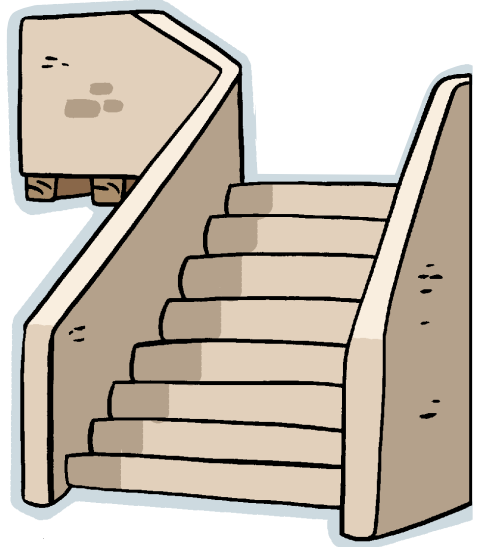
**Additional resources found in Appendix 4:**

Activity sheets –

- Reformation color sheet:  
E for Everlasting
- Jesus give me new life coloring sheet
- Eutychus coloring sheets

Teacher resources –

- Stick figure examples
- Eutychus story telling scene and figures



# HOW TO TEACH MUSIC AT ENGLISH BIBLE CAMP

We invite you to pray for guidance before your team departs for EBC. Pray every morning while at camp that the participants will receive the gift of the Holy Spirit through praise in song, remembering to give thanks to the Lord every evening on how the day went.

Leave room for alteration. As with any teaching setting, have a plan, but be flexible. Adaptability is key to all parts of English Bible Camp.

“The gift of language combined with the gift of song was given to man that he should proclaim the Word of God through music.” (Martin Luther) This is incredibly true of English Bible Camp! When participating in an English-as-a-second-language (ESL) environment, expression and hand gestures to interpret what the others are saying can be great tools, while music gives us another common form of expression. The melody in music aids in the learning of language. Hearing the beautiful voices of children joined together in a song taught by your team will fill your heart with joy.

When the team leader begins communication with the host congregation or pastor, discuss whether or not your camp will have a formal opening for each day. (See Opening & Closing Section.) If your team does decide to have an opening and closing session each day, be sure to incorporate your music selections accordingly.

If you have chosen to include music in the opening, then music throughout the day will be broken up into manageable pieces, and the participants will not be required to sing for 30+ minutes straight. Feel free to include hand motions or dancing, depending on which group of participants are involved, and which camp session you are in.

Most importantly, make it fun. The team is not there simply to entertain, but to truly to engage the participants. Use songs with simple melodies, repetitive words or phrases, and hand/body movements. Do not pick a complicated song with many verses because this may discourage the participants from being able to follow along. It is likely difficult for the participants to remember the pronunciation of so many words, let alone the meaning of those words. Remember the acronym K.I.S.S. (keep it simple, silly). You only have five days with the participants.

If your team or host congregation is able to find a song in the local language that the participants know then you may have the opportunity to sing that same song in English. This will give your team an opportunity to learn some of the participants' language as you sing it back to them. It will also build confidence in the participants to hear the team try to sing in a foreign language.

Discuss with your team's host whether songs that require actions, such as stomping or shouting, are appropriate to use if you are placed in the church sanctuary. If these types



of songs are deemed appropriate, they are great for engaging young people. The more movement, the better. The greater differences in volume from whispering to shouting, the better, slow to super-fast, and so on. Also remember to keep the participants from losing the meaning of the song even though you are having fun.

When teaching a new song to a group of ESL participants, two things are needed: 1. A way to show the words, and 2. A strong interpreter. Hopefully, the host will have a projector to display the words. If not, you may need to rely on the tried and true method of printing copies of the words. As for translating, it is best to use the strongest interpreter you have available for the opening.

For accompaniment, if you have a musician on your team, utilize them. Most churches will have a piano or a keyboard. Some churches may even be able to provide an accompanist if you send the music ahead of time. If you do not have a musician on your team, find a recording of the song you want to sing. Many songs are available on YouTube CDs/DVDs. You can utilize your smartphone for audio, or else see if your host has a radio or sound system that can be utilized. Bring along a small Bluetooth speaker if you have one. You may want to play a recorded version of the song for the participants with the words if you do not have a strong singer on your team. Utilize your other team members to assist you with the hand movements. If you have local teenagers assisting with camp, teach them the hand movements and let them help. Another suggestion is to ask if there is someone at the church who can play the music.

Now for teaching the songs. The first time you go through a song, go phrase by phrase. First go over the words in English several

times. You say them, have participants repeat. When you think they have the words to the phrase down, play or sing the phrase to them. Have them repeat the phrase a couple of times until they mostly have it down. Then move on to the next phrase and repeat the process. When they have two musical phrases down, have them sing them together. Follow this process until the whole verse, chorus, or song is learned. If the song has hand movements, do them as the children are learning the words. They will help.

Start out each day with a list of about five songs. Depending on how things go on day one, pick your songs for day two. Choose the songs the children sang the best and the ones they enjoyed the most to sing on day two. It is probably best not to add more than two new songs per day on days two, three, and four of camp. If a song really did not work or go well on day one, do not be afraid to just drop it from your plan. There is no point in stressing yourself or the children out over a song.

Camp songs are usually silly songs with lots of movement. They can play a big role at English Bible Camp. Your team may not feel comfortable using them in a sanctuary, but they are great for rainy-day breaks and to kill time while waiting for lunch. Songs such as Father Abraham and Head, Shoulders, Knees and Toes are a lot of fun for the participants. Feel free to pull out a camp song and use it in the opening when the children are restless or have low energy. They can help refocus everyone.

Dancing can be a lot of fun for the children. Use it as a tool for rainy days and engaging participants during break time. Download common American dance songs on your phone such as YMCA, Conga, The Hokey Pokey, The Mexican Hat Dance, Cotton-Eyed Joe, etc. Remember, you do not have to be a

dancer to have a lot of fun with this!

Finally, some churches will ask you to do a closing program for the parents, usually on Friday or Saturday evening. If your church wants you to do this, you will need to spend time on Friday practicing the songs you want to sing for the parents. Therefore, do not teach any new songs on Friday. Choose at least one nice song the children sing well, then choose a couple of fun songs.

Remember most of the parents do not speak English either and will enjoy the hand motions. Allow participants to use the printed words to the songs as needed as there is not a lot of time during the week for memorization.

Best wishes with your music at English Bible Camp! Remember: we are doing this all to spread the Gospel of our Lord Jesus Christ through song and praise.

## **PRACTICAL STEPS FOR PREPARING TO LEAD MUSIC AT EBC**

### **BEFORE DEPARTURE:**

- Review the suggested song choices.
- Choose 10-12 songs to prepare. Decide which 4-5 to start with on day 1.
- Learn your selected songs well.
- Arrange for accompaniment.
- Teach your team the songs. Note: Many songs have common variants. Make sure you are on the same page with your team about the words, tempo, and tune for the song by actually singing the songs together or choosing an online video for everyone to review.
- Create teaching aids as needed (slides, etc.).
- Ask your team leader to communicate the songs to the hosts.
- Pray.

### **AFTER ARRIVAL ON SITE:**

- Find out where music will be held. Revise your plan for teaching if necessary.
- Review the songs with your hosts and interpreter.
- Test the teaching aids to make sure they work in the music space.
- Practice the songs with your team in the music space, if time/space allows.
- Finalize the song list for day 1.
- Pray.

### **EACH DAY AFTER CAMP:**

- Review how things went that day.
- Decide on which songs from that day to keep and which new songs to introduce the next day.
- Adjust your plan and/or ask for help if participants are not responding.
- Pray.

### **SAMPLE DAILY TEACHING OUTLINE:**

- Warm up: A fun and easy song with movement that students can participate in without a focused teaching time. Examples: "This is the Day," "Hallelujah! Praise Ye The Lord!" "God is so good," "Jesus' Love is Bubbling Over," "Happy All the Time" (5 minutes).

- Teach a new song (10 minutes):
  - Review words to one section by having students repeat after you. Allow time for translator to translate meaning.
  - Teach/review meaning of key English words.
  - Sing that section a few times so students get comfortable with the English words. You can ask them to sing louder or softer each time as that may help keep their interest through the repetitions.
  - Repeat for the next section(s) as needed).
- Break: Sing another easy song with movement or do a dancing game, such as musical chairs, to give their brains a break. (5 minutes)
- Review previously learned songs (10 minutes). As the week goes on, you'll have more songs in this category and fewer songs to teach. On day 1, you might teach a second new song here.

## SONG RECOMMENDATIONS FOR ENGLISH BIBLE CAMP

### **"THIS IS THE DAY" BY LES GARRETT,** Copyright 1967

Ask your hosts if this is a familiar song. If participants know the melody already, that's a big help. Teach them the English words. If it's familiar locally, have them sing it once in English, then in the local language, and then again in English. It is also great fun to let the participants teach you the words in their language.

### **"HALLELUJAH! PRAISE YE THE LORD!"** Traditional

This is a great song to get the children moving. Usually divide the group in two. Boys and girls. One group sings the "Hallelujahs" and the other the "Praise Ye the Lords." Each group stands when they are singing and sits when they are not. Do it faster and faster. For more fun, divide group into three and have the third group do the "yahs." Warning, this group will be the loudest.

### **"WHO YOU SAY I AM"** by Reuben Morgan and Ben Fielding, Copyright Hillsong Music Publishing

Depending upon the musical skill level of the team, music can be downloaded to play, or accompaniment can be downloaded on smartphone. If children don't have the ability to learn the verses, the chorus is very repetitive. It's modern and may appeal to older children. The video can also be viewed on YouTube.

### **"10,000 REASONS (BLESS THE LORD)"** by Matt Redmond and Jonas Myrin Copyright 2011 Shout! Publishing

After using this song in Poland, I would suggest just doing the chorus. The verses are too wordy. The children did really enjoy this one. The video can be viewed on YouTube. Make sure you find a good key in which to sing it. The easy piano sheet music is in G and it is too low in one octave and too high in the other. On musicnotes.com it can be purchased in many different keys.

### **"TEACH ME THY WAY, O LORD"** words by Benjamin M Ramsey

A beautiful, classic hymn. Only use verse one in ESL setting.

### **"BROTHERS AND SISTERS IN CHRIST"** by Terry Dittmer Copyright by Terry K Dittmer

Recommend only singing the first verse and chorus for ESL children. Easy hand movements could be made up.

### **“GOD IS SO GOOD”** Traditional, African Melody

This is a great praise song because it is so repetitive. Many verses can be added, such as He sent his Son, died on the cross, rose from the dead, now I have life, etc. It also allows for the leader to speak the words to the verse right before the singers are to start the verse.

### **“WHAT A FRIEND WE HAVE IN JESUS”** Joseph Scriven (Modern Melody by Foto Sisters)

These are the traditional lyrics with a new and upbeat melody. The Foto Sisters are from Louisiana. A video can be viewed on YouTube and the song can be downloaded from iTunes. It is a simple but beautiful melody. I would advise only using verse one for ESL.

### **“JESUS’ LOVE IS BUBBLING OVER”** Traditional

Videos available on YouTube. This is a great one because it can be done a cappella. It has fun hand movements and you start out slow and repeat it faster each time until it is super-fast. End with “Let it bubble up all over you.”

### **“REJOICE IN THE LORD ALWAYS”** by Evelyn Turner Copyright 1967 by Word Music

This is another repetitive song that can be sung as a round.

### **“I HAVE THE JOY, JOY, JOY DOWN IN MY HEART”** Traditional

### **“HAPPY ALL THE TIME”** Traditional

You can make this more active by jumping “in right,” out right, up right, down right.

Note: Remind students that it is Jesus’ forgiveness that gives us joy all the time.

### **“FATHER WELCOMES”** by Robin Mann Lutheran Service Book

### **“THIS LITTLE LIGHT OF MINE”** Traditional

This can be sung to the traditional melody or a fun twist is to sing it to the tune of Old MacDonald (With a shine, shine here, shine, shine there, etc.)

## **CAMP-TYPE SONGS:**

**“FATHER ABRAHAM”**

**“HEAD, SHOULDERS, KNEES, AND TOES”**

**“HEY, HEY, MON” (CHORUS ONLY)**

**“PHARAOH PHARAOH”**

**“OUR GOD IS AN AWESOME GOD” (CHORUS ONLY)**

**“JESUS LOVES ME”**

**“PEACE LIKE A RIVER”**

**“DO LORD, REMEMBER ME”**

**“SHINE, JESUS SHINE”**

# GAMES

The part of the day that can take on so many 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. Whichever games and activities you choose to use at your EBC, think about these points before and during EBC.

- Know the game that you are playing. If you are unsure of the rules, the participants also 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 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 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 swimming suits and other clothes for such an occasion. (Don't forget your swimming suit as well.)
- EBC game time is more than just playing soccer. While the participants may want to play a specific game every day, be excited for a new game that you want to introduce each day. Setting the expectation on the first day that all participants will participate (unless unable to physically 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

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.

## 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 say 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 with which to write.

**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 a lot, 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 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, thus 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.

## 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 classic 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 individual must only use one foot. When there are two squares side by side, the individual uses two feet. Try adding in some new elements. Have a space where the individual 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.

## 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 some other time fillers throughout the week.



## 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'll 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, like *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.

## WATER GAMES

Grab your swimming suit 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 caught 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.

# "GOD'S GIFTS" CRAFT CURRICULUM OVERVIEW

## MONDAY

God's Gift: **Holy Spirit**

Pentecost (ACTS 2:1-8, 22-24, 32-33, 37-41)

### Vocabulary:

1. Language(s)
2. Baptize/baptized
3. Noise
4. Fill/filled
5. Fire
6. Forgive/forgave
7. Repent/repented
8. Promise
9. Believe/believed
10. Give/gave

## PENTECOST FELT SCROLL WALL HANGING



### Materials Needed:

- Felt (Blue, white, red yellow, black)
- 12" Dowels
- scissors
- yarn
- shapes cut from cardstock
- felt rickrack and other embellishments (optional)

## PENTECOST MOBILE



- toss rings
- Pipe cleaners
- yarn
- shapes printed on cardstock
- scissors
- hole punches

## TUESDAY

God's Gift: **Teachers**

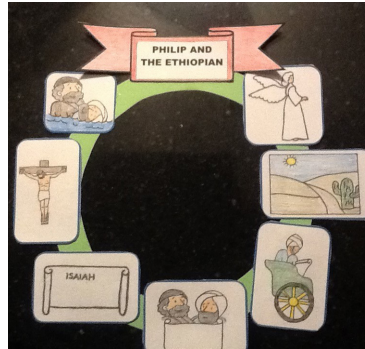
Philip and the Ethiopian Eunuch

(ACTS 8:26-40)

**Vocabulary:**

1. God's Word
2. Teacher
3. Road
4. Chariot
5. Say/said
6. Sit/sat
7. Understand/understood  
(I don't understand)
8. Read/read
9. What does this mean?

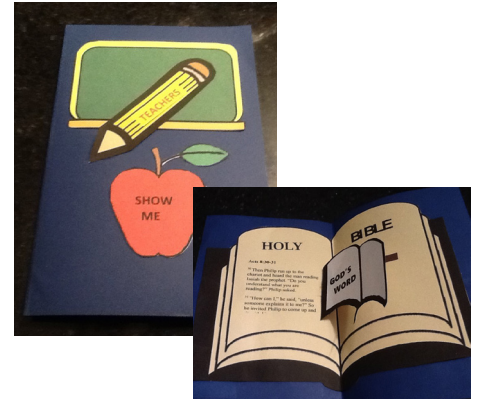
### PHILIP AND THE ETHIOPIAN WREATH



**Materials Needed:**

- shapes printed on cardstock
- scissors
- glue
- colored pencils

### "TEACHER'S SHOW ME GOD'S WORD" POP UP



- card stock for card background
- shapes printed on cardstock
- scissors
- glue
- colored pencils

## WEDNESDAY

God's Gift: **Faith**

Saul's Conversion (ACTS 9:1-9, 17-19)

**Vocabulary:**

1. Hate
2. Light
3. Voice
4. City
5. Jail
6. See/saw
7. Send/sent
8. Again
9. Faith

### "FAITH" BEADED DOORKNOB BANNER



**Materials Needed:**  
(cross craft)

- tapestry Needle
- 5 Yards of green Yarn
- 24 inches of green ribbon
- 30 blue Pony Beads
- 22 green Pony Beads
- 116 white Pony Beads

### "I SEE JESUS" NO SEW PILLOW



- Two 15" x 15" pieces of blue fleece
- 3" x 9" white felt
- 3" x 9" black felt
- Fiber fill
- scissors and glue
- face and letters stencils



## THURSDAY

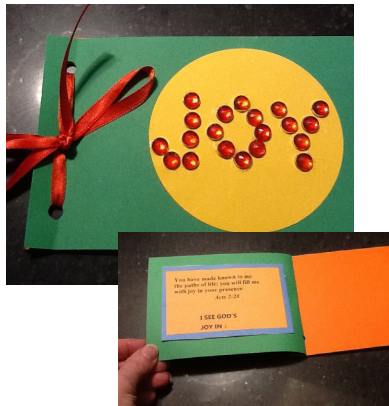
God's Gift: **Joy**

Paul and Silas in prison (Acts 16:23-40)

### Vocabulary:

1. Joy
2. Sing/sang
3. Pray/prayed
4. Earthquake
5. Open
6. Save/saved
7. Guard
8. Amazed

## "JOY" PICTURE ALBUM (WHERE DO I SEE GOD'S JOY)



### Materials Needed:

- 15 inches of ¼ inch ribbon
- colorful (solids and prints)
- scissors
- hole punch
- glue
- 20 gems

## "JOY" BRACELET



- 15 inches of hemp cording
- "JOY" letter beads
- 6 additional secondary beads
- glue
- scissors

## FRIDAY

God's Gift: **Life**

Eutychus raised from the dead (Acts 20:7-12).

### Vocabulary:

1. Upstairs/downstairs
2. Night
3. Morning
4. Fall asleep
5. Fall down
6. Alive (adjective), life (noun)
7. Gathered
8. Late
9. Die/died, dead (adjective)

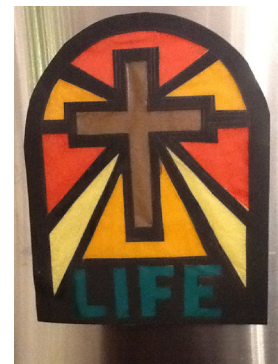
## BUTTERFLY VINE CROSS (NEW LIFE)



### Materials Needed:

- 3 oz. brown Fimo Clay each
- multi-color package of Fimo Clay
- butterfly cookie cutter
- hemp
- baking sheet
- oven use

## TISSUE PAPER - LIFE "STAINED GLASS"



- scissors
- glue
- cardstock
- tissue paper (various colors)
- glue
- pencils
- scissors

# ENGLISH BIBLE CAMP CRAFT CURRICULUM

The English Bible Camp craft sessions are fun-filled times to reinforce the children's 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 children at English Bible Camp as it is a hands-on expression of their learning. They are proud to bring their art work home each day. This very visible art work can also be a secondary opportunity of learning for their family 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 children that you may think have more skills. When you, the craft leader, are reviewing and becoming knowledgeable with the instructions and the teaching techniques of these crafts, please review and be familiar with both the Bible and English curriculum. There are detailed instructions for each craft. These instructions are not designed to stifle your creative juices. Please be encouraged to teach these crafts with your own creative spin and please encourage the children to make them with that same inspired ingenuity. These daily craft projects can be limitless in their uniqueness. A quick change in the availability of supplies, or a color, shape or design modification has limitless possibilities in creativity. Likewise, your preferred art media and creative

talents as the craft leader will enhance the children's art experience.

The suggested crafts are also designed with thought for the children 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. And the materials are easily transportable. The craft leader is strongly recommended to create a sample of each craft prior to going traveling abroad. This will ensure that you have packed all the necessary materials for each craft and have given the leader an idea of the time needed to complete the craft.

Making a sample will also give the craft leader familiarity with the materials so that they will know if there is part of a craft that may warrant specific preparations. During the craft session, the children enjoy having a sample project to work toward that is a visual cue for craft completion and leads to excitement and discussion, too. Yes, English discussion! Asking the children 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 may want to organize the packing of the craft materials. For one type of craft they may want to group all the materials together for each of those particular crafts in gallon baggies, etc., for example, the paper crafts. And for another type of craft they may want to organize the craft materials needed into individual craft kits for each child. This works well for things like the beaded crafts.

## MONDAY

God's Gift: **Holy Spirit**  
Pentecost

### 1. PENTECOST FELT SCROLL WALL HANGING

(more advanced craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Cut a 12" by 9" felt background (light blue optional)
2. Copy the Pentecost banner shapes onto cardstock
3. Cut the Pentecost shapes from cardstock to make stencils
4. Cut 9" by 6" black, red, yellow and white felt pieces
5. Cut a 24" piece of yarn

#### CHILDREN

1. Trace flame stencil five (5) times on both red and yellow felt
2. Trace cross stencil on black felt
3. Trace dove stencil on white felt
4. Glue felt background (9" side) along the center of the dowel (1.5 inches hang over on each side)
5. Cut out felt cross, dove, and flames
6. Glue felt pieces onto background according to design
7. Tie each end of yarn on each end of the dowel, making a banner hanger
8. Embellish the banner as desired
9. If time allows, encourage the children to write some language names on their flames

### 2. PENTECOST MOBILE

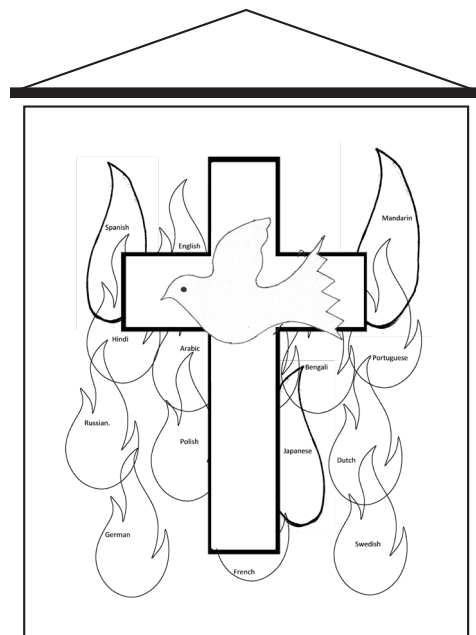
(basic craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Copy mobile shapes onto cardstock
2. Lay a pipe cleaner across the ring, wrapping the ends around the ring
3. Glue pipe cleaner in place
4. Lay a pipe cleaner vertically across the ring, wrapping the ends around the ring (crossing the other pipe cleaner)
5. Glue pipe cleaner in place
6. Cut five (5) 20" pieces of yarn

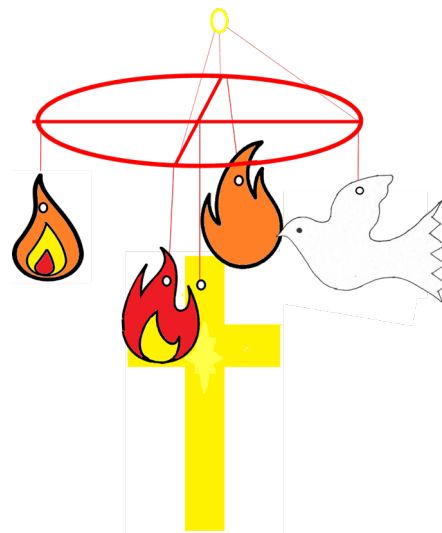
#### CHILDREN

1. Tie the middle of a piece of yarn at each spot where the ring meets the pipe cleaner with the equal ends hanging down
2. Tie the fifth piece of yarn in the middle where the pipe cleaners cross
3. Gather one end of each of the pairs of yarn ends and pull them together above the large ring and tie them together on the small ring; this ring is the mobile hanger
4. Cut out each of the pairs of flames, and glue them back to back
5. Cut out the pair of crosses, and glue back to back
6. Cut out the dove
7. Hole punch the three (3) flames, cross, and dove
8. Tie each of the pieces onto the ends of the yarn according to the design



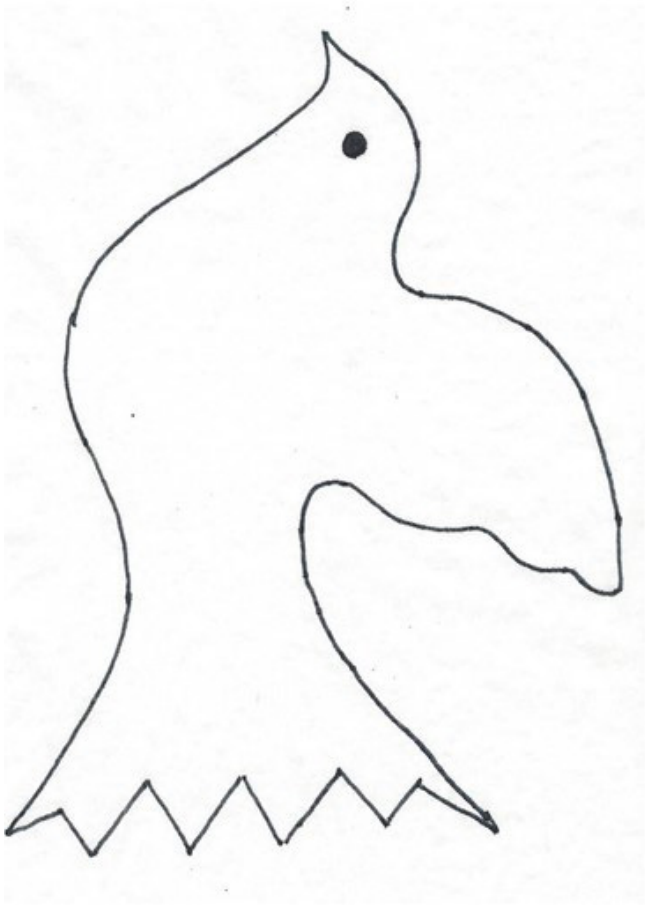
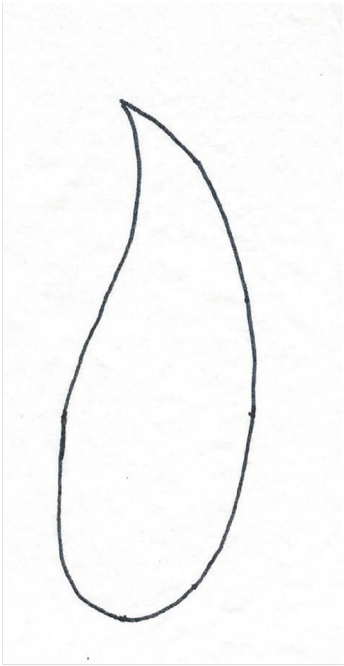
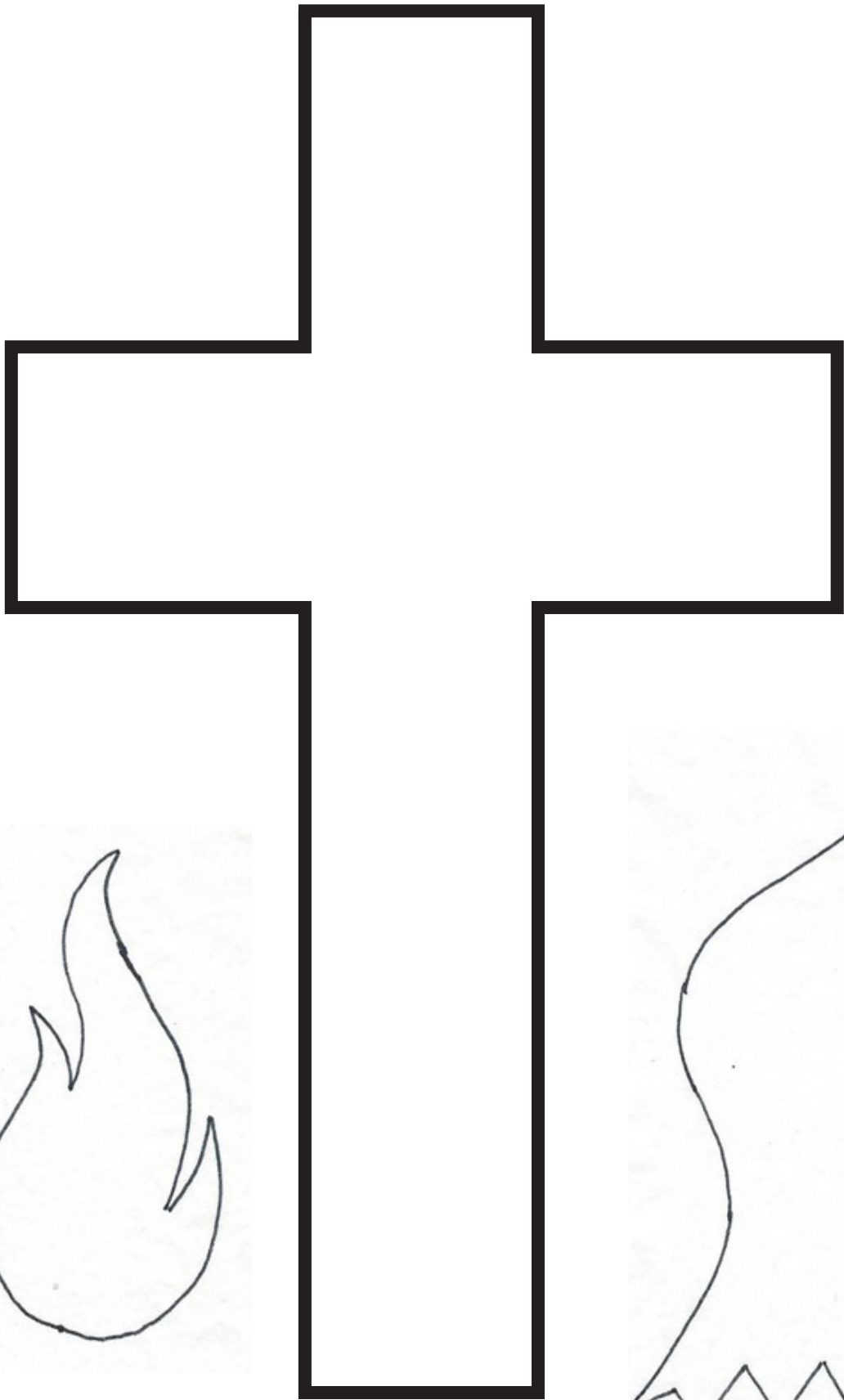
#### Materials Needed:

- felt (blue, white, red, yellow, black)
- 12" Dowels
- yarn
- shapes cut from cardstock
- scissors
- glue
- felt rickrack and other embellishments (optional)



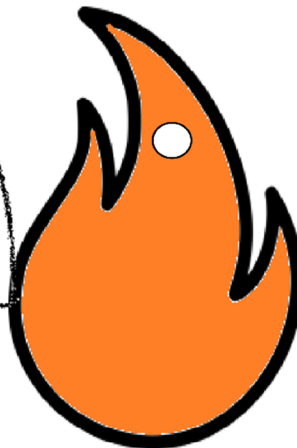
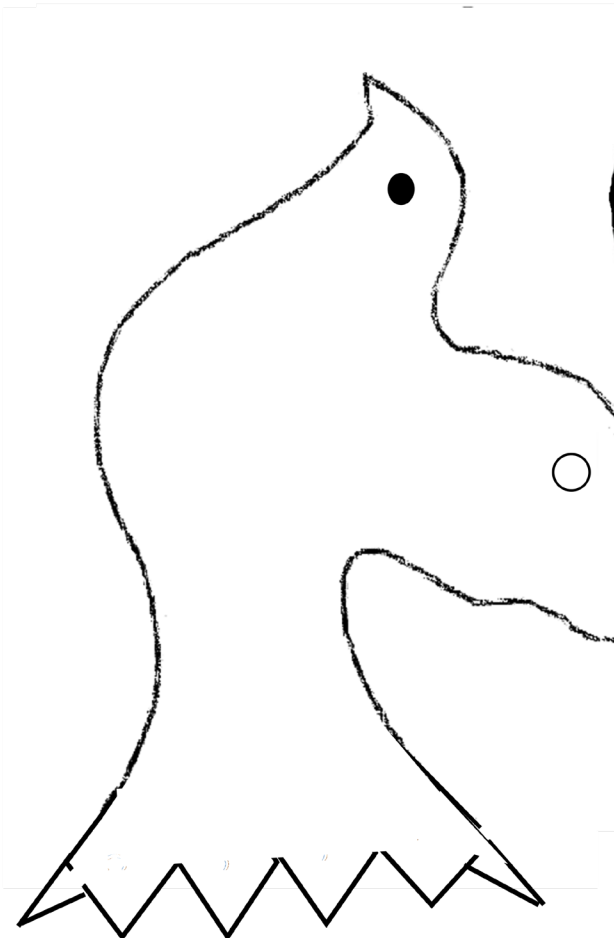
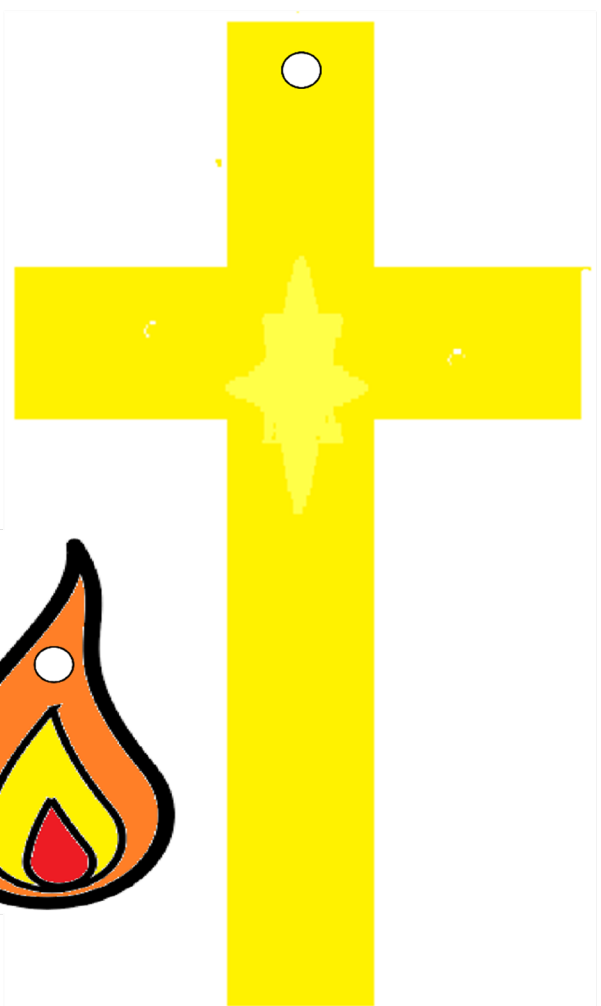
#### Materials Needed:

- toss rings
- pipe cleaners
- yarn
- shapes printed on
- cardstock
- scissors
- hole punches
- small ring





## 2. PENTECOST MOBILE SHAPES



## TUESDAY

God's Gift: **Teachers**

### 3. PHILIP AND THE ETHIOPIAN WREATH

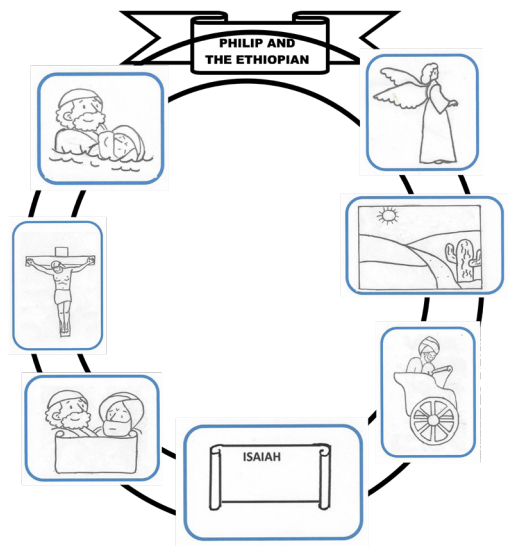
(more advanced craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Copy the Philip and the Ethiopian shapes onto white cardstock
2. Copy the wreath shape on colored cardstock (different colors)

#### CHILDREN

1. Color the Philip and the Ethiopian shapes
2. Cut out the Philip and the Ethiopian shapes
3. Discuss the Bible story and place them in the order in which the events took place around the wreath
4. Glue the pictures on the wreath



#### Materials Needed:

- shapes printed on cardstock
- scissors
- glue
- colored pencils

### 4. TEACHERS SHOW ME GOD'S WORD POP-UP

(basic craft) **Directions:**

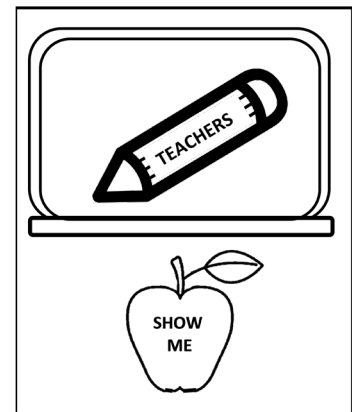
#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Copy the Teachers Show Me God's Word shapes onto white

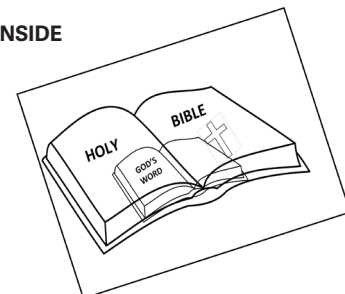
#### CHILDREN

1. The children choose a colored piece of cardstock for the background of their card
2. Fold the card in half so you have a card 5.5" X 8.5"
3. Cut out the teacher shapes
4. Fold the large Bible in half down the middle, making a nice crease.
5. Make two 1-inch cuts on the crease in the middle; space the cuts 1-inch apart
6. Poke the tab that was created by these cuts in the opposite direction into the inside and crease in the opposite direction (This is the pop up tab.)
7. Put glue on the back of the large Bible, except NOT on the tab
8. Matching up the folds, glue the large Bible onto the inside of the card
9. Glue the right side of the little Bible on the right side of the tab
10. Glue the other pictures on the front of the card as shown

FRONT

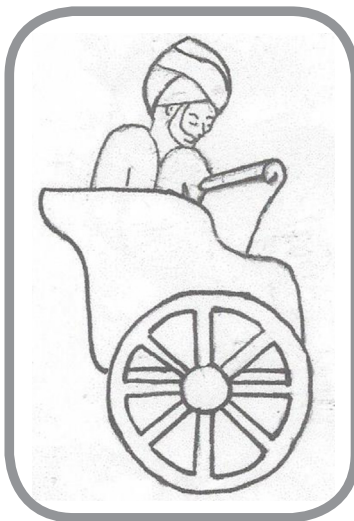
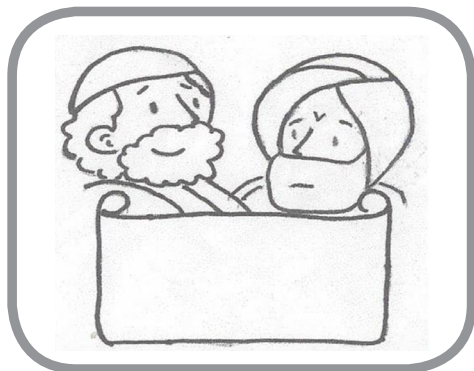
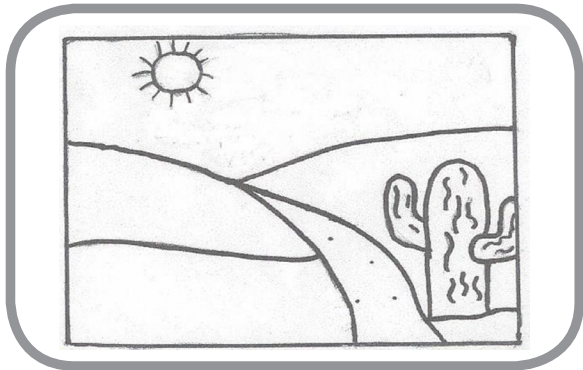
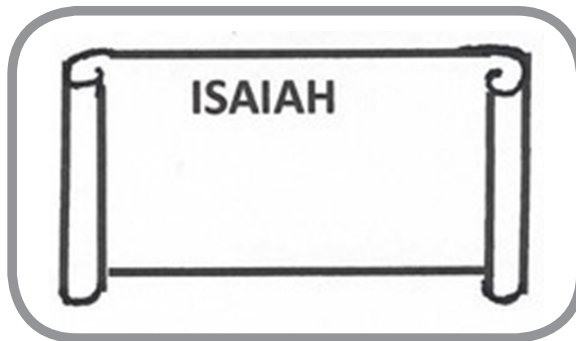
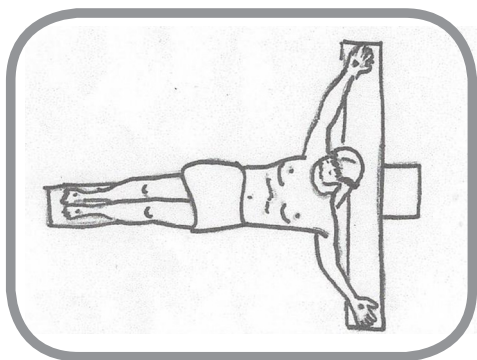


INSIDE

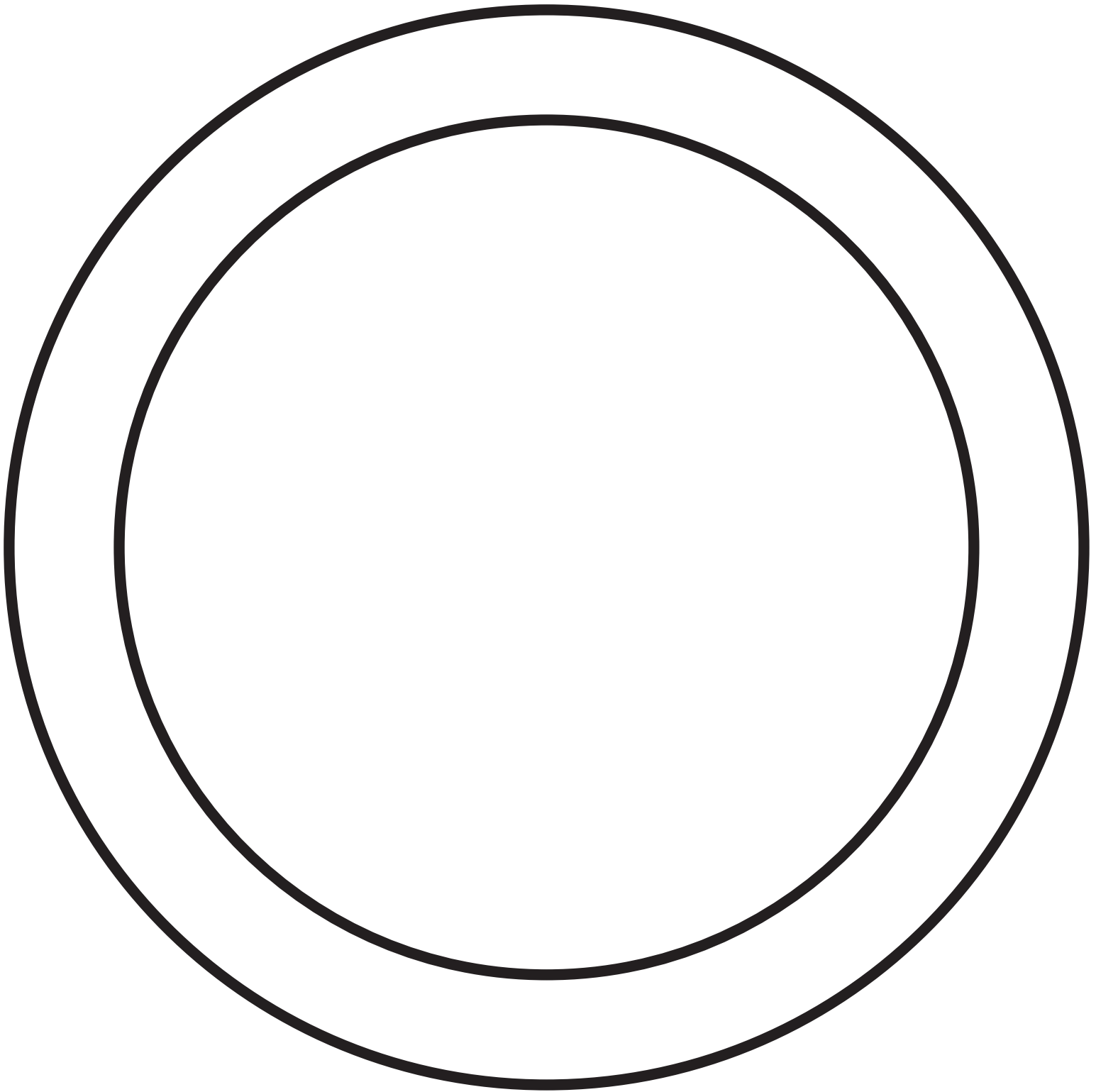


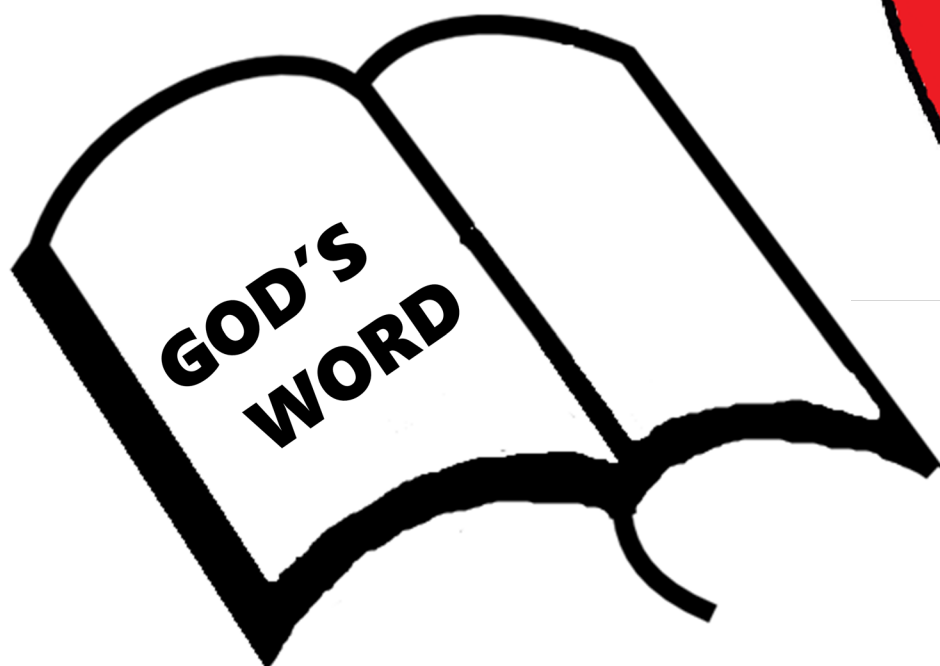
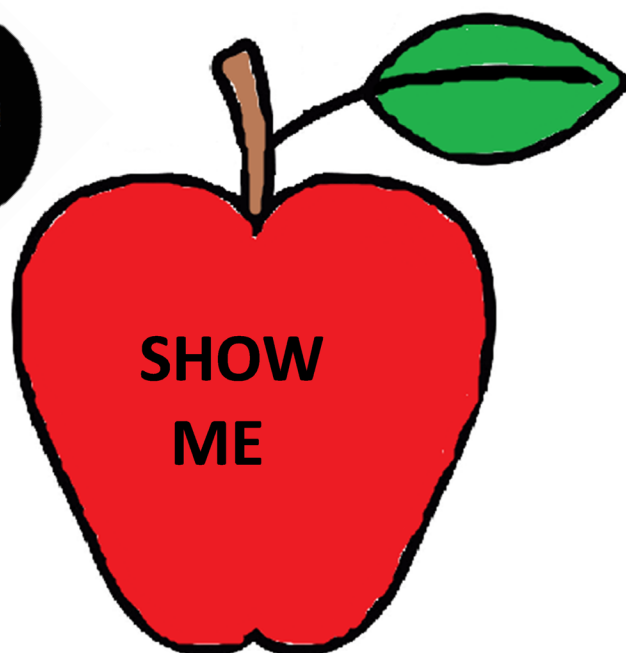
#### Materials Needed:

- 8.5" x 11" cardstock for card background
- shapes printed on cardstock
- scissors
- glue
- colored pencils



## PHILIP AND THE ETHIOPIAN





# HOLY

## Acts 8:30-31

<sup>30</sup> Then Philip ran up to the chariot and heard the man reading Isaiah the prophet. “Do you understand what you are reading?” Philip asked.

<sup>31</sup> “How can I,” he said, “unless someone explains it to me?” So he invited Philip to come up and sit with him.

# BIBLE





## WEDNESDAY

God's Gift: **Faith**

### 5. "FAITH" BEADED DOORKNOB BANNERS

(more advanced craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Cut a 2-yard piece of yarn, and thread needle
2. Print out the pattern
3. Tape last 6" of yarn on table at left
4. Thread 25 blue beads onto yarn. These beads will become Rows 1 and 2.
5. Thread the ribbon through every other bead to separate Rows 1 and 2. And tie the ribbon ends together at the top. This is your door knob hanger.
6. Working again with the threaded needle, string on the first bead in Row 3. Pass needle through last bead of Row 2 to secure. Continue adding and securing beads one at a time, until Row 3 is complete.
7. Remove tape from yarn end and tie yarn end together with yarn that finished row  
2. Glue the knot, pass threads through last bead added for the children to continue beading, and trim excess yarn from short end.

#### CHILDREN

1. Place the beaded pattern on table and match up the banner on top. Your pattern guide now tells you the color beads in each row that are needed.
2. Complete Rows 4 and 5. Pass needle through the above rows outer edge yarn and back through last bead added and continue banner. (This step must be completed for all left side turns.)
3. When approximately 6" of yarn is left, unthread the needle and tie another 2-yard length of yarn to the end, rethread needle, and continue banner.
4. Continue the remaining rows.
5. At the end of Row 25, repeat Step 2 to make an end knot, pass needle through yarn of previous row and back through loop. Repeat to end knot. Cut off excess yarn. You are done! Enjoy!

### OPTION B: CROSS DOORKNOB BANNER

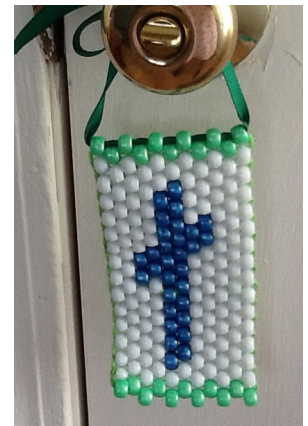
#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Cut a 2-yard piece of yarn, and thread needle
2. Print out the pattern
3. Tape last 6" of yarn on table at left
4. Thread 11 green beads onto yarn. These beads will become Rows 1 and 2.
5. Thread the ribbon through every other bead to separate Rows 1 and 2. And tie the ribbon ends together at the top. This is your door knob hanger.
6. Working again with the threaded needle, string on the first bead in Row 3. Pass needle through last bead of Row 2 to secure. Continue adding and securing beads one at a time, until Row 3 is complete.
7. Remove tape from yarn end and tie yarn end together with yarn that finished row  
2. Glue the knot, pass threads through last bead added for the children to continue beading, and trim excess yarn from short end.



#### Materials Needed:

- Tapestry Needle
- 10 Yards of Blue Yarn
- 1 yard of blue ribbon
- 50 Blue Pony Beads
- 59 Green Pony Beads
- 334 White Pony Beads



#### Materials Needed:

- Tapestry needle
- 5 yards of green yarn
- 24 inches of green ribbon
- 30 blue pony beads
- 22 green pony beads
- 116 white pony beads



## CHILDREN

1. Place the beaded pattern on table and match up the banner on top. Your pattern guide now tells you the color beads in each row that are needed.
2. Complete Rows 4 and 5. Pass needle through the above row's outer edge yarn and back through last bead added and continue banner. (This step must be completed for all left side turns.)
  - a. When approximately 6 inches of yarn are left, unthread the needle and tie another 2-yard length of yarn to the end, rethread needle and continue banner.
3. Continue the remaining rows.
4. At the end of Row 31, repeat Step 2 to make an end knot, pass needle through yarn of previous row and back through loop. Repeat to end knot. Cut off excess yarn. You are done! Enjoy!

## 6. "I SEE JESUS" — NO SEW PILLOW

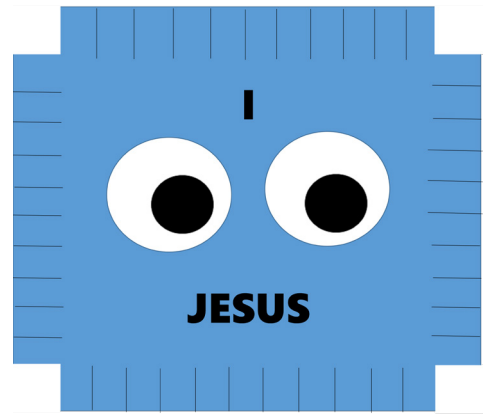
(basic craft) **Directions:**

### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Cut two 15" x 15" square solid blue (color optional) felt pieces
2. Stack two pieces of solid color fleece on top of each other.
3. Measure and draw a 2-inch square at each corner. Cut them out.
4. On all four sides measure and cut 2-inch slits, each one is one inch apart. Be sure to cut through both layers of fleece at the same time. This helps the fringes match up. (You may want to use chalk to draw the lines first.)
5. Trace and cut out the stencil face pieces and the letters onto the white and black felt.

## CHILDREN

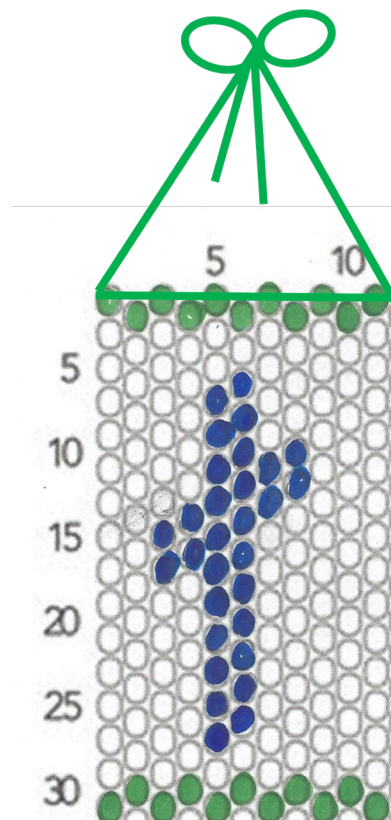
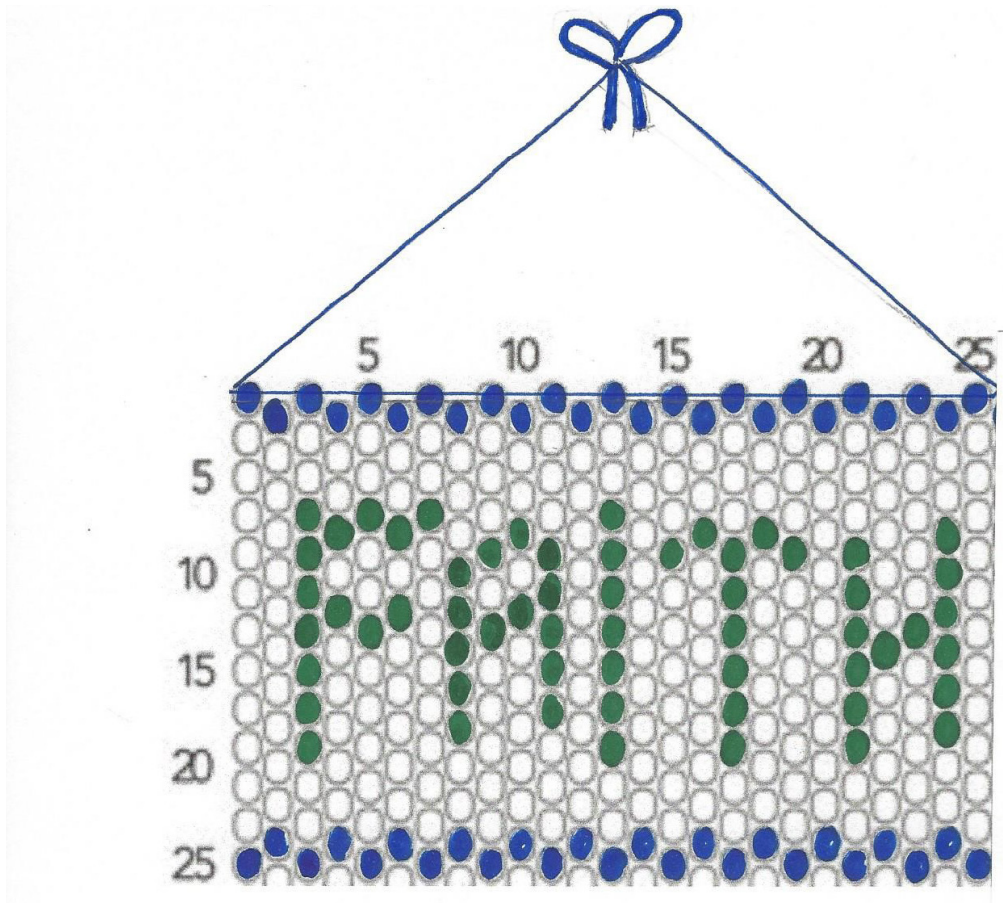
1. Make sure the bottom and top fabrics match up. Start tying the fringes together by tying the top piece to the matching bottom piece in a tight double knot. Keep doing this until you have completed three sides.
2. Tie most of the fourth side shut but leave four ties undone.
3. Stuff your pillow with the fiberfill.
4. Finish knotting the last four undone pairs fleece fringe on the pillow.
5. Glue on the felt face pieces and letters onto one side of your pillow following the design. The pillow is all done!

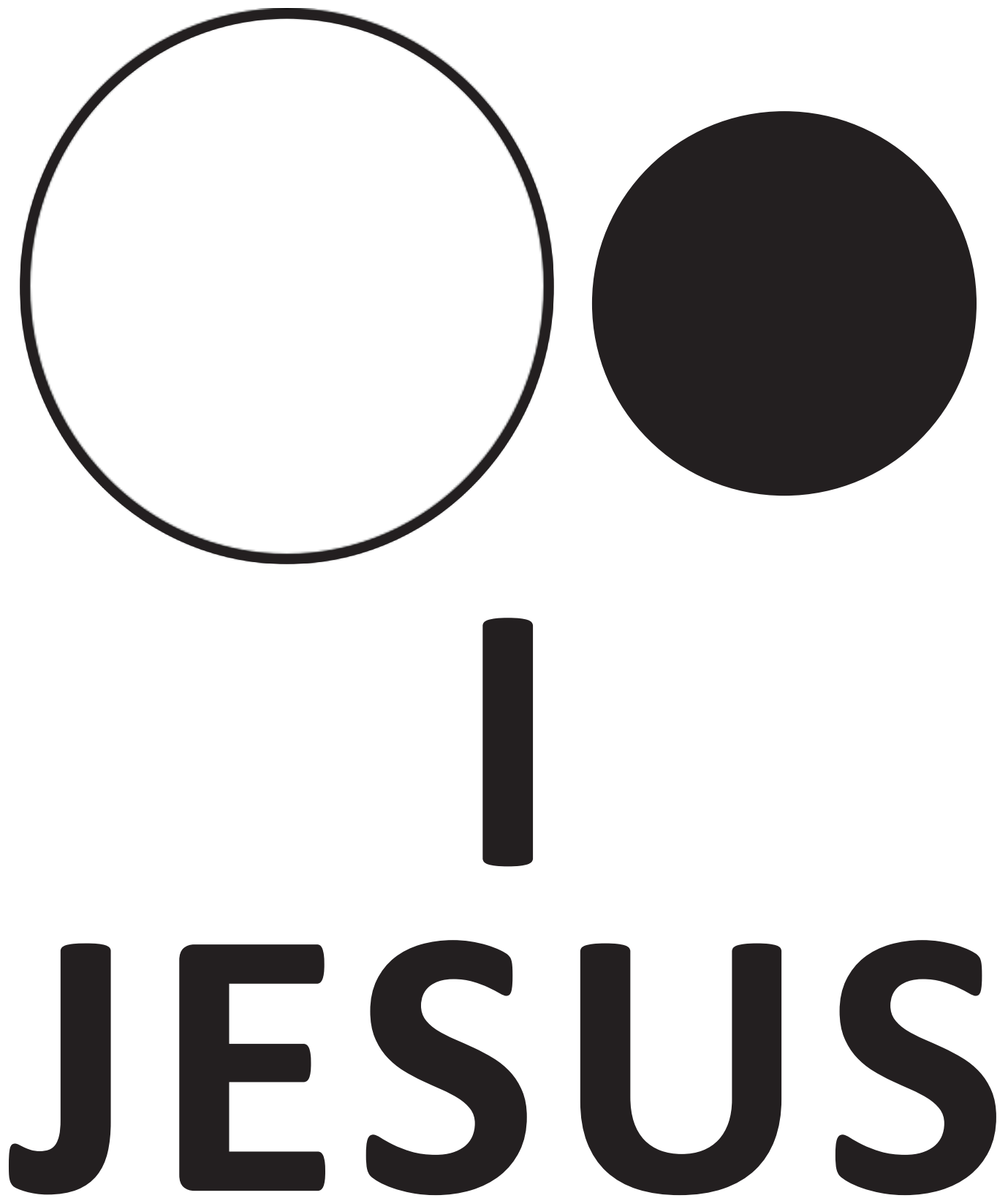


### Materials Needed:

- Two 15" x 15" pieces of blue fleece
- 6" x 9" White felt
- 6" x 9" Black felt
- Fiber fill
- scissors
- glue
- Face and letters stencils







## THURSDAY

God's Gift: *Joy*

### 7. "JOY" PICTURE ALBUM — WHERE DO I SEE GOD'S JOY

(more advanced craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Cut colorful (solids and prints) cardstock into 4" by 6" pieces. 8 pieces per photo album.

#### CHILDREN

1. Choose your eight (8) pieces of paper.
2. Center punch two (2) holes on one of the short sides of each paper.
3. Pile the sheets on top of each other, choosing the cover color and putting it on top. Make sure the holes line up.
4. Cut 20" of ribbon and thread each end through each hole from the back to the front.
5. Tie the ribbon in a bow in the front, securing the book together.
6. Paste the 3-inch circle on the cover.
7. Paste the card insert on the inside cover. >
8. Write "JOY" on the cover with gems. Glue them on.
9. Encourage the children to fill their books at home with photos of JOY!



#### Materials Needed:

- 15 inches of ¼-inch ribbon
- colorful cardstock (solids and prints)
- scissors
- hole punch
- glue
- 20 gems



### 8. "JOY" SLIP KNOT BRACELET

(basic craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Cut a 15" piece of cord
2. Put a dab of glue on each end of the cord. This will help the cord not fray.

#### CHILDREN

1. Thread the J, O and Y beads onto the cord, putting them in the middle.
2. Thread three secondary beads on each side of the JOY beads (Fastening this bracelet is pretty easy. Basically we're making a slipknot. If you have trouble learning the knot there are many websites or YouTube could help you.)
3. Lay the cord with the beads horizontal on the table.
4. Lay your beaded bracelet down vertical on the table.
5. Bring the left end down and curve it around, crossing over the top of the right end
6. Now measure 4" from the left end that is crossed over.
7. Fold the cord on the 4" spot, making a loop in the cord.
8. Lay the loop on top of the right hand cord end.
9. Keeping all the cords in place (the loop on top of the right end) grasp the cords with the thumb and finger of one hand.
10. Your thumb should be right on top of the loop.



#### Materials Needed:

- 15 inches of hemp cording
- "JOY" letter beads
- six (6) additional secondary beads
- glue
- scissors

11. Now grasp the short end of the loop cord with your other hand and wrap this short cord end around the cord bundle a few times. (Start by bringing that short cord end down behind the other two cords; now wrap it up over the front of all three cords, then wrap it down behind all three cords, and wrap it up over the front of all three cords.)
12. Take your thumb off the loop in the cord and thread the short tail of your wrapping cord through the loop formed.
13. Pull both ends to tighten the knot. After tightening and straightening, you should be able to slide the knot up and down on the beaded bracelet.

## FRIDAY

God's Gift: *Life*

### 9. CLAY BUTTERFLY AND VINE CROSS — NEW LIFE

(more advanced craft) **Directions:**

#### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. None

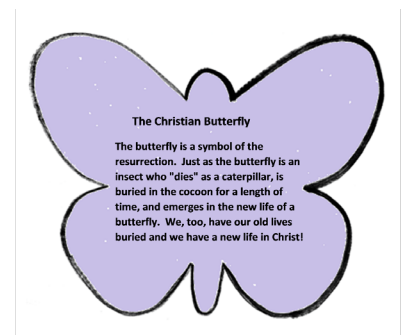
#### CHILDREN

1. Work brown clay in hands
2. Separate clay into two pieces, one piece twice as large as the other
3. Roll the large piece into a long snake; do not make it thinner than ¼-inch in diameter.
4. Fold it in thirds and twist. This is the vertical piece of the vine cross.
5. Roll the small piece into a long snake; do not make it thinner than ¼-inch in diameter.
6. Fold it in thirds and slide it into the vertical long piece, interlocking it at ¾ of the way up the vertical vine. Twist each end of this horizontal piece. You should now have a vine cross.
7. Take a few small pieces of clay of different colors and work them in your hands separately.
8. At the last minute, roll them together. (Do not mix them sooner or you will just come out with an all brown piece of clay.)
9. Cut the rolled-out clay with the butterfly cookie cutter.
10. Roll out a solid snake of clay for the butterfly body. Lay it on top of the butterfly in the middle vertically.
11. Place butterfly on the center of the cross.
12. Bake cross in a 275 degree (f) oven for 15 minutes.
13. Your discussion while making the necklace could include the symbolism of the butterfly and the Christian resurrection. We have a new life in Christ. Our life's connectivity with Jesus. Jesus states in John 15:5, "I am the vine, you are the branches." (Or you may want to print the butterfly card and cut it out to go with the cross.)



#### Materials Needed:

- 3 oz. brown Fimo Clay each
- multi-color package of Fimo Clay
- butterfly cookie cutter
- hemp
- baking sheet
- oven use



## 10. TISSUE PAPER — LIFE “STAINED GLASS”

(basic craft) **Directions:**

### CRAFT LEADER PREP WORK PRIOR TO CAMP

1. Print the stained glass pattern on cardstock
2. Cut out all white areas

### CHILDREN

1. Choose your tissue paper colors.
2. One at a time for each space, trace the outline of the space onto the tissue paper, cutting out the shape  $\frac{1}{4}$ -inch larger on all sides of the shape. Then put glue on the back side of the “window” area edge that you traced and stick that tissue paper cut-out on the back side of the “window” in the corresponding area.
3. Do this for each area.



### **Materials Needed:**

- cardstock
- tissue paper (various colors)
- glue
- pencils & scissors







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