



English Bible Camp Curriculum



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Overview of Each Day



Day 1

THEME: "Fear not! God does the impossible in Jesus."

STORY: Gabriel visits Mary (LUKE 1:26–38)

THEME VERSE: "For nothing will be impossible with God" (LUKE 1:37 NRSV).

VOCABULARY LIST: God, angel, to say, to love, holy, to fear, possible, impossible



Day 2

THEME: "Fear not! Jesus is the Good News!"

STORY: The angels announce the birth of Jesus to the shepherds (LUKE 2:8–20)

THEME VERSE: "And the angel said to them, 'Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord'" (LUKE 2:10–11 ESV).

VOCABULARY LIST: shepherd, night, glory to God, angel, peace, Savior, to be terrified, Good News, manger, suddenly



Day 3

THEME: "Fear not! Jesus is with you."

STORY: Jesus walks on water and saves Peter (MATTHEW 14:22–34)

THEME VERSE: "'Don't be afraid,' [Jesus] said. 'Take courage. I am here!'" (MATTHEW 14:27B NLT).

VOCABULARY LIST: disciple, boat, water, courage, faith, Son of God, to be terrified, wind, to save, to sink, lake



Day 4

THEME: "Fear not! Just believe."

STORY: Jesus raises Jairus' daughter from the dead and heals a sick woman (MARK 5:21–43)

THEME VERSE: "Jesus told him, 'Don't be afraid; just believe'" (MARK 5:36B NIV).

VOCABULARY LIST: girl, woman, faith, miracle, to be sick, to heal, to live, to die, to touch



Day 5

THEME: "Fear not! Jesus lives!"

STORY: Jesus appears after His resurrection (MATTHEW 28:1–10)

THEME VERSE: "But the angel said to the women, 'Do not be afraid, ... [Jesus] is not here, for he has risen, as he said'" (MATTHEW 28:5A, 6A ESV).

VOCABULARY LIST: to fear, to die, to live, cross, to be afraid, to rejoice, angel, tomb, to run, stone, to shake

English Bible Camp Overview

Welcome to the English Bible Camp (EBC) curriculum guide! This resource will equip and encourage you and your team as you partner with a host church and reach out to their community.

Whether this is your first time on an EBC team, or you are a returning friend, we are thankful to have you on board. This manual will assist you from the first reading of the curriculum to the moment the doors open that first exciting day at your host site. No matter your experience level with EBCs or your role on the team, we encourage you to read through the entirety of this year's curriculum. By doing so, you will be as informed and ready as possible to engage with your team and create a spectacular English Bible Camp.

Be Ready. Be Flexible.

"Many are the plans in the mind of a man, but it is the purpose of the LORD that will stand"
(PROV. 19:21).

Preparation is a good and responsible thing to do. It helps us see what the goals are and how we might accomplish them. However, even the best lesson plan will be taught and received differently. Teaching and learning are dynamic and sometimes unpredictable. Ministry is messy, and God can, and often does, bring beauty from the chaos. Expect that not everything will go as expected. Remember that no matter how well you stuck to the plan, it is still in our Father's hands — as are you!

Make the Plan Yours.

"For as in one body we have many members, and the members do not all have the same function"
(ROM. 12:4).

EBC teams are made up of individuals, each of whom God has given unique gifts. This curriculum cultivates and highlights those God-given talents. This guide reminds you of the main goals of the camp and provides many opportunities to flex your creative muscles. If you have a great idea (in the games, music or English sections, for example), be bold and share your thoughts with your team! Each team — and every camp — has its own individual flavor and rhythm; this is a beautiful gift from God.

Remember, our primary goal is to convey the Gospel of Jesus Christ to the camp participants and all those we meet. When you find yourself "off script" from the exact steps laid out for you here, that is perfectly OK! We pray that the Holy Spirit will lead you in all you say and do throughout this process so that Christ may be glorified through you.

Keep Calm and Carry On.

"But Jesus spoke ... 'Don't be afraid,' he said. 'Take courage. I am here!'" (MATT. 14:27 NLT).

This EBC's theme is "Fear Not." You may know how to teach it to the participants, but there may come a moment when things seem overwhelming, and you might wonder what exactly you have gotten yourself into. Uncertainty about the future can lead to anxiety and fear, but do not worry. This curriculum has been laid out to tell you what to expect and ease any concerns you may have. If you have participated in or led vacation Bible school in an American congregational setting, you can use that as a foundational experience. Children, Bible stories, volunteers,

decorations, theme music, sunshine and games are an excellent mental picture to start with when looking forward to an EBC. However, there are differences we want you to be aware of.

What You Don't Have to Do:

Your host congregation will provide a site and be there to provide daily food and drinks for your team and the participants. Local volunteers will help interpret and bridge the language gap throughout the day. The event advertisement, transportation for participants, the facilities being utilized and other logistical needs will all be taken care of by your hosts. Your host site likely has had experience hosting events, and the local missionaries who will be guiding you through orientation before camp starts have worked with English Bible Camps many times. They want to support you and answer your questions.

What You Get to Do:

When it comes to the camp program, your team is entirely in charge of the day's agenda, from doors opening to doors closing. (**Note:** Starting and ending times may vary from site to site.) Bear in mind the need to be flexible, and that the hosting congregation will likely incorporate their own ideas and input. *Remember, this experience is as much about building relationships with the local church as it is about putting on the camp.* Most likely, you will oversee more than one area of the program each day. You will prepare the materials, decorations, games and so on, either by bringing them or working with your hosts to provide them. You will set the schedule with the input of your host congregation. Whether you lead games, crafts, English, Bible, music or the opening and closing, you will set up the learning area, give instructions and run the rotations. You will greet participants when they come in the door, lead them from one rotation to the next, and send them off at the end of the day. The local volunteers (such as interpreters and helpers) will look to you for direction. You are a leader, not an assistant.

If the list you just read has you feeling overwhelmed, take a deep breath. Do not be afraid! This curriculum is going to help fill in the blanks. You are not in this alone; you have an entire team supporting, encouraging and learning with you as you go along. When the anticipation of English Bible Camp gets to be too much, take courage. Jesus is already there.

Prepare. Then Prepare Some More.

"Therefore, preparing your minds for action, and being sober-minded, set your hope fully on the grace that will be brought to you at the revelation of Jesus Christ" (**1 PETER 1:13**).

Before you get into all the logistics and specifics of the EBC, and before you even meet with your team, familiarize yourself with this material. Pray, and ask God to help you be in the right headspace and heart space to start this adventure. Go through the following questions on your own, using the space provided to jot down your thoughts. (Note: These questions are for your personal reflection and use. Sharing them with your team is encouraged but not required.)

Introspective Questionnaire

1. What drew me to sign up to be on an EBC team? _____

2. What gifts and strengths has God given me to use at the EBC and as a teammate? _____

3. What vulnerabilities or concerns do I recognize in myself that I want to pray about and/or talk with my pastor or team leader about before the EBC?

4. What areas of curriculum am I drawn to?

- ☐ English lesson
- ☐ Bible lesson
- ☐ Games
- ☐ Crafts
- ☐ Music
- ☐ Leading the opening
- ☐ Leading the closing

Why would I be a strong leader in these areas? _____

5. What areas of the curriculum might be a challenge for me to lead? What would make leading those sections more comfortable for me if my team needs me to? _____

6. What are my expectations for myself and others on the EBC team? _____

7. What am I excited about in this curriculum and the EBC experience? _____

Leadership and Team Responsibilities

"For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ" (1 COR. 12:12).

One member of your team will be designated as your team leader. He or she will be responsible for communicating with your hosts, keeping your team on schedule before and during the EBC, and planning pre-deployment logistics. (**Note:** If you are not sure if an item falls under your personal responsibility or that of the team leader, ask your leader. If he or she does not know, they may need to ask their short-term mission staff contact to be sure.)

After everyone has reviewed the curriculum, your team leader will schedule a meeting. You will become much better acquainted with the people on your team during the following weeks and months. It is crucial to lay a strong foundation, keep a positive mindset and keep Christ at the center. International service and the "camp atmosphere" have a way of bringing people together and creating bonds that last well beyond the return flight. The individuals on your team are about to become a big part of your life.

Team Meeting Agenda Recommendations

“Be ready for every good work” (TITUS 3:1B).

Meeting #1: Get to Know Your Team

- A.** The team leader should pick a neutral location to meet, such as your home congregation’s church building (if you are meeting in person). If you have not already met, introduce yourselves and get to know each other. Share how/why you decided to join this EBC and whether you have prior EBC experience.
- B.** Ensure everyone knows who the team leader is. Exchange contact information with everyone for efficient communication.
- C.** Make sure everyone has a copy of the EBC curriculum. Encourage one another to read through the curriculum before the next meeting.
- D.** Share your initial thoughts and expectations about working together and about the EBC.
- E.** Set the time and place for your next meeting.
- F.** Pray together as a team.

Homework to complete before your next meeting: During your next meeting, you will need to decide who is in charge of the following sections or rotations throughout the EBC: English, Bible, crafts, games, music, openings and closings. Some team members might have a few more responsibilities than others, depending on the size of your team. (See p. 7 for more details about how the camp day is run.)

Meeting #2: Roles and Responsibilities

- A.** Now that everyone has met and read the curriculum, discuss your thoughts regarding the EBC. Now would be an excellent time to share from the Introspective Questionnaire. For example, what are you looking forward to? Do you have any fears? How could the team work together to relieve any fears related to travel, rotation leadership or any other part of the EBC?
- B.** Discuss which areas of the curriculum and rotations you would like to lead. Make time to listen to everyone’s input. Some team members may know precisely which rotations or tasks they want, while others may need more direction.
- C.** Agree on which rotations/tasks each team member will manage or lead. Be honest with each other about your expectations. Clear communication is vital to be sure everyone is supported in their roles and responsibilities and that everyone is on the same page moving forward.
- D.** Schedule the time and place of your next meeting.
- E.** Pray as a team.

Homework to be completed before your next meeting: Start to prepare your section(s) of the EBC. Be ready to share your progress the next time you meet. Remember, if you have questions or concerns at any time, reach out to your team leader or teammates. You are all there to help each other!

Meeting #3: Preparation Progress

- A.** Check in with one another and encourage each other. Share your progress on the EBC sections that are your responsibility.
- B.** Discuss the plans for each section and give each other feedback. What do you like about the different ideas? Where is there room for improvement? Think about all the details.
- C.** Ask for help if you are stuck or running into any roadblocks.
- D.** Begin to compile a list of needed supplies.
- E.** Decide who will lead team devotions each morning and evening during the EBC.
- F.** Schedule the time and place of your next meeting.
- G.** Pray as a team.

Homework to be completed before your next meeting: Finalize your designated sections and tasks for the EBC so that you are fully prepared by the next meeting. This may include completing lesson plans, selecting games or choosing music. Write down any additional questions or notes you have about the program on your copy of the EBC curriculum. Remember to ask for help along the way if you need it!

Meeting #4: It's Time to Go!

- A.** Walk your team through the completed plans and activities for all your responsibilities at the EBC. Everyone should have their designated responsibilities prepared before leaving home.
- B.** Go over any unanswered questions. The more you communicate, the smoother things will go. It is never too early or too late to bring a particular item to the team's attention. For example, if you need assistance during a specific rotation or activity, let your team know now. If you are leading the opening and need volunteers, share that information ahead of time. Never assume that others will automatically know what you need from them.
- C.** Complete a final list of supplies needed. Designate whether they are supplies you need to bring or supplies the host is providing. The team leader should confirm the list of needed supplies with the host.
- D.** Pray as a team.

Homework before you depart for the EBC: Continue to communicate and review your plans. Remember, the more prepared you are, the better off you will be. But do not forget to stay flexible. Pack your bags — and make sure to take your curriculum with all your notes! English Bible Camp awaits! Fear not! You are ready!

How to Run an English Bible Camp Effectively

"The heart of man plans his way, but the Lord establishes his steps" (PROV. 16:9).

The following points are recommendations based on successful EBCs from previous years (and lessons learned when things could have gone more smoothly).

Team Assignments

For a team of four people, here is a suggestion about how to handle responsibilities:

Team Member #1 — Homeroom, games in the morning, closing

Team Member #2 — Homeroom, Bible, games in the afternoon

Team Member #3 — Homeroom, opening, crafts

Team Member #4 — Homeroom, English, music

This is just one suggestion. Divide responsibilities as best suits your team's preferences. The suggested responsibilities give each team member something to lead in the morning and something to lead in the afternoon.

Different English Abilities

EBC participants will vary in age and English comprehension. The English lessons will have suggestions to help you accommodate readers and pre-readers. Do not let your inability to speak the local language intimidate you. Local volunteers from your host congregation will be there to help you interpret throughout the different rotations.

Recommended Camp Schedule

In the schedule below, you'll notice that everyone starts together with the opening, then smaller groups go to homeroom where they will have an ice breaker and a vocabulary review. The participants then go to a rotation before a short break. They continue rotations until the homerooms meet again for Bible verse review. After lunch, there are fresh rotations for the afternoon along with another built-in break. The whole group comes together once again for the closing. Notice how the focus for the morning is on the core learning opportunities, while the afternoon is reserved for lighter activities to reinforce the concepts from the morning sessions.

SCHEDULE

9:00–9:25	Opening
9:30–9:45	Homeroom
9:50–10:20	Morning Rotation 1 (English Lesson, Bible Lesson, Games)
10:25–10:40	Break/snack
10:45–11:15	Morning Rotation 2 (English Lesson, Bible Lesson, Games)
11:20–11:50	Morning Rotation 3 (English Lesson, Bible Lesson, Games)
11:50–12:00	Homeroom
12:00–12:45	Lunch
12:50–13:20	Afternoon Rotation 1 (Crafts, Games, Music)
13:20–13:50	Afternoon Rotation 2 (Crafts, Games, Music)
13:55–14:10	Break/snack
14:15–14:45	Afternoon Rotation 3 (Crafts, Games, Music)
14:50–15:15	Closing

Did you see that we intentionally built in five-minute gaps between most blocks of time? Remember that it will take time for the participants to move between rotation stations. This allows the participants to get a drink of water, take a restroom break or simply have a moment to mentally relax. This is very important when learning a new language!

Note: Many factors determine an EBC program schedule. You and your host might decide to use a different schedule than the one provided. Your host congregation might begin later, end sooner, have longer times scheduled for food and drink breaks, or have other activities planned in addition to what you see here. If that happens, do not fear! These are all things your team leader will discuss with your hosts. For now, use this schedule to help give shape to your plans as you read through the curriculum.

This EBC Is for You Too.

When you lead your rotations and do everything you can to make sure things run smoothly, remember that this trip is not only about sacrificing your time and energy. We want you to enjoy your time. So, relax. Explore. Build relationships with your hosts and local volunteers. Work hard during the day and then enjoy the evenings to the fullest. Remember to eat, drink water and sleep. Even if you are the most prepared you can be, lack of sleep, hunger or dehydration can not only wear you out physically, but mentally and spiritually as well. Take care of yourself, give others (and yourself) grace, and do not forget to preach the Gospel to yourself as well as those you encounter at the EBC!

Camp Supplies

“And God is able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work” (2 COR. 9:8 NIV).

There are many everyday items your host congregation can provide for your use during the EBC. It is important to communicate ahead of time with them about this and ask what is available. Remember, you are working together with your hosts, and you are on the same team.

Since you will be traveling by plane, you’ll only be allowed a certain amount of luggage. Even if you have a generous luggage allowance, transporting multiple suitcases on-site can be challenging. Many places in the world use much smaller vehicles than in the U.S. You will likely need to bring some supplies with you, but the more materials you can source locally, the better.

If it turns out that a particular item does not fit in your bags or is not on hand locally, do not be afraid to get creative! We are all capable of adapting. This goes for supplies as well. That said, we want to stress that you should not wait until a week before your departure to gather necessary items. This 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 the EBC so that you can easily review it with your host congregation and determine what you need to bring.

Bonus Tip: If you are a Thrivent member and have a Thrivent Action Team, one person from your team could use this to help purchase supplies 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! Be sure to check current Thrivent Action Team rules to ensure that your planned use is within the boundaries.

You're Almost Ready.

"Fear not, for I have redeemed you; I have called you by name, you are mine" (ISAIAH 43:1B).

As you prepare to go and serve, remember that God knows you. He calls you by name. You are His child, and He is with you every step of this journey.

Ultimately, the Holy Spirit is the one who brings people to faith. So, prepare for the work that you are being sent to do, but please don't be afraid or anxious. Pray for the participants, volunteers and the church you will be working with. Pray for your team. Pray that in all things, God will be glorified. We've seen God bring people to faith through short-term teams that looked like failures from a human perspective. It is in His hands.

Please continue to nourish your own faith through regular participation in worship, Bible study and personal devotions. You can't prepare for every question you may be asked or every situation you may encounter. God gives us the gifts of Word and Sacrament to strengthen and keep us in the faith, which prepares us to share the hope we have in Jesus. You are in our prayers as you serve our Lord both at home and internationally!

Supply List

Use the space below to compile your list of needed supplies.

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____



Openings and Closings

Opening Day 1

Props List:

- Imaginary letter or simple prop for the message
- Optional: Simple costumes or accessories for the actors (for exaggerated expressions)

Welcome

Leader, “Who here has ever experienced fear? Has ever been afraid? Go ahead, raise your hand if you have ever experienced fear.” (*Raise your hand.*)

(Allow time for translation and for participants to raise their hands.)

Briefly, tell a story of something that causes you to fear (e.g., spiders, snakes, riding in an air-plane, etc.). Be certain your storytelling is brief, because it must be translated, as well as being animated and expressive. Here’s an example:

“Spiders scare me.” (Strike a ‘fear’ pose.) (Allow for translation.)

“One hot day (wipe the sweat from your brow) I was sitting in the shade of a tree, trying to stay cool (look exhausted from the heat). (Allow for translation.)

“When all of a sudden, a spider dropped down right in front of me (use your fingers and hands to show the spider dropping down right in front of your face), and I screamed (panic look and a scream). (Allow for translation.)

Leader, “Fear is something everyone experiences. What are some things that cause you fear?” (Depending on your setting, allow several participants to share their fears in English or through the interpreter.)

(Allow for translation.)

Leader, “The Bible talks about fear. Did you know that the phrase ‘fear not’ occurs in the Bible about 365 times? God knew we would have to deal with our fears quite a bit.”

(Allow for translation.)

Leader, “The Bible gives us all sorts of encouragement to ‘fear not!’”

(Allow for translation.)

Leader, “This entire week, we will hear encouraging words from the Bible to ‘fear not!’”

(Allow for translation.)

Song

Introduction

Leader, “Today, we will learn ‘Fear not! God does the impossible in Jesus.’ Whenever someone says today’s Bible Point, ‘Fear not!’ , (*demonstrate signing ‘fear not’ in ASL.*)”

(Allow for translation.)

Leader, “You finish the Bible Point by saying, ‘God (point up) does the impossible (cross arms in an X) in Jesus (*ASL sign Jesus*).”

(Allow for translation.)

Practice repeating the Bible Point several times.

Skit: “Mysterious Message”

Of course, Sofia and Luca are fictitious names and can be replaced by the names of the actual actors.

Luca: (Speaking in both English and the participants’ first language) Hello, Sofia!

Sofia: (Enters with a surprised expression, holding an imaginary letter) Oh, look! It is a message from a friendly messenger!

Luca: (Enters, equally surprised) You are right, Sofia! This message is more surprising than finding a talking parrot in your cereal box! What does it say?

Sofia: (Holds the imaginary letter up high) It says, “Fear not! Something amazing is going to happen!” It is like a puzzle!

Luca: (Nods with understanding) I think I’ve got it, Sofia! Something incredible is going to happen!

Sofia: (Excitedly) That is right! The friendly messenger said something incredible is going to happen, and we get to be a part of it!

Luca: (Over-the-top joyful) Wow! We have to share this incredible news!

Sofia: (Pretends to make a big announcement) Everyone, gather around! We have a fantastic message to share!

Luca: (Acting like a messenger, shouts excitedly) Listen up, friends! Amazing things are coming our way! Get ready to believe in the impossible!

Sofia: (Whispers to Leader) And you know what, Leader? Like the messenger said, we don’t need to be afraid because something wonderful is happening, and we can be a part of it!

Luca: (Nods with deep understanding) That is right, Sofia! No matter how surprising or impossible things seem, we can believe something fantastic is on the horizon!

Interactive Component:

Luca: (Addressing the participants) Can you all pretend to receive a surprising message like we did?

Participants: (Imitate the actors by pretending to hold a message and reacting with surprise)

Sofia: (Including participants) Just like we received that surprising message today, Mary received a surprising message from God in the Bible!

Luca: (Including participants) That is right! In the Bible, Mary learned she would have a special baby named Jesus. Our theme today is "Fear not! God does the impossible in Jesus."

Simple Dialogue or Activity with Leader:

Leader: (Addressing participants) Who has ever received a surprising message here?

Participants: (Simple responses, like raising their hands)

Leader: (Inviting participants) Can you all pretend to be messengers like Sofia and me and share a surprising message with a friend?

Participants: (Engage in a playful, imaginary activity)

Leader: Great job! Just like Mary received an amazing message from God, we can trust that God does the impossible in Jesus.

Dismissal

Give clear instructions on what participants should do next so that they can get to the next activity with a minimum of confusion.

Closing Day 1

Welcome

Say, "Welcome to the end of day one!" *(Allow for translation.)*

Say, "Raise your hand if you learned something new today!" *(Allow for translation and time for raising hands.)*

Say, "Who would like to share something they learned today? We will have two or three people share in your language or in English." *(Allow for translation; call on two or three participants to come forward.)*

Participants share what they learned. If you notice that someone did not understand something from the day, build on it by restating what you wanted them to learn that day without stating that what they said was wrong.

Song

Review Activity: "Doing the Impossible"

Main idea: Fitting a person through a hole in a piece of paper, which initially seems impossible, serves as a tangible metaphor to show participants that they can also trust God to accomplish the impossible with Jesus by their side. This reinforces the Bible Point for the day.

Materials: Several pieces of paper, scissors

Be sure to practice ahead of time so you cut the paper correctly! See the diagram on Page 15.

Instructions:

- A.** Gather the participants in a circle and introduce the activity by talking about how sometimes things seem impossible, just like the Bible Point for today, "God does the impossible in Jesus."
- B.** Explain that you have a little challenge to prove that even the impossible can become possible with God.
- C.** Ask one or more participants to make a hole in a piece of paper big enough for a person to fit through. Allow them to try. If someone finds the right solution, congratulate them.
- D.** After a few tries, take a fresh piece of paper. Fold it in half the long way and then fold it the short way to make quarters. Starting from the last fold, cut $\frac{1}{4}$ " off the folded edge, except for the last inch of the paper. Unfold once and, starting on the folded side, cut slits almost all the way across the paper, alternating directions. Your last cut should be from the folded side, just above the part that is uncut. When you open the paper up, you should now have a circle that you can easily fit a person through. *See diagram on Page 15.*

Connect this activity to the Bible verse,

- E. Say,** "This reminds us of today's Bible verse, 'For nothing will be impossible with God.'" It seemed impossible for a person to fit through a piece of paper, just like it seemed impossible for Mary to have a baby who is God. We fit a person through the paper with careful cutting, but the power of God is no trick! God has the power to do anything, even sending Jesus to be the Savior of the world."
- F. Say,** "Please remember that you can trust God to make the impossible possible when you face tough situations. Say today's Bible Point with me: 'Fear not! God does the impossible in Jesus.'"
- G. Say,** "Have faith in God's power. He cares so much for you that He sent Jesus. God can do the impossible."

Announcements

On the first day, you will probably have more announcements than usual. In particular, give instructions about things to leave behind, such as their Activity Booklets or name tags, and things to take with them, such as their craft project and take-home page.

If there are any special theme days during the week where they would need specific clothing, announce those now. If you know when the parent program will be, include that information as well.

Announcements convey critical information, so it may be best to go over the announcements ahead of time with the local team and have them do the announcements in the local language.

Prayer

If possible, have the local pastor or other church leader say the closing prayer in the local language. If not, say a simple prayer such as, "Dear Jesus, thank You that You can do the impossible. Give us faith to trust in You, our Savior. Amen."

Dismissal

Say, "It was so good to meet you at camp today! Say today's theme with me one more time: 'Fear not! God does the impossible!' See you again tomorrow!"

How to cut the paper for “Doing the Impossible”

#1



Fold the paper in half
long ways.

#2



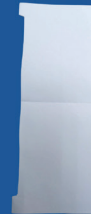
Fold it the other way
to make quarters.

#3



Starting from the folded
corner, cut away the fold
to within 1 inch of the top.

#4



Open the paper once.

#5



Cut alternating slits
most of the way
across, starting from
the folded side.

#6



Open to reveal a
paper circle.



Opening Day 2

Introduce the Day's Theme

Leader, "Before we hear what we will learn today, who remembers what we learned yesterday?" (*Raise your hand.*) (*Allow for translation.*)

(*Allow participants to raise their hands and share.*)

Leader, "Think about how your body feels when you are afraid. I need a few volunteers to come forward and show us what it looks like when you are afraid."

(*Allow for translation.*)

(*Depending on your setting, allow several participants to come forward and share what it looks like when they are afraid.*)

Leader, "Wow! Thank you so much for sharing."

(*Allow for translation.*)

Leader, "Okay, let's all strike our best fear pose. Please turn to the person next to you and give them your best fear pose on the count of three."

(*Allow for translation.*)

Leader, "One, two, three..." (*Strike your fear pose with the participants.*)

(*Allow for translation.*)

Leader, "Yesterday, we learned fear is something everyone experiences, and that God knows we would have to deal with our fears, so He gives us all sorts of encouragement in the Bible to 'Fear not!'"

(*Allow for translation.*)

Leader, "Today, we will hear encouraging words from the Bible to 'Fear not! Jesus is the Good News!'"

(*Allow for translation.*)

Song

Skit: "Good News Discovery"

Sofia: (Excitedly) Hey there, Luca! I heard something amazing today. They say there is a special message of hope and joy that can take away all our fears!

Luca: (Curious) A message of hope and joy? I could use some of that right now, Sofia. Lately, I have been feeling a bit scared and uncertain about things.

Sofia: (Comforting) Luca, you know what we have been learning at camp, right? We have been learning, "Fear not! Jesus is the Good News!"

Luca: (Thoughtful) Yes, Sofia, but how can Jesus take away my fears?

Sofia: (Encouraging) Let me show you. (Invites a camp leader to come up) Hey, friend, do you have a fear that you would like help with?

Camp leader shares a simple fear or concern.

Sofia: (Empathetic) Thank you for sharing. Luca, let us help our friend see how Jesus is the answer to this fear.

They converse with the camp leader, discussing their fear and how Jesus can bring comfort and hope.

Luca: (Reassuring) You see, friend, no matter what we are afraid of, Jesus is with us. He is like a comforting friend who reminds us that we are never alone.

Sofia: (Encouraging) That is right. When we feel lonely or scared, we can pray to Jesus, and He will listen. His love and presence can give us peace in the middle of our fears.

Luca: (Eager) And just like the shepherds in our Bible story, when we hear the Good News about Jesus, it fills our hearts with joy and hope because Jesus came to be our Savior. That is how Jesus is the answer to our fears.

Sofia: (Smiling) So, our daily message, "Fear not! Jesus is the Good News!" means that with Jesus, we can face anything and find comfort, hope and joy. Jesus died and then rose from the dead. He faced death, sin and fear for us.

They connect the conversation with the Bible Point, "Fear not! Jesus is the Good News!"

Leader: (Applauding) What a beautiful moment, Sofia and Luca! You helped our friends see that Jesus is the answer to their fear, just like in our Bible story.

Sofia: (Enthusiastic) Yes! We learned that when we trust in Jesus, our fears can turn into hope and joy because "Fear not! Jesus is the Good News!"

Luca: (Smiling) And that is a message we will carry daily.

Leader: (Excited) Exactly! So, every day, we will have new stories and verses to discover and remember, "Fear not! Jesus is the Good News!"

Daily Theme

Leader, "Today, we will learn 'Fear not! Jesus is the Good News!' Whenever someone says today's Bible Point, "Fear not!" (*sign 'fear not'*).

(Allow for translation.)

Leader, "You finish the Bible Point by saying, 'Jesus is the Good News!'" (Motion with hands. Create your own motions or use ASL.) (Demonstrate the movement for each word as you say that word aloud.)

(Allow for translation.)

Practice repeating the Bible Point several times.

Dismissal

Give clear instructions on what participants should do next so that they can get to the next activity with a minimum of confusion.

Closing Day 2

Welcome

Say, "Welcome to the end of day two!" (*Allow for translation.*)

Say, "Raise your hand if you learned something new today!" (*Allow for translation and time for raising hands.*)

Say, "Who would like to share something they learned today? We will have two or three people share in your language or in English." (*Allow for translation; call on two or three participants to come forward. Try to call on different participants each day.*)

Participants share what they learned. If you notice that someone did not understand something from the day, build on it by restating what you wanted them to learn that day without stating that what they said was wrong.

Song

Review Activity: "Good News Scavenger Hunt"

Adjust this activity to fit the available time, space and number of participants. See Page 20 for options.

Materials Needed:

- Printed or written clues (related to the Bible Point and verse) on separate paper or cards
- Small prizes or stickers (optional)

Instructions:

Say, "You will go on a 'Good News Scavenger Hunt' to discover the good news related to Jesus." (*Explain the plan based on the options you have decided to use.*)

- Provide the first clue leading to a specific location or object (to each participant, group leader or the whole group).
- As participants follow each clue, they will find additional clues leading them to the next location and clue.
- At each location, encourage the participants to read aloud the Bible Point and verse associated with that clue.
- Once they reach the final clue, it should lead them to a special surprise or message emphasizing that Jesus is the Good News.

Connect this activity to the Bible verse: Conclude the activity by discussing the importance of sharing the good news about Jesus with others and how it brings joy to all people.

This activity engages participants in an exciting scavenger hunt while reinforcing the Bible Point and verse for the day, helping them understand that Jesus is the ultimate Good News.

Examples of Clues: *(Adapt to your setting and location.)*

Clue 1: "Begin where we learn about Jesus. Find the room where stories about Him are told."

Clue 2: "Now, go to where we remember Jesus' birth. Look for a small bed where baby Jesus is kept."

Clue 3: "Next, find where angels bring good news. Look for pictures or messages that make people happy."

Clue 4: "To where we sing and play music, proceed. Look for your clue where we make joyful sounds."

Clue 5: "Now run to where we find nature's play. Look for your next clue where trees and flowers sway."

Clue 6: "Keep going, you are almost there. Find your clue where we sit quietly and talk to God."

Clue 7: "One more to go, don't slow down. Find your last clue where we eat and gather around."

Clue 8 (Final Clue): "Well done, you have finished the chase. Gather 'round, it's time to embrace. Jesus is our Good News for you and me. Share His love, joy and message of glee!"

Announcements

Remind participants about things to leave behind, such as their Activity Booklets or name tags, and things to take with them, such as their craft project and take-home page.

Specifically focus announcements on anything they need to know for the next day but also remind them of the time/date of the parent program.

Announcements convey critical information, so it may be best to go over the announcements ahead of time with the local team and have them do the announcements in the local language.

Prayer

If possible, have the local pastor or other church leader say the closing prayer in the local language. If not, say a simple prayer such as, "Dear Jesus, thank You that You are the good news for our salvation. Help us to trust in You always. Amen."

Dismissal

Say, "It was so good to see you at camp again today! Say today's theme with me one more time: 'Fear not! Jesus is the Good News!' See you tomorrow!"

Adapting the Scavenger Hunt for larger groups, less time or smaller spaces:

Limited space and/or time:

- A.** Keep the answers to all the clues within your closing space, perhaps by using pictures to represent them.
- B.** Instead of physically having the whole group move, have one or two participants physically go to the clue. Switch participants for each clue. The group will help look around the space and point to the answer to the clue.
- C.** Reduce the number of clues. Clues 1, 2, 3 and 8 will still provide a good review of the story.

Larger groups:

- A. Create multiple sets of clues.** Prepare several sets of clues, each with a distinct starting point, to accommodate more than one group of participants. Assign each set a different color or symbol to help identify which group follows which clues.
- B. Assign leaders.** Appoint responsible leaders or volunteers to guide each group. Each leader will carry the set of clues assigned to their group.
- C. Start simultaneously.** Have all the groups start simultaneously from their designated starting points.
- D. Separate routes.** Ensure that each group follows a unique route, so they don't overlap or interfere with one another.
- E. Final clue gathering.** Arrange for all groups to converge at the same final destination or gathering point to share the last clue together and conclude the activity.



Opening Day 3

Props List:

- Toy life preserver
- Makeshift cape (a bedsheet or towel will do)
- Toy bridge or a plank on supports
- Silly sound effects or noisemakers
- Optional: Silly costumes or accessories for the actors (for exaggerated expressions)

Introduce the Day's Theme

Leader, *(Be expressive.)* "Before we hear what we will learn from today's lesson, let us recap what we have learned. Who can share some of the Bible Points we have learned?"

(Allow for translation.)

Leader, "God knows that there are things that cause us to fear, and so He reminds us in the Bible that we can, 'Fear not!' Who remembers some of the Bible memory verses?"

(Allow for translation.)

Leader, "The Bible gives us all sorts of encouragement to 'fear not!' Today, we are going to learn 'Fear not! Jesus is with you.' That is what we will hear about in today's Bible story.

(Allow for translation.)

Note: The following is a guide to retelling the Bible story. Use expressive animation as you retell the Bible story.

Leader, "Jesus told His friends to go ahead of Him in a boat while He stayed behind to pray."

(Allow for translation.)

Leader, "The night came, and the boat with Jesus' friends was far from the shore, gently rocking on the wavy water."

(Allow for translation.)

Leader, "Then something incredible happened. In the middle of the night, Jesus walked on the water! Yes, you heard it right. He walked on the water toward the boat."

(Allow for translation.)

Leader, "When His friends saw Him, they were so scared! They thought they saw a ghost!"

(Allow for translation.)

Leader, "But Jesus called out to them, saying, 'Do not be afraid! It is me!'"

(Allow for translation.)

Leader, "One of His friends, Peter, was very brave. He said, 'Lord, if it is really you, tell me to come to you on the water.' Jesus smiled and said, 'Come, Peter.'"

(Allow for translation.)

Leader, “And guess what? Peter stepped out of the boat and walked on the water too! He was doing it!”

(Allow for translation.)

Leader, “But then, he looked at the strong wind and the big waves around him and got scared. Peter began to sink into the water.”

(Allow for translation.)

Leader, “Quickly, he cried, ‘Lord, save me!’ And do you know what Jesus did? He reached out His hand and caught Peter.”

(Allow for translation.)

Leader, “Jesus and Peter got back into the boat. Jesus stopped the storm.”

(Allow for translation.)

Song

Skit: “The Wobbly Bridge”

Actor 1: (Wearing a worried expression and holding a toy life preserver) Oh no, Actor 2! Look at that wobbly bridge! It is shaking so much!

Actor 2: (Posing as a superhero with a makeshift cape) Do not be scared, Actor 1! Super Actor 2 is here to help you!

Actor 1: (Nervously) Really, Actor 2?

Actor 2: (Confidently) Yes! Watch me!

Actor 1: (Takes a cautious step onto the bridge, acting unsteady)

Actor 2: (Flexes exaggerated muscles and makes superhero sound effects) See, Actor 1? We can do it together!

Actor 1: (Pretends to wobble and stumble)

Actor 2: (Acts as if supporting Actor 1) I have you, Actor 1!

Participants: (Giggle and cheer)

Actor 1: (Becomes playful and dances across the bridge)

Actor 2: (Joins in the fun, still in superhero mode)

Participants: (Laugh and clap along)

Actor 1: (Takes a bow with a big smile)

Actor 2: (Strikes a final heroic pose) A good attitude and great friends help, but only God can do the impossible! Thankfully, He is the one who steps in and saves us — not only from storms but also from sin, death and the devil.

Interactive Component:

Actor 1: (Addressing the participants) Hey, can you all pretend to cross the wobbly bridge with us?

Participants: (Engage in playful movements as if crossing the bridge)

Actor 2: (Inviting a few participants up) Great job, participants! You are brave!

Participants: (Join in and enjoy the activity)

Daily Theme Chant with Actions:

Leader: (Teaching participants) Let us all say together, "Fear not! Jesus is with you." Repeat after me!

Participants: (Repeat the phrase and learn simple actions, striking a "fear" pose when saying "fear")

Connecting to the Bible and Theme:

Actor 1: (Including participants) Just like Actor 2 helped Actor 1 cross that wobbly bridge by being with him, Jesus is always with us. In today's story, He was with His friends in the storm.

Actor 2: (Including participants) That is right! In the Bible, Peter experienced that Jesus was with him in a scary situation. Today's theme is "Fear not! Jesus is with you."

Simple Dialogue or Activity with Leader:

Leader: (Addressing participants) Who here has ever been a little afraid of something?

Participants: (Simple responses, like raising their hands)

Leader: That is okay! Even Peter was scared when he saw the storm. But Jesus helped him replace his fear with faith in Jesus.

Participants: (Listening attentively)

Leader: (Inviting participants) Can you all pretend to walk on water like Peter?

Participants: (Engage in a playful, imaginary activity)

Leader: Great job, participants! Just like Peter, we can trust Jesus and not be afraid.

Dismissal

Give clear instructions on what participants should do next so that they can get to the next activity with a minimum of confusion. At this point in the camp week, emphasize anything that is different since they will be getting used to the routine.

Closing Day 3

Welcome

Say, "Welcome to the end of day three!" (*Allow for translation.*)

Say, "Raise your hand if you learned something new today!" (*Allow for translation and time for raising hands.*)

Say, "Who would like to share something they learned today? We will have two or three people share in your language or in English." (*Allow for translation; call on two or three participants to come forward. Try to call on different participants each day.*)

Participants share what they learned. If you notice that someone did not understand something from the day, build on it by restating what you wanted them to learn that day without stating that what they said was wrong.

Song

Review Activity: "Sea of Faith"

Main point: This review activity helps participants visualize and experience the Bible story while reinforcing the key message that they don't need to be afraid because Jesus is with them.

Materials Needed:

- A blue bedsheet, large piece of blue fabric or a blue disposable tablecloth
- Small toy boats or paper boat cutouts (enough for each participant)
- Small action figures or figurines representing Jesus and Peter (you can use the images from the Bible lesson)
- A small fan (optional)

Activity Steps:

Set the Scene: Lay the blue bedsheet or fabric on the ground to represent the sea. Place the small toy boats on it. Position the figurines of Jesus and Peter near the edge of the "sea."

Introduction: Gather the participants and tell them that they are going to experience the story of Jesus walking on water just like in Matthew 14:22–33. Emphasize that this story is about how we are not afraid because Jesus is with us.

Role-Play: Ask for volunteers to take on the roles of Jesus and Peter. They can place the figurines on the "sea." The other participants can hold their small toy boats and stand around the "sea." With larger groups, have a few participants take on these roles up front.

Reenact the Story:

- a. Have the participants holding the figurines act out the story.
- b. Encourage them to use their imagination and make it fun.
- c. Prompt the acting out of the story by saying, "What happened first?" "What happened next?"
- d. Jesus can "walk" on the fabric while Peter takes a few steps out of a boat (one of the toy boats) and then pretends to "sink" when he gets scared.
- e. **Fun Wind Activity (Optional):** If you have a small fan, you can use it to create a gentle breeze while reenacting the story. This adds a fun element to the activity.

Connect Activity with Bible Verse:

- a. After the reenactment, have the volunteers put their props down out of their reach.
- b. Gather the participants and **say**, "How did Peter feel when he started to sink?"
- c. **Say**, "I sometimes feel afraid. When do you feel afraid?"
- d. **Say**, "No matter what scary things happen, Jesus is with us. Jesus told Peter not to be afraid because Jesus was with Him. He is with us, just like in the Bible verse."

Encourage Trust:

- e. **Say**, "We can trust Jesus when we are afraid. We know He is always with us even if we can't see Him. Say today's Bible verse with me:"
- f. **Say** (slowly, so participants can join you), "'Don't be afraid,' [Jesus] said. 'Take courage. I am here!' Matthew 14:27b."
- g. **Say**, "Today's Bible verse is a reminder that we can take courage because Jesus is here."

Announcements

Remind participants about things to leave behind, such as their Activity Booklets or name tags, and things to take with them, such as their craft projects and take-home pages.

Specifically focus announcements on anything they need to know for the next day but also remind them of the time/date of the parent program.

Announcements convey critical information, so it may be best to go over the announcements ahead of time with the local team and have them do the announcements in the local language.

Prayer

If possible, have the local pastor or other church leader say the closing prayer in the local language. If not, say a simple prayer such as, "Dear Jesus, thank You that You are always with us. Help us to remember that You are always near. Amen."

Dismissal

Say, "It was so good to see you at camp today! Say today's theme with me one more time: 'Fear Not! Jesus is with you.' See you tomorrow!"



Opening Day 4

Introduce the Day's Theme

Leader: (Addressing the participants) Good morning, everyone! I hope you had an amazing time learning about our camp's theme, "Fear Not!" over the past few days. Raise your hand if you remember what we learned yesterday.

(Allow for translation and participants to raise their hands.)

Leader: Fantastic! It is great to see so many hands up. Now, let us talk about something important. When we are feeling afraid, we often have unique ways of coping. For example, I sometimes hide under a blanket or hold on to my favorite teddy bear. (Share one thing you do when you are afraid.)

(Allow for translation.)

Leader: Now, I would love to hear from all of you. Can you share one thing you do when you are feeling afraid? It could be anything, and you can share in English if you would like, or through our interpreter.

(Allow participants to share their responses, either in English or through translation.)

Leader: (Engaging) Thank you all for sharing! It is wonderful to see how we each have our unique ways of dealing with fear. And guess what? Today's Bible Point is all about dealing with fear. It says, "Don't be afraid; just believe."

(Allow for translation.)

Song

Skit: "Sofia and Luca's Faithful Adventure"

Sofia: (Excitedly) Hey there, Luca! I heard an incredible story today. They say that even when things seem impossible, all we need to do is believe!

Luca: (Intrigued) Believe? What do we need to believe in, Sofia?

Sofia: (Smiling) Luca, you know what we have been learning at camp, right? We have been learning, "Fear not! Just believe." We believe in Jesus. He takes away all our sins and can take away all our fears too.

Luca: (Curious) Yes, Sofia, but what does it mean to believe?

Sofia: (Encouraging) Let us find out. (Invites a young participant to come up) Hey, friend, have you ever had to believe in something when it seemed impossible?

Participant shares a simple story or situation where belief was needed.

Sofia: (Empathetic) Thank you for sharing. Luca, let us help our friend understand how believing in Jesus is the key, just like in our Bible story.

They engage in a conversation with the young participant, discussing the importance of belief in challenging situations.

Luca: (Assuring) You see, friend, Jesus gives us faith — it is like having a tiny seed in our hearts. That seed of faith grows, and we may see incredible things happen like what happened in our Bible story today.

Sofia: (Encouraging) That is right. In the Bible, there was a woman who believed that Jesus could heal her. And guess what? She was right! Jesus did heal her!

Luca: (Eager) And there was a father who believed that Jesus could heal his daughter, even when everyone else thought it was impossible. Jesus told the father, "Fear not! Just believe," and Jesus demonstrated that He is faithful by healing the man's daughter!

Sofia: (Smiling) So, our daily message, "Fear not! Just believe," means that because we believe in Jesus, we don't need to be afraid. Jesus shows us that even when things seem impossible, amazing miracles can happen.

They connect the conversation with the Bible Point, "Fear not! Just believe."

Leader: (Applauding) What an inspiring moment, Sofia and Luca! You helped our friend see the power of Jesus and how great it is when we believe in Him, just like in our Bible story.

Sofia: (Enthusiastic) Yes! We learned that we can trust and believe in Jesus. With Jesus even the impossible becomes possible. "Fear not! Just believe."

Luca: (Smiling) And that is a message we will carry with us every day.

Leader: (Excited) Exactly! So, every day, we will have new stories and verses to discover, and remember, "Fear not! Just believe."

Introduce the Theme

Say, "What is our theme for the week?" (Fear Not!)

Say, "Every day, we also have a specific theme. Who knows what our theme for today is?" (Fear not! Just believe.)

Say, "That's right! Our theme is 'Fear not! Just believe.'"

Say, "Let's practice saying that a few more times so that we can remember it."

Have participants say it with you in a few different ways: As loud as possible, as quietly as possible, alternating words between the leader and the participants, very slowly, very quickly, etc.

Dismissal

Give clear instructions on what participants should do next so that they can get to the next activity with a minimum of confusion. At this point in the camp week, emphasize anything that is different since they should be used to the routine.

Closing Day 4

Welcome

Say, "Welcome to the end of day four!" (*Allow for translation.*)

Say, "Raise your hand if you learned something new today!" (*Allow for translation and time for raising hands.*)

Say, “Who would like to share something they learned today? We will have two or three people share in your language or in English.” (Allow for translation; call on two or three participants to come forward. Try to call on different participants each day.)

Participants share what they learned. If you notice that someone did not understand something from the day, build on it by restating what you wanted them to learn that day without stating that what they said was wrong.

Song

Review Activity: “Faithful Balloon Pop”

Main idea: This review activity engages participants in a fun and interactive way while reinforcing the message of trusting in Jesus and not being afraid but believing in Him. It allows them to connect real-life fears to the Bible verse.

Materials Needed:

- Several balloons
- Small pieces of paper
- Markers or crayons
- Tape
- A blindfold (optional)

Activity Steps:

- Set-Up:** Before the activity, write different situations or fears participants might face on the small pieces of paper. Then put the papers inside the balloons and inflate them. For example, you can write “spiders,” “dark room,” “making new friends,” “big tests,” “getting lost,” etc.
- Introduction:** Gather the participants and explain that today’s Bible Point is “Fear not! Just believe,” based on Mark 5:36. Share that this means we should trust and believe in Jesus even when we are scared or facing difficult situations.
- Balloon Message:** Show the participants the inflated balloons. Tell them that a special message or fear is written on a paper inside each balloon. These are the things that sometimes make us afraid.
- Balloon Challenge:** Have a participant or volunteer pick a balloon. They must pop it (you can use a blindfold for added excitement). Once the balloon pops, they must read the fear or situation on the inside paper.
- Discussion:** After reading the fear, ask the participant if they have ever felt afraid of that thing or situation. Encourage them to share their thoughts or experiences.
- Connecting to the Bible Verse:**
 - Say,** “Do you remember today’s Bible verse? Say it with me: ‘Don’t be afraid; just believe.’”
 - Discuss how believing in Jesus can help us face our fears and challenges with courage and faith. Use one of the following statements as a starter:

- ii. **Say,** "Knowing Jesus hears our prayers helps us rely on Him."
- ii. **Say,** "It is easier to face our fears when we know that the same God who healed Jairus' daughter is with us."
- iii. **Say,** "The faith that Jesus gives us helps us face our fears. If we don't feel like we have enough faith, we can always ask Jesus to strengthen our faith!"
- iv. **Say,** "Jesus helps us not fear as He cares for us."

G. Encourage Belief: Emphasize that just like the participant popped the balloon fear, Jesus can pop their fears and worries. Encourage the participants to share their fears with Jesus in prayer and trust that He will be with them.

H. Repeat: Continue the activity with different participants, picking balloons and sharing their fears.

Announcements

Remind participants about things to leave behind, such as their Activity Booklets or name tags, and things to take with them, such as their craft projects and take-home pages.

Specifically focus announcements on anything they need to know for the next day but also remind them of the time/date of the parent program.

Announcements convey critical information, so it may be best to go over the announcements ahead of time with the local team and have them do the announcements in the local language.

Prayer

If possible, have the local pastor or other church leader say the closing prayer in the local language. If not, say a simple prayer such as, "Dear Jesus, thank You that You are bigger than all our fears. Help us to fear not and believe in You always. Amen."

Dismissal

Say, "It was so good to see you at camp today! Say today's theme with me one more time: 'Fear not! Just believe.' See you tomorrow!"



Opening Day 5

Introduction

Leader: (Addressing the participants) Good morning, everyone! It is hard to believe that our camp is almost coming to an end, but I hope you have been having an incredible time learning about our camp's theme, "Fear Not!" Raise your hand if you remember what we learned yesterday.

Allow for translation and participants to raise their hands.

Leader: Great! It is wonderful to see so many hands up. Today, we are going to dive into something truly amazing. But first, let us do something special together. (Invite a few participants to come forward.)

Allow for translation and invite a few participants to step forward.

Leader: I would like you to consider this question: What do you seek when you feel lost or scared? (Share one thing you seek when facing a difficult or uncertain situation.)

Allow for translation and share your own example.

Leader: Now, it is your turn. Can you tell us one thing you seek when feeling lost or scared? You can share in English if you would like, or through our interpreter.

Allow participants to share their responses, either in English or through translation.

Leader: (Engaging) Thank you all for sharing your thoughts and feelings. Remembering that we all seek comfort and reassurance when we're afraid is important. And speaking of seeking, today's Bible Point is all about seeking someone very special. It says, "Fear not! Jesus lives!"

Song

Skit: "Sofia and Luca's Life-Changing Encounter"

Sofia: (Excitedly) Hey there, Luca! I heard something incredible today. They say that even in the face of life's biggest challenges, we can have hope and new life!

Luca: (Curious) Hope and new life? That sounds amazing, Sofia. But how is that possible?

Sofia: (Smiling) Luca, you know what we have been learning at camp, right? We have been learning, "Fear not! Jesus lives!"

Luca: (Thoughtful) Yes, Sofia, but how do we find hope and new life?

Sofia: (Encouraging) Let us discover it together. Luca, have you ever felt like you needed a fresh start or hope in a difficult situation?

Luca: My best friend moved away. I felt lonely and was worried about making new friends.

Sofia: (Empathetic) Thank you for sharing. How did you find a fresh start?

Luca: I prayed about it and realized that I could still connect with my old friend. Jesus also helped me have courage to make new friends.

Sofia: Luca, thank you for sharing! Let us help our friends understand how today's Bible story gives us hope and new life.

Luca: (Assuring) You see, friends, in our Bible story, there were women who went to Jesus' tomb, and they were sad and scared because Jesus had died. But guess what happened?

Sofia: (Excited) Yes, Luca! When they arrived, they found the tomb was empty because Jesus had risen from the dead! He conquered death, and that gives us hope for new life.

Luca: (Eager) And Jesus told them, "Do not be afraid. Go and tell my disciples." He gave them a message of hope and new life!

Sofia: (Smiling) So, our daily message, "Fear not! Jesus lives!" means that because Jesus lives, we have hope and new life, even in the most challenging times.

Sofia: (Applauding) What an inspiring moment, Luca! We helped our friends see the power of hope and new life in Jesus, just like in our Bible story.

Luca: (Enthusiastic) Yes! We learned that Jesus transforms our lives and gives us hope because "Fear not! Jesus lives!"

Sofia: (Smiling) And that is a message we will carry with us every day.

Luca: (Excited) Exactly! So, every day, we will have new stories and verses to discover. Remember, "Fear not! Jesus lives!"

Daily Theme

Leader, "Imagine that you just got the best news ever. On the count of three, I want everyone to act like they just got the best news ever. 1 – 2 – 3..." *(Allow time for translation and participant reactions.)*

Leader, "In today's story, the women got the best news ever: Jesus is alive! That is the basis for today's theme: 'Fear not! Jesus lives!'"

Leader, "Say it with me, 'Fear not! Jesus lives!'"

Leader, "Now think about how you acted when you were imagining the best news ever. Say the theme with me and act the same way. *(Allow time for translation.)*

Say, "Fear not! Jesus lives!" *(If reactions seem muted, you may want to say it a few times asking the participants to amp up the enthusiasm.)*

Dismissal

Give clear instructions on what participants should do next so that they can get to the next activity with a minimum of confusion. As this is the last day, there might be an altered schedule to allow for practice for the closing program, so be sure to emphasize anything that is different.

Closing Day 5

Welcome and Recap

Say, "Welcome to the end of the week! Can you believe we're already at the end of camp?" *(Allow for translation.)*

Say, "Raise your hand if you learned something new today!" *(Allow for translation and time for raising hands.)*

Say, "Who would like to share something they learned today? We will have two or three people share in your language or in English." *(Allow for translation; call on two or three participants to come forward. Try to call on different participants each day.)*

Participants share what they learned. If you notice that someone did not understand something from the day, build on it by restating what you wanted them to learn that day without stating that what they said was wrong.

Leader, (Be expressive.) "Here at 'Fear Not!' we have been learning that everyone experiences fear, whether you are a small child or a big adult."

(Allow for translation.)

Leader, (Be expressive.) "We have also learned that God knew we would have to deal with fear quite a bit, whether they are small fears or big fears."

(Allow for translation.)

Leader, (Be expressive.) "The Bible gives us all sorts of encouragement to 'Fear Not!'"

(Allow for translation.)

Song

Review Activity: "Fear Not, God Is Always with Us!"

Introduction: This engaging object lesson uses a large glass of water, a pitcher of water and a piece of cardboard to demonstrate the theme "Fear Not!" It shows how God is always with us, even when we can't see Him.

Materials Needed:

- A large glass container
- A pitcher of water
- A piece of cardboard, pre-cut to fit the mouth of the container
- Two leaders or participants
- An open area or designated gathering space

Activity Steps:

A. Preparation: Ensure all materials are ready and set up in the gathering space.

B. Gathering: Gather the participants in the designated area and introduce the object lesson by mentioning the theme: "Fear not! God is always with us!"

C. Leaders' Introduction: Have two leaders stand before the participants, one with the large glass container and another with the pitcher of water.

- a. Leader 1 (holding the glass container): "Hello, everyone! Today, we will explore how we all have fears, just like this empty glass."
- b. Leader 2 (holding the pitcher of water): "That is right! And sometimes, our fears can fill us up, just like this water pitcher."

D. Over-the-Top Leader: Leader 2 can be playful and over-the-top, pretending to be afraid of getting wet while asking Leader 1 if they're afraid.

c. Leader 2 (playfully): "Oh no! What if I pour this water, and you get all wet? Are you afraid of that?"

d. Leader 1 (smiling): "Haha, not at all! But we all have fears sometimes, like being afraid of the dark or of something new."

E. Filling the Glass: Leader 2 begins to pour water from the pitcher into the large glass container while Leader 1 continues to mention common fears.

e. Leader 1 (mentioning fears): "Just like being afraid of spiders or monsters under the bed, our fears can pile up."

f. Leader 2 (pouring water): "Look at all these fears filling up the glass!"

F. Over-the-Top Leader's Fear: As the glass container fills up, Leader 2 pretends to be even more afraid of getting wet and exaggerates their reaction.

g. Leader 2 (silly and over-the-top): "Oh no, the glass is almost full! What if I spill it? I'm so afraid!"

G. The Air Bubble: Once the glass container is almost full, Leader 1 swiftly places the pre-cut piece of cardboard over the mouth of the container.

H. Demonstrating God's Presence: Leader 1 flips the container while holding the cardboard in place. Due to air pressure, the cardboard sticks to the mouth of the container, trapping a small air bubble inside.

h. Leader 1 (explaining): "See, just like this air bubble that you can't see, God is always with us, even when we can't see Him."

I. Emphasizing "Fear Not!": Conclude by emphasizing the importance of not being afraid because God is always with us.

i. Leader 1 (summing up): "So, no matter what fears we face, we can 'Fear Not!' because God is with us, just like this air bubble inside the glass!"

J. Closing Message:

a. **Say,** "We can always trust God's presence, even in times of fear. Jesus is always with us, does the impossible, comforts us with good news, died and rose for us, and gives us faith to trust in Him! Be sure to discuss everything you learned this week with your family."

Announcements

Remind participants to take everything with them unless you are retaining display pieces for the parent program. Remind them of the time/date of the parent program and any special instructions for that program. Announcements convey critical information, so it may be best to go over the announcements ahead of time with the local team and have them do the announcements in the local language.

Remind everyone to say goodbye during dismissal. While you may see some of the participants again, it's better to say goodbye twice rather than not at all.

Prayer

If possible, have the local pastor or other church leader say the closing prayer in the local language. If not, say a simple prayer such as, "Dear Jesus, thank You that we could learn about You this week. Help us to fear not because You live! Amen."

Dismissal

Say, "Thank you for joining us for camp this week! Say today's theme with me: 'Fear not! Jesus lives!' Thank you everyone!"

Closing Program

The goals of the closing program are to celebrate the accomplishments of the participants and to share the Good News of Jesus with their families. The length and complexity of the program will depend on the number of participants and the time available. Therefore, the following program is a suggested outline that you can build a closing program around.

You may want to consider having a printed program. This could be helpful in a few ways:

- Anything you are having the children say in English can be translated and/or summarized in the local language. This shouldn't replace having verbal interpretation.
- It provides an item that can be taken home. Encourage the local church to include information regarding worship or other programs that families can attend.
- It creates a sense of formality and accomplishment.

However, the creation of a program is something that you will need local assistance with. It may not be locally appropriate or understood, so be guided by your host.

The closing skit uses the same characters that the participants have seen in the opening skits each day. There are also pauses in the skit to allow for more sharing about each day's lesson.

Sharing: Choose one or more of the following items to share about the day's lesson:

1. A skit retelling the story for the day
2. A thematic song
3. Show the craft for the day and describe it (**Note:** If physically displaying the crafts, have those crafts stay at camp for the closing program. Photos could also be shown.)

4. Recite the verse for the day
5. The closing review activity from that day

Whenever possible, involve participants in the re-telling. You may want to assign each class the responsibility for sharing each day's theme. If so, make those assignments early in the week so the class can plan for what they want to do.

Introduction

- A. Welcome by the local pastor or church leader in the local language.
- B. Americans' welcome: Thank families for coming and for letting them spend time with their children that week.
- C. **Say**, (to participants), "What was our theme for the week?" (participants respond: "Fear Not!" (in English), "Fear Not!" (in local language).
- D. **Say** (to participants), "Who visited us at opening each morning to help us learn about the theme?" (Participants respond: Sofia and Luca.)
- E. **Say**, "They are going to visit us again to help us tell your parents about your week!"

Closing Skit: "Fear Not! It's All about Jesus!"

Sofia: (Excitedly) Hey there, Luca! Can you believe our camp is coming to an end? We've learned so much about "Fear Not!" this week.

Luca: (Reflective) You're right, Sofia. It's been an amazing journey. I've learned that because Jesus came to earth, died on the cross and rose from the dead, we can face anything without fear.

Sofia: (Encouraging) That's the beauty of our camp's theme, Luca. It's not just about saying "Fear Not!" but it's all about what Jesus has done for us and the faith He gives us.

Luca: (Curious) But how can we live with this faith, Sofia?

Sofia: (Smiling) Let's remember what we've learned. On Day 1, we discovered "Fear not! God does the impossible in Jesus." (Encourage participants to repeat aloud.)

Sofia: We can trust Him to do things we can't even imagine.

Day 1 Sharing (See Page 34 for recommended items to share about the day's lesson)

Luca: (Engaged) And on Day 2, we learned "Fear not! Jesus is the Good News!" (Encourage participants to repeat aloud.)

Luca: (Engaged) He brings hope and joy, even in our fears.

Day 2 Sharing (See Page 34 for recommended items to share about the day's lesson)

Sofia: (Excited) Exactly! On Day 3, we learned to "Fear not! Jesus is with you." (Building the excitement, encourage participants to repeat aloud.)

Sofia: Just like the disciples in the storm, Jesus is always with us, even in the toughest times.

Day 3 Sharing (See Page 34 for recommended items to share about the day's lesson)

Luca: (Remembering) And on Day 4, we realized we can "Fear Not! Just believe." (Continue building the excitement and encourage participants to repeat aloud.)

Luca: (Enthusiastic) Jesus gives us faith to believe in His death and resurrection. He chooses us!

Day 4 Sharing (See Page 34 for recommended items to share about the day's lesson)

Sofia: (Enthusiastic) Now, on our final day, Day 5, we've learned "Fear not! Jesus lives!" (With excitement and joy, encourage participants to repeat aloud.)

Sofia: (Enthusiastic) Jesus died on the cross for the forgiveness of our sin. He rose again on the third day. He conquered death, and with Him we have eternal life. Those who believe in Him will be saved!

Day 5 Sharing (See Page 34 for recommended items to share about the day's lesson)

Luca: (Inspired) It's not just about saying "Fear Not!" It's all about Jesus, who overcomes all our fears.

Sofia: (Closing with purpose) And that's the message we want you to hear today. In the Bible, the angel said, "Do not be afraid, for I know that you seek Jesus who was crucified. He is not here, for he has risen, as he said" (MATT. 28:5-6A).

Luca: (Uplifted) That's right, Sofia! Jesus is alive, and with Him we have no reason to fear anything in this world.

Both (Sofia and Luca): (Together) Let's sing together our theme song "Fear Not!"

(Participants sing the theme song together.)

Sofia: (Inviting) So, as we close our camp, let's remember to "Fear not! It's all about Jesus!" Because of Jesus, we can face every challenge, every fear and every joy-filled moment with unwavering faith.

Luca: (Closing with conviction) And with Jesus, there's no fear, only faith, and the assurance of eternal life with Him.

Sofia: (Closing with love) We love you all and are excited to see how your faith in Jesus will make a difference in your lives.

Luca: (Final words) So, remember, "Fear not! It's all about Jesus!" Goodbye, everyone!

Sofia: (After the applause) And before we go, we want to let you know that our local pastor has an open invitation for you. He would love to talk more about Jesus and faith whenever you're ready. Just remember, there's always a place for you to explore your faith further.

Homeroom

Day 1

Early Homeroom

Icebreaker: "Hello! Hello!"

Chant with actions:

1. Ask the participants to show you different ways to greet one another: wave, handshake, fist bump, elbow bump, high five, etc. As a group, choose two or three of those to use for this game.
2. Everyone says the first line together (below), rhythmically, turning to individuals around them and waving/shaking hands/etc. as they say the words.
3. The leader says the "individual" spoken part the first time, pointing to herself when saying her own name. Then pointing to one other person when saying, "Who are you?"
4. Everyone joins in with the "Hello! Hello!" refrain. The person who was pointed at says the second line and points to someone else. It's OK to repeat someone but be sure everyone has a chance. If someone is too afraid, someone else can say it for them: "His/Her name is _____. Who are you?"

Everyone: Hello! Hello! How are you?

Individual: I am _____. Who are you?

This first morning, there could be a little extra time, but the first day may not always run on schedule. The morning homerooms after today will include vocabulary review as well.

Late Homeroom

Bible Verse of the Day: "For nothing will be impossible with God" (LUKE 1:37 NRSV).

Bible Verse Reinforcement:

1. Teach these hand gestures to go with each word.
 - a. **Nothing:** With palms down, in front of you, move hands back and forth, crisscrossing hands.
 - b. **Impossible:** Cross arms in an X.
 - c. **God:** Point up.
2. Practice the actions in order while saying the words: nothing/impossible/God.
3. Then say the whole verse with the actions. Repeat it a few times.
4. Ask participants if they can explain what these phrases mean:
 - a. That is impossible.
 - b. Nothing is possible.
5. Then ask what it means to say "nothing will be impossible." Be sure they understand the meaning, then ask, "Can I promise you that nothing will be impossible with me?" (No, we cannot make that promise.) "Who is the only one who can say that?" (God)



Before dismissing, if there is time, ask each person to share what is one thing they are hoping to do or learn this week. Say a short prayer with them, then dismiss them for the next activity.

(If that went fast, you may wish to repeat the “Hello! Hello!” activity from this morning. It will go a little faster since you don’t have to explain the directions. If you only need a few minutes of time before dismissing for the next activity, you could put yourself on the spot and try to name each participant.)

Day 2

Early Homeroom

Icebreaker: “My Name Is”

1. Choose a simple topic (such as seasons of the year, foods, desserts or colors), and ask everyone to think of their favorite thing for that topic.
2. Choose an object to pass around. It could be anything: a ball, an eraser, a marker — anything!
3. Sit or stand in a circle. Ask the person to the right of you to say, “My name is ____, and my favorite ____ is ____.” Example: My name is Ben, and my favorite color is blue.
4. Then you model how everyone after you will respond. First, you say, “His/her name is ____, and his/her favorite ____ is ____.” Then you say your own. Example: His name is Ben, and his favorite color is blue. My name is Chelsea, and my favorite color is orange.
5. Pass the object to the person to your left, who will say your name and favorite and then their own. (They only have to remember the person who went before them, not everyone else.) Continue around the circle.



Vocabulary Review (from yesterday’s vocabulary):

Prep: Write each vocabulary word on a piece of paper and put them in a container to draw from (a paper bag or even a coffee mug will do).

Directions: Participants form a line in front of you. As one approaches, you draw out a word and hold it up. The participant pronounces the word and gives a definition or uses it in a sentence that clearly shows the definition. If they did a good job, the word is put aside, and they go to the back of the line. If they can’t do it, put the word back in the container and encourage them as they go to the back of the line. Watch the time and end when it’s time to dismiss for rotations.

Vocabulary list:

God	Holy
Angel	To fear
To say	Possible
To love	Impossible

Late Homeroom

Bible Verse of the Day: “And the angel said to them, ‘Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord’” (LUKE 2:10-11).

Bible Verse Reinforcement:

1. Say the Bible verse in small chunks, asking the participants to repeat just that chunk of words.

Example: And the angel/said to them,/Fear not,/for behold,/I bring you/good news/of great joy/that will be/for all the people./For unto you/is born this day/in the city/of David/a Savior/who is Christ/the Lord.

2. Do it again in bigger chunks.

Example: And the angel said to them,/Fear not,/for behold,/I bring you good news/of great joy/that will be for all the people./For unto you/is born this day/in the city of David/a Savior who is Christ the Lord.

3. Do it again in bigger chunks.

Example: And the angel said to them, Fear not,/for behold, I bring you good news of great joy/that will be for all the people./For unto you is born this day/in the city of David/a Savior who is Christ the Lord.

4. Now tell them you will say every other word — first you, then them. When you do this, you should say the first word loudly and then say the second word quietly while pointing to them. Keep going until you’re done with the verse: **And** the **angel** said **to** them, **Fear** not, **for** behold, **I** bring **you** good **news** of **great** joy **that** will **be** for **all** the **people**. For **unto** you **is** born **this** day **in** the **city** of **David** a **Savior** who **is** Christ **the** Lord.

5. Do every other word again, but this time, only point when it’s their turn. Don’t give them the word unless they can’t think of it or they make a mistake.

6. Everyone says it all together, all the way through: And the angel said to them, “Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord.”

If you get done early, you can do a similar activity to this morning’s icebreaker by going through your group, sharing each person’s favorite color, flavor of ice cream, sport, etc., except this time they don’t need to do the name-sharing part of it. You may wish to put a fill-in-the-blank in front of them like this: “My favorite _____ is _____ because _____.” That gives them a framework for sharing.

Say a short prayer with them, then dismiss them for the next activity.



Day 3

Early Homeroom

Icebreaker: "Name Toss"

1. Choose a soft object to toss, such as a ball or soft toy. Assemble group into a circle.
2. The person who catches the ball will say their name as they catch the ball. Then they will say the name of another person and throw the ball to them.
3. They may not throw it to someone who is right next to them.
4. If it is too easy, you may throw a second ball into the mix and keep them both going.

Vocabulary Review (from yesterday's vocabulary):

Prep: Write the following words on pieces of paper that the participants will be able to see when you hold them up.

Shepherd	Savior
Night	To be terrified
Glory to God	Good News
Angel	Manger
Peace	Suddenly

Directions:

Show each word to all the participants and have them pronounce each one with you.

Play charades. Volunteers come forward to act out the word you show only to them.

When someone yells out the word, you hold up the paper to show them it was correct and allow them to come up and act out the next word.

Have a time limit for each word and encourage them when they don't guess. Some of the words are tricky to act out. Watch the time, so you can dismiss them for rotations.

Say a short prayer with them, and then dismiss them for the rotations.

Late Homeroom

Bible Verse of the Day: "'Don't be afraid,' [Jesus] said. 'Take courage. I am here!'" (MATTHEW 14:27B NLT).

Bible Verse Reinforcement:

If using a whiteboard or chalkboard:

1. Write the verse on the board. (You can do this ahead of time.)
2. Point to each word and read it aloud with the participants.
3. Erase one word.
4. Point to each word and read it aloud again with the participants, and see if they can fill in the missing word.
5. Erase another word and continue to erase and recite.
6. Erase everything and say the whole verse together.

If using something that's not erasable:

1. Write the verse on the paper. (You can do this ahead of time.)
2. Point to each word and read it aloud with the participants.
3. Use a sticky note or a piece of paper with tape to cover one word.
4. Point to each word and read it aloud again with the participants, and see if they can fill in the missing word.
5. Leave the first paper up and cover another word. Continue to cover and read/recite.
6. Cover or remove the whole paper and say the whole verse together.

If you have extra time, you may wish to play a game like you did for the icebreaker this morning. Toss a ball to one another while saying each person's name. You can make it a little more difficult by making each person stand at an angle where it's harder to catch and not allowing them to move their feet.

When it's time for the next activity, say a prayer together and dismiss them.

Day 4

Early Homeroom

Icebreaker: "Skywriting" (For older participants) (Younger participants can repeat an icebreaker from a previous day)

1. Make sure everyone can see the first volunteer (stand in a circle or have her stand up front) as she thinks of someone else's name who is in the room.
2. She uses her finger to write the person's name in the air. As she's writing, people call out the name they think she's writing.
3. The person whose name she was writing then comes up and writes the next person's name.
4. Forgive poor spelling. Remind them that we may not know how names are spelled. That just makes the game more challenging.

Vocabulary Review (from yesterday's vocabulary):

Play "I Have, Who Has" from Appendix 4, Pages 1–3

Vocab list: disciple, boat, water, courage/worry/brave (depending on the translation you use), faith, Son of God, to be terrified, wind, to save, to sink, lake

Prep: Copy and cut the vocabulary game. (One card says, "I am the first. Who has **vocab word**?" One card says, "I have **vocab word**. I am the last." The rest all say, "I have **vocab word**. Who has **vocab word**?" which leads us to read all the vocabulary words.)

Directions: Give each participant one of the cards. If there are extra, give the extra cards to some of the participants. They must all be used.



1. Whoever has the card that says "I am the first" starts the game. He stands up and reads his card.
2. The other participants read their cards to see if they have the word he ended with.
3. The first participant sits down. The one with the next card stands up and reads it.
4. The game continues until the card is read that says "I am the last."

Say a short prayer with them, then dismiss them for the rotations by saying, "Don't be afraid." Encourage them to respond, "Just believe."

Late Homeroom

Bible Verse of the Day: "Don't be afraid; just believe" (**MARK 5:36 NIV**).

Bible Verse Reinforcement: "Rhythmic Clapping"

1. Have all participants sit where they can see you doing the actions.
2. Start by doing this rhythm of patting your legs/lap and clapping your hands:
Pat-Pat-Clap (Hold the clap for two beats total)
Pat-Pat-Clap (Hold the clap for two beats total))
3. Have the class pat and clap with you as you add the words. Pat-Pat-Clap (hold).
4. Invite participants to repeat these words with you, as you continue clapping:
Don't be afraid.
Just believe.

Bible Verse Review:

Since today's Bible verse clapping activity doesn't take long, give your group a challenge to come up with a clapping rhythm that fits a previous verse. You can choose a phrase instead of the entire verse.

Options:

- "For nothing will be impossible with God" (**LUKE 1:37 NRSV**).
- "And the angel said to them, 'Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord'" (**LUKE 2:10-11**).
- "'Don't be afraid,' [Jesus] said. 'Take courage. I am here!'" (**MATTHEW 14:27B NLT**).

When someone in the group develops a good rhythm, have them teach it to the whole group.

When it's time to dismiss, have participants line up and say "Don't be afraid; just believe" with you. As they go by, have them do the chant with modified actions with you: Pat, pat (on your thighs), then clap both of your hands with theirs (a high-ten?).



Day 5

Early Homeroom

Icebreaker: "Who Am I?"

Prep: Prepare pieces of paper. Each one should have the name of one participant on it. Watch the time on this game. Don't let it go too long.

Directions:

1. Have participants stand in a circle, fairly close together, and tell them not to look at the papers you are attaching to their backs.
2. Make sure you only use the names of participants who are in the room, and go around the circle, taping someone else's name to each person's back.
3. When you say "go," they will find someone else to partner with. They will look at the name on their partner's back and try to take a peek at the person of that name before coming around to face their partner.
4. Then each person asks one clarifying question, such as: Do I have brown hair? Am I a boy? Am I tall? Do I have white shoes on today? They can only ask one question to that partner, and then they must guess the person's name.

Example:

A: Do I have a white shirt today?

B: No.

A: Am I Ben?

B: No.

5. Then they move on to another person and do the same thing. If they aren't sure about the answer, they should not look for the person with that name, but they should say "I don't know" instead.
6. When the person guesses correctly, they should finish answering their partner's question and then go to the leader to verify.

Example:

The partner said that yes, they are Chelsea. When that partner turns to find another person, the participant finds the leader and asks, "Am I Chelsea?" The leader looks at the name on the back and confirms that they are correct. (If they're not, say, "I'm sorry. Your partner was mistaken. Stay in the game.")

Vocabulary Review (from yesterday's vocabulary):

Charades (same directions as Day 3)

Prep: Write the following words on pieces of paper that the participants will be able to see when you hold them up.

Girl	To heal
Woman	To live
Faith	To die
Miracle	To touch
To be sick	

Show each word to all the participants and have them pronounce each one with you. Then play charades. A volunteer comes forward to act out the word you show only to him. When someone yells out the word, you hold up the paper to show them it was correct and allow them to come up and act out the next word.

Have a time limit for each word and encourage them when they don't guess. Some of the words are tricky to act out. Watch the time, so you can dismiss them for rotations.

Say a short prayer with them, and then dismiss them for the rotations.

Late Homeroom

Bible Verse of the Day: "But the angel said to the women, 'Do not be afraid, ... [Jesus] is not here, for he has risen, as he said'" (MATTHEW 28:5A, 6A).

Bible Verse Reinforcement: "Pantomime"

1. Ask for participants to be actors: one angel, a group of women.
2. Read the Bible verse and tell them what is happening.
3. Read it again and have the actors act it out as you read.
4. Ask, "Who was talking?" (The angel.) "Which words tell us that?" (But the angel said to the women.) Have them repeat those words with you.
5. Ask, "How do we know the women were afraid?" (The angel told them not to be afraid.) "Which words tell us that?" (But the angel said to the women, "Do not be afraid.") Have them repeat those words with you.
6. Ask, "Why were the women afraid?" (They were looking for Jesus.) "Which words tell us that?" (For I know that you seek Jesus who was crucified.) Have them repeat those words with you.
7. Ask, "Was Jesus there?" (No.) "Which words tell us that?" (He is not here, for he has risen, as he said.) Have them repeat those words with you.
8. Ask the participants to try to say the whole verse now. You say it slowly and see if they can get some of the phrases you have practiced. You may wish to try to repeat the verse.

If there's time, see if anyone can name all the people in the room. If you're up to it, you can try too. Then, ask if anyone can remember the Bible story from Day 1. Can they share the story with the rest of the group? Continue with each of the Bible stories, then move on to Bible verses if you have time.

When it's time to move on, say a prayer with them and send them to the next activity.

English Rotation

You speak English. Learning from and speaking with a native English speaker is sought after all over the world. Here you have the opportunity to use this gift from God to both teach English and share His Gospel. Maybe you are an experienced English-as-a-Foreign-Language teacher. Or possibly you have never taught a lesson in your life. No matter where you fall on the spectrum, let these resources be your guide to the English rotation at English Bible Camp. In the pages ahead, you will find teaching tips; completed lesson plans for the first day of EBC; blank lesson plans to use for the rest of the days; and a toolbox of resources including games and activities for teaching, practicing and reviewing vocabulary words.

Hopefully you noticed that in the suggested schedule for EBC, the English rotation is in the morning set of activities. Helping participants learn the designated English vocabulary at the start of camp allows them to better practice and use the vocabulary throughout the rest of the day. Each day has 8–10 vocabulary words. Some words might be familiar to participants, while others may be completely new. The short list of words is intentional. It is difficult for any person to learn a long list of new vocabulary words. Also, at EBC, you are encouraged to focus on incorporating new vocabulary into grammar that participants already know. This curriculum does not include any grammar lessons. Rather, the priority is to give the participants opportunities to use our focused vocabulary lists in conversations and to hear native speakers use English.

The Day 1 lesson plans have been completed for you. Use them as a guide and example to write your own lesson plans for the rest of the days of camp. You may need to prepare two lessons or tweak one lesson to meet the needs of two groups: one for non-readers and one for readers. Some of your participants might not yet read in their native tongue. Talk with your host/team leader and use your judgment to determine which activities would be appropriate for your participants.

You will also find a “toolbox” of games and activities to learn, practice and interact with vocabulary words. Choose items from this toolbox to complete your lesson plans. Of course, if you have other activities in your arsenal, use them as well. Also, if your EBC participants enjoy a specific activity one day, repeat it with new vocabulary words on a different day. Younger participants especially like repetition. For both non-readers and readers, you can find selected pictures/images to be used with each vocabulary word in Appendix 5.

As you are preparing and teaching your lessons, here are some helpful tips to keep in mind.

- 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. Talking through your activities with your interpreter ahead of time will 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 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 about 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. participant 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. There may be additional resources available at your site, or your interpreter may have some suggestions. Your participants might particularly enjoy a certain activity — feel free to repeat it on another day. Whatever activities you use, keep in mind that participants learn best when they're having fun!

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

If the details of planning an English lesson start to seem too much for you, take a step back and look at the big picture: You're here to share God's love with these participants. 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.

Day 1

Full Lesson (Pre-Reader)

Lesson Time: 30 minutes

Lesson Topic: English — Day 1 Vocabulary
(God, Angel, To say, To love, Holy, To fear, Possible, Impossible)

Lesson Materials:

- Day 1 vocabulary images from Appendix 5 (printed)
- Day 1 vocabulary — **ASL video** (the video is provided for instructor use, but it can be utilized with participants)
- Pencils and English Bible Camp Activity Books to record vocabulary images
- "Cup Race" game materials:
 - Paper cups
 - Ping pong balls
 - Pencils
- "Hot Potato" game materials:
 - Small ball/object used for the "Hot Potato"
 - Music (played from a phone or other device)



Setting Up the Space:

Space for participants to add vocabulary images to workbooks (tables and chairs, floor, etc.)

Large open space for participants to play the “Cup Race” and “Hot Potato” games

A large video screen for participants to observe and practice the ASL signs (optional)

Lesson Objectives:

Participants will...

- Examine the Day 1 vocabulary words using images and American Sign Language.
- Record Day 1 vocabulary images in participant workbooks.
- Identify and match the Day 1 vocabulary words using the “Cup Race” game.
- Apply knowledge to review the Day 1 vocabulary words using the “Hot Potato” game.

Lesson Instructions:**Warm-Up**

Instructors will...

- Introduce 3–4 familiar images, asking participants the meanings. (Wi-Fi, no food or drink, cell phone, and cat — the images are intended to be easy to recognize.)
- Introduce 3–4 actions, asking participants the meanings (wave hello, scowl, high five, surprised face, etc.).
- Connect the images and actions to today’s vocabulary words and ASL signs saying, *“In today’s English lesson, we’ll learn some pictures and actions for our Bible lesson.”*
(2 minutes)

Introduction

Instructors will...

- Introduce each of the vocabulary words and signs.
 - Say the words (participants repeat), show the images and demonstrate the signs (participants repeat) three times or more, reviewing the previous words each time.
 - Utilize participant helpers in the front to demonstrate the signs for review, to hold printed images or both.
 - Allow time for participants to record vocabulary images in their workbooks.**(8 minutes)**

Game 1

- Instruct and play the “Cup Race” game to identify and match today’s vocabulary.
(10 minutes)

Cup Race

Team Play

Energy Level — Medium

Time — 10 minutes

Directions:

- Divide the participants into two or more teams.
- Create a play space on a smooth surface floor. (Tables can be used if floors are carpeted.)

- Designate a start and finish line.
- Direct the participant teams to sit on the floor, making a line behind the starting line.
- For each team: Turn a paper cup upside down. Place a ping pong ball on top.
- Using the eraser end of a pencil, participants will gently push the cup and ball on the floor from the start to finish line. (This is much harder on a floor than a table. The kids can crawl, duck walk, army crawl, slide, etc. as they push the cup.)
- If the ball falls off the cup, the kids pick it up and resume from the point the ball fell.
- The first player to the finish line earns a point for their team.
- Each player gets a question from the teacher about today's vocabulary. Every correct answer earns the team another point.

Teacher Notes:

- Teachers can use the vocabulary images and American Sign Language (ASL) signs to assist in asking questions.
- Unsure or shy participants can ask their team for help to answer the teacher's question.
- Participants with limited mobility can play on a table instead of the floor, or a substitute participant can take their place. The teacher can still ask the limited mobility participant the question.
- The **Cup Race** game is intended to increase the number of times participants see and hear information related to the day's vocabulary words.
- Repeat the English word, translation and ASL signs as often as possible.

Game 2

- Instruct and play the "Hot Potato" game to apply knowledge of today's vocabulary.
(8 minutes)

Hot Potato

All-group play

Energy Level — Medium

Time — 10 minutes

Directions:

- Arrange participants so they are seated in a circle (chairs or floor).
- Use a ball or other object to serve as the "hot potato," and pass it around the circle as music plays.
- Stop the music. The participant holding the "hot potato" will answer a question about today's vocabulary. (Keep today's vocabulary images handy to help you ask questions. Show participants ASL signs too.)
- When the participant has answered, continue the game.
- Try to stop the music to include as many different children as possible.

Teacher Notes:

- If participants are shy or unsure of the answer, allow them to ask a friend or a participant next to them.
- Looking for a variation? Pass the "hot potato" to every other participant or something similar.
- Is the energy level waning? Play a final round as an elimination game.
- Repeat the English word and ASL signs as often as possible.

Conclusion

Instructors will...

- Briefly review the Day 1 vocabulary, images and ASL signs with participants. **(2 minutes)**

Notes/Reflections:

Full Lesson (Reader)

Lesson Time: 30 minutes

Lesson Topic: English — Day 1 Vocabulary

(God, Angel, To say, To love, Holy, To fear, Possible, Impossible)

Lesson Materials:

- Day 1 vocabulary images (printed)
(Use image cards to introduce vocabulary and to assist in creating questions for games)
- Day 1 vocabulary words printed on small cards
(Make a “deck” of cards for game purposes)
- Day 1 vocabulary — **ASL video**
(The video is provided for instructor use, but it can be utilized for participants with a large screen)
- English Bible Camp Activity Books/pencils
- “Rolling Words” game materials
2–10 dice depending on the size of the group

Environment Arrangement:

Space for participants to record/draw vocabulary

Space to move and play “**4 Corners**” and “**Rolling Words**” games

A large video screen for participants to observe and practice the ASL signs (optional)

Lesson Objectives:

Participants will...

- Examine the Day 1 vocabulary words using images and American Sign Language.
- Record Day 1 vocabulary word translations and images in participant workbooks.
- Identify and match the Day 1 vocabulary words using the “4 Corners” game.
- Apply knowledge to review the Day 1 vocabulary words using the “Hot Potato” game.

Lesson Instructions:

Warm-Up

Instructors will...

- Introduce 3–4 familiar images, asking participants the meanings. (Wi-Fi, no food or drink, cell phone, and cat — the images are intended to be easy to recognize.)
- Introduce 3–4 actions, asking participants the meanings (wave hello, scowl, high five, surprised face, etc.).
- Connect the images and actions to today’s vocabulary words and ASL signs saying, “In today’s English lesson, we’ll learn some pictures and actions for our Bible lesson.”
(2 minutes)

Introduction

Instructors will...

- Introduce each of the vocabulary words and signs.
 - Say the words (participants repeat), show the images and demonstrate the signs (participants repeat) three times or more, reviewing the previous words each time.
 - Utilize participant helpers in the front to demonstrate the signs for review, to hold printed images or both.
 - Allow time for participants to record vocabulary and simple images in their work-books. **(8 minutes)**

Game 1

- Instruct and play the “4 Corners” game to identify and match today’s vocabulary. **(10 minutes)**

4 Corners

All-group play

Energy Level — Medium

Time — 10 minutes

Directions:

- Choose four vocabulary images and place each one in a corner of the room.
- Participants stand in the corner of their choosing next to the image.
- A participant helper or teacher chooses a card from the Day 1 vocabulary cards, announcing the selected card.
- Participants standing in the chosen corner are out of the game.
- Images are rotated/changed for the next round.
- Participants who are “out” can now assist in choosing cards, rotating/changing cards or adding the ASL signs to the game.
- Move the “out” participants to one spot in the room to watch and participate with the ASL signs.

Teacher Notes:

- The game can be altered using the English word at the corners and selecting a picture from the stack of images.
- Are a lot of participants feeling shy or unsure? Play a few rounds of “Beat the Teacher.” The whole group of participants chooses a corner together. If their corner’s word isn’t chosen, they win or “Beat the Teacher.”
- The **Four Corners** game is intended to increase the number of times participants see and hear information related to the day’s vocabulary words.
- Repeat the English word, translation and ASL signs as often as possible.
- If the energy level is waning, move on to the next activity. Always leave the kids wanting more.

Game 2

- Instruct and play the “Rolling Words” game to apply knowledge of today’s vocabulary.
(8 minutes)

Rolling Words

Team Play

Energy Level — Low

Time — 10 minutes

Directions:

- The game can be played with the whole group. Divide into two teams.
- Large group? Create smaller groups with teams competing against one another.
(Additional materials are required — one die per team, printed images and an instructor to conduct the game.)
- The instructor assigns a number (1–6) to each vocabulary word. (Two words can be assigned to a number if there are more than six. Lay the images out for all to see. Maybe add a sticky note to the images so everyone can see the number assigned to it.)
- A participant from each team rolls a die. The participant with the highest roll earns a point for their team.
- The instructor then asks each participant to name or sign the vocabulary word for an image related to the number on their die. Each correct answer earns the team another point.
- Participants take turns rolling the die and answering questions.
- Keep track of team scores; the highest score wins.

Teacher Notes:

- Shy or unsure participants can ask teammates for help.
- The Rolling Words game is intended to increase the number of times participants see and hear information related to the day’s vocabulary words.
- Repeat the English word, translation and ASL signs as often as possible.

Conclusion

Instructors will...

- Briefly review the Day 1 vocabulary, images and ASL signs with participants. **(2 minutes)**

Notes/Reflections:

Blank Lesson Plan

2024 English Bible Camp Lesson Plan

Day # _____

Level (circle): Pre-Reader / Reader

Lesson Time: ____ minutes

Lesson Topic:

Lesson Objectives:

- 1.
- 2.

Lesson Materials:

-
-
-
-
-

Setting Up the Space:

Lesson Instructions: (Suggestion: Copy and paste your selected activities into this space.)

Warm-Up:

Activity 1:

Activity 2:

Conclusion:

Notes/Reflections:

Prepare Your Lessons

Now it's your turn! Using the resource bank and daily vocabulary, fill out a lesson plan for Days 2–5 of camp. You may want to repeat activities throughout the week so that you don't have to explain new activities each day, but be sure to include a variety of activities to keep interest high.

It's your choice whether to prepare two separate lesson plans for each day (reader and pre-reader) or simply note the adjustments you'll make for each group in the same lesson plan.

Day 2

Theme: "Fear not! Jesus is the Good News!"

Story: The angels announce the birth of Jesus to the shepherds (**LUKE 2:8–20**)

Theme Verse: "And the angel said to them, 'Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord'" (**LUKE 2:10–11 ESV**).

Vocabulary List: shepherd, night, glory to God, angel, peace, Savior, to be terrified, Good News, manger, suddenly

Day 3

Theme: "Fear not! Jesus is with you."

Story: Jesus walks on water and saves Peter (**MATTHEW 14:22–34**)

Theme Verse: "'Don't be afraid,' [Jesus] said. 'Take courage. I am here!'" (**MATTHEW 14:27B NLT**).

Vocabulary List: disciple, boat, water, courage, faith, Son of God, to be terrified, wind, to save, to sink, lake

Day 4

Theme: "Fear not! Just believe."

Story: Jesus raises Jairus' daughter from the dead and heals a sick woman (**MARK 5:21–43**)

Theme Verse: "Jesus told him, 'Don't be afraid; just believe'" (**MARK 5:36B NIV**).

Vocabulary List: girl, woman, faith, miracle, to be sick, to heal, to live, to die, to touch

Day 5

Theme: "Fear not! Jesus lives!"

Story: Jesus appears after His resurrection (**MATTHEW 28:1–10**)

Theme Verse: "But the angel said to the women, 'Do not be afraid, ... [Jesus] is not here, for he has risen, as he said'" (**MATTHEW 28:5A, 6A ESV**).

Vocabulary List: to fear, to die, to live, cross, to be afraid, to rejoice, angel, tomb, to run, stone, to shake

Resource Bank

Croquet Vocabulary

Individual or Team Game

Energy Level — High

Time Commitment — Flexible

from *Valerie G., 2019 volunteer*

Materials:

- Pool noodles or other sticks
- Wiffle or ping pong balls
- Vocabulary word cards/pictures
- Croquet hoops (or any upright half-circle)

Directions:

- Cut pool noodles in half so that each participant (or team) has one.
- Give each participant (or team) a wiffle ball or ping pong ball.
- Attach a vocabulary word with picture to each croquet hoop and place the hoops around a room or outside (depending on the area of play).
- Call out a word in English. Each participant (or one person from each team) must hit his/her wiffle/ping pong ball through the correct hoop.
- The first person to 5 points (or team to 8 points) wins.

Teacher Notes:

- Use any supplies available for the “croquet sticks” (i.e., pool noodles, brooms, plastic bats, etc.).
- Use pictures for non-readers.
- It’s a flexible game. You can play multiple rounds if participants are interested. Depending on your class size, play as individuals or in teams (trade off which participant from each team plays).

Toy Car Vocabulary

Individual or Team Game

Energy Level — High

Time Commitment — Flexible

from *Valerie G., 2019 volunteer*

Materials:

- Small toy cars (one per participant), Hot Wheels type
- Vocabulary word/picture cards

Directions:

- The teacher announces a vocabulary word.
- Participants drive cars to vocabulary words placed around the room.
- After everyone has driven their car to a word, announce which location is correct.
- A correct answer gets 1 point. Play to 5 points or as time permits.

Teacher Notes:

- Make large-size vocabulary cards to be placed around the room.
- Incorporate vocabulary words from previous lessons (if not using on Day 1).
- Give participants different color toy cars.
- To make it more challenging, place participants behind a designated line and have them roll the cars toward the correct answer.
- For non-readers, use pictures.

Snowman (Commonly known as Hangman)

Individual or Team Game

Energy Level — Low

Time Commitment — Flexible

from *Kimberlee W., 2022 volunteer*

Materials:

- Whiteboard or chalkboard
- Erasable markers or chalk

Directions:

- Draw a snowman on a whiteboard (three large snowballs for the body, two eyes, a carrot nose and a smile).
- Select a vocabulary word for participants to guess and put dashes on the board that correspond to the same number of letters in the vocabulary word (i.e., if the word is “angel,” write _ _ _ _ _).
- Participants take turns guessing a letter. For each correct letter guessed, fill in the corresponding blank. For each incorrect guess, erase one feature of the snowman. (He is melting away.)
- A participant can also guess a word in place of a letter. If the guess is incorrect, erase part of the snowman.
- Participants try to guess the selected vocabulary word before the snowman melts away.

Teacher Notes:

- Try playing this game later in the week so that you have a larger vocabulary bank to pull from.
- For younger and larger groups, have participants play in teams.
- Participants might need help with pronouncing letters in English. Try writing the alphabet on the board or have a card with the alphabet on it for participants to point to letters.

Pictionary

Team Game

Energy Level — Low

Time Commitment — Flexible

from *Kimberlee W., 2022 volunteer*

Materials:

- Vocabulary words/pictures on cards
- Drawing surface
- Appropriate drawing utensil (marker, crayon, chalk)

Directions:

- Participants choose one person from their team to draw the selected vocabulary word.
- The team that guesses the word first wins.

Teacher Notes:

- Add a more complicated element and place a blindfold over each participant drawing.
- For younger participants, play as a whole group. One participant draws on the board, and everyone guesses the word.
- Play to a certain number of points or for a designated amount of time.

Go Fish Vocabulary

Individual Game

Energy Level — Low

Time Commitment — Flexible

from *Carrie Ann S., 2023 Volunteer*

Materials:

- Cardstock cut into card-size pieces

Directions:

- Assign each participant a vocabulary word to write on four pieces of cardstock.
- After the deck is completed, mix up the cards.
- Deal each participant four cards. Play starts to the left of the dealer.
- The active participant asks another participant for a specific word. If the participant has card(s) with that word, he/she gives them to the active participant. The active participant asks again. The active participant keeps asking until a participant says, "Go fish." The active participant draws a card from the middle, and play continues to the left.
- Participants try to collect all four of the same vocabulary card to make a set.
- Play continues until all sets have been completed.

Teacher Notes:

- You can prepare the cards in advance to make more time for game play.
- Create cards with pictures for non-readers.
- If a participant runs out of cards, have him/her draw one from the middle to continue playing.

Musical Words

Individual Game

Energy Level — High

Time Commitment — Flexible

from *Nora O., 2022 volunteer*

Materials:

- Large vocabulary/picture cards, one per participant
- A way to play music
- Upbeat, appropriate music

Directions:

- This is similar to Musical Chairs, but it doesn't involve running, and nobody is ever out.
- Place large vocabulary cards on the ground in a circle with the word or picture side down. (Have one card per participant.)
- Each participant stands on one card. Play music and have participants move in the same direction around the circle.
- When the music stops, participants stop. Call on a participant to read his/her vocabulary word. Call on a few more participants.
- Play the music again and play multiple rounds to reinforce the vocabulary.

Teacher Notes:

- Choose an upbeat song to play.
- For more advanced participants, place definitions of words on the cards. Participants must guess which vocabulary word matches the definition.

Match It

Individual or Team Game

Energy Level — Medium

Time Commitment — Short

from *Nora O., 2022 volunteer*

Materials:

- Cards with translated vocabulary words
- Cards with English vocabulary or pictures

Directions:

- Place the translated vocabulary words on separate pieces of paper around the room.
- Give each participant a vocabulary word in English on a piece of paper.
- Participants then go around the room searching for the translated word that matches their card.
- Once all participants find their translation, collect the cards and pass them out for another round.
- Play five or six rounds.

Teacher Notes:

- This game might not be suitable for non-readers.
- Play this game multiple days in a row as a warm-up to help participants recall words from previous days.

SWAT

Team Game

Energy Level — High

Time Commitment — Short

from *Nora O., 2022 volunteer*

Materials:

- Vocabulary words written on paper or a board
- Fly swatter, one per team

Directions:

- Tape or fix vocabulary words or pictures on a wall or board.
- Place participants into two teams.
- One participant from each team gets a fly swatter.
- Say a vocabulary word. Participants race to be the first to swat the correct vocabulary word.
- Pass the fly swatters to the next team members and continue play as above.

Teacher Notes:

- Allow participants to draw their own pictures for the vocabulary words and use them in game play.
- For non-readers, use pictures.
- Is one team dominating? Mix up the teams.

First to the Front

Individual or Team Game (team play = lower stress for shy participants)

Energy Level — Low

Time Commitment — Flexible

from *Mindy T., LCMS missionary in Taiwan*

Materials:

- Large vocabulary flashcards — English/picture on one side, translation on the other

Directions:

- Participants start in a line at the back of the room and take one step forward for each correct answer.
- The first person or team to the front/goal line wins.

Teacher Notes:

- Using a dark marker, create large flashcards (standard-size paper or larger works well) with the English vocabulary word on one side and the translation on the other side. Large cards are easy for all participants to see. Everyone can passively review with the individuals answering the questions. (These cards can also be used for the “Paper Plate” game.)
- Show participants the English or translated side of the card to play.
- Use pictures for non-readers.

- It's a flexible game. Review as much or as little as desired. This works well with a large or small number of review words. Pressed for time? Just create a smaller distance to complete the game.

Vocabulary Charades

Team or Large-group Time-filler between Activities

Energy Level — Low to Medium (depending on space)

Time Commitment — Short

from *Mindy T., LCMS missionary in Taiwan*

Materials:

- Small cards with vocabulary words

Directions:

- Team play — Create one stack of small cards for every two groups, adding one English vocabulary word to each card. A card is drawn from the stack of cards and acted out for the teammate(s) to guess.
- Large-group time-filler — Ask for a volunteer to draw a card and act out the word for the large group to guess. Participants who love the limelight enjoy the attention as they lead the group.

Teacher Notes:

- Want to keep score during team play? Sure! Each correct answer = 1 point for “easy” words and 2 points for more challenging words, and so on. (Include the point value on each small card.) Incorrect cards can be added back to the pile or kept until all cards have been played.
- Want to add an element of choice? Divide cards according to their point value and allow the kids to decide the level of difficulty they’d like to try.
- Do you have a really shy participant? They may enjoy being a score keeper. They can be involved in a meaningful way and review from a more comfortable distance.
- Flexibility — Depending on your space, you can have multiple groups with two teams competing against each other, or you may choose to divide your whole group into two teams for one competition.

The Paper Plate Game

Individual or Team Game

Energy Level — Medium to High (depending on the group)

Time Commitment — Flexible

from *Mindy T., LCMS missionary in Taiwan*

Materials:

- Paper plates
- Dark marker
- Large vocabulary flashcards — English/picture on one side, translation on the other (can also be used for “First to the Front”)

Directions:

- Using a dark marker, write one English vocabulary word on each paper plate.
- Create an open play space, free of tables or chairs.
- Scatter the paper plates on the floor of the play area. You may wish to add some tape to the bottom of the plates, as they tend to slide when participants are moving quickly.
- Using the flashcards, the leader will read and show the translated word to the players.
- Individual play — The leader will call out a translated vocabulary word while two participants compete against each other to find the matching English paper plate on the floor. The first participant to step on the paper plate wins. The second participant to the plate leaves the game.
- The winning participant remains in the game. A new participant joins them at the current paper plate. The leader reads a new word, and the kids race to find the correct English word on another paper plate scattered around the room.
- Team play — Create two teams. Each participant who arrives first at the paper plate earns a point for their team.

Teacher Notes:

- Cheap paper plates are a better choice than heavier options. Participants can trip on the sturdier plates.
- Are translated words a little difficult for English-speaking volunteers? Have a responsible participant lead the game.
- Are paper plates hard to find? You can use pieces of standard copy paper, but they tend to tear easily. The paper could be laminated to make it more durable.
- You have a participant with limited mobility? Ask them to be a score keeper.
- You have a master champion participant dominating the game? Give the champion a delay before they can run to the next plate or retire them with honors for the day.
- There was a tie arriving at the paper plate? Have the participants play one round of “Rock, Paper, Scissors” or a similar game to decide the winner.
- The participants watching this game can get pretty excited. You may wish to include some parameters to prevent observers from directing active players to plates and the like.
- Want to include non-readers? Make plates with pictures for the English words.

Tic-Tac-Know

Team Game

Energy Level — Low

Time Commitment — Short

from *Mindy T., LCMS missionary in Taiwan*

Materials:

- Large paper or board
- Flashcards of translated or English words

Directions:

- Create two teams.
- Using a large piece of paper or other display space, create a standard Tic-Tac-Toe board.
- Use flashcards to ask teams translated words or English words to earn a circle or X for the game.

Teacher Notes:

- Allow each team to choose a participant speaker. The team speaker will share the team's final answer and the location of their circle or X on the game board.
- Game locations can be designated using terms: left, right, middle, top and bottom.
- Looking for a more interactive game? Make a living game board. Use painter's tape to create a Tic-Tac-Toe board on the floor. Participant representatives from each team use their arms to make a circle or X as the game progresses.

Mystery Bag

Individual Game

Energy Level — Low to Medium

Time Commitment — Flexible

from *Alyssa A., LCMS missionary 2015–2020*

Materials:

- Small pieces of blue, green, red and yellow paper
- A bag
- Somewhere to write the vocabulary words on the board

Directions:

- Put small pieces of colored paper in a bag (use the colors blue, green, red and yellow).
- Write the vocabulary words on the board for the participants to reference.
- In turns, participants draw a piece of paper out of the bag.
 - If they draw blue, they must say one of the vocabulary words.
 - If they draw green, they must make a sentence with one of the vocabulary words.
 - If they draw red, they must act out one of the words until the group guesses it.
 - If they draw yellow, they must pick someone else to say a vocabulary word.

Teacher Notes:

- Add more colors for advanced participants. Include additional prompts to make the game more difficult.
- For pre-readers, change one of the colors to "walk around the circle/classroom." This provides built-in movement.

Monkey Walk

Team Game

Energy Level — Medium

Time Commitment — Flexible

from *Mindy T., LCMS missionary in Taiwan*

Materials:

- Paper cups
- Vocabulary word images

Directions:

- Divide participants into two or more teams.
- Designate a start and finish line.
- Create two wavy lines of cups leading from the start line to the finish line (one for each team).
- Place a vocabulary word image at the end of the wavy line (finish line).
- Each team is seated behind the start line, making a straight line of participants.
- One participant from each team races along the wavy cup line, walking like a monkey (hands and feet touching the ground).
- The first participant to reach the finish line earns a point for their team.
- The instructor then asks each participant to name or sign the vocabulary word for the image at their finish line.
- Each correct answer earns their team a point.
- Participants take turns racing and answering questions.
- Keep track of team scores; the highest score wins.

Teacher Notes:

- Shy or unsure participants can ask teammates for help.
- Girls wearing skirts or dresses may be uncomfortable. Instead, they can assist with score keeping, changing images or working as the instructor.
- The “Monkey Walk” game is intended to increase the number of times participants see and hear information related to the day’s vocabulary words.
- Repeat the English word, translation and ASL signs as often as possible.

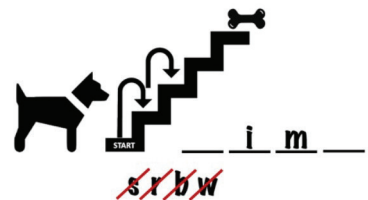
Dog and Bone (Hangman variation)

All-Group Play

Energy Level — Low

Time Commitment — Flexible

from *Mindy T., LCMS missionary in Taiwan*

**Materials:**

- A large chalkboard/whiteboard or similar writing space for everyone to see the puzzle
- Images of a dog and bone from Appendix 4, Pages _.

Directions:

- Participants can play together as one large group.
- Instructors create a simple puzzle phrase using one or two of the day’s vocabulary words.
- A stairway is drawn to match the puzzle, one step for each letter in the puzzle.
- Participants suggest letters to solve the puzzle.

- Incorrect letters are recorded, and a line is drawn through them. There is no penalty.
- Correct letters are written in the puzzle and an arrow is added to indicate a step was climbed toward the bone.

Teacher Notes:

- Using a puzzle with lots of letters? Make one step on the staircase for each word in the puzzle. Add an arrow each time a word is completed.
- This is a great time-filler between activities.

Air Balls and Bricks

Team Game

Energy Level — Medium

Time Commitment — Flexible

from *Mindy T., LCMS missionary in Taiwan*

Materials:

- Paper cups, one per team
- A way to designate the foul line
- Ping pong balls, one per team

Directions:

- Divide participants into two or more teams.
- Place one upright paper cup on a table or chair about 6 feet from each team.
- Designate a foul line. Participants must stand behind this line to play the game.
- Participants will shoot the ping pong ball toward the cup.
- Ping pong balls landing in the cup earn the team 2 points.
- Air balls (missing the cup entirely) and bricks (hitting the cup and bouncing away) require the participant to answer a question correctly about the day's vocabulary before earning a point.

Teacher Notes:

- You may want to keep extra ping pong balls handy or utilize helpers to round up the balls. They roll under everything!
- Participants shooting in front of the foul line? Create a foul/penalty. They must shoot the ball standing on one foot or something similar.

Bible Rotation

The Bible lessons are the heart of why you are leading an 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 you'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, 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 toward 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.

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.

Important note about working with your interpreter: Your interpreter may or may not be a Christian and may or may not have experience interpreting Christian vocabulary. Not every language has an easy word to use when translating theological terms such as "sin" or "forgive." For

example, in Mandarin Chinese, the word that is used for “sin” is identical to the word for “crime.” Because of this, telling someone that they are a sinner may result in blanket denial unless there is further clarification of terms. Spend some time ahead of class discussing key words in the Christian context with your interpreter to help with comprehension and correct interpretation.

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.

Day 1

Bible Story Introduction & Theme:

Gabriel visits Mary (LUKE 1:26–38)

C.S. Lewis writes in his book *Miracles*, “The central miracle asserted by Christians is the Incarnation.” This is so central because Jesus is unlike any other human. He is untouched by man’s fallen state. He is sinless. He really can be the Savior because of this. But is Mary thinking about what all this means when the angel Gabriel appears to her and tells her that she, a virgin, is going to give birth? Probably not. The angel knows that even before Mary hears the news, she needs to be reminded to “fear not.” And the reason she should not fear is because the Lord God is with her. He is doing the impossible.

The angel Gabriel tells Mary so much about her coming Son, the Messiah. Jesus is the Son of the Most High, a divine being. He is the Davidic King. His reign has no end. He is holy. The frightening news of being a pregnant virgin turns into a peace-filled announcement. Mary can be at peace because it is not her ushering the Savior into the world, but the Lord God Almighty doing all the work. He is doing the impossible. And this child she will birth is God’s “fear not” to the entire world. On the cross, bloodied and bruised, Jesus says, “It is finished.” And in those same words, we can hear the calming and peaceful phrase, “Fear not.” God has done the impossible in Jesus!

About the Theme: “Fear not! God does the impossible in Jesus.”

The life of Jesus begins with the impossible, the virgin conception. The end of Jesus’ life also contains the impossible: Jesus dies for the forgiveness of the world and rises again. We do not fear, because God has done the impossible in Jesus.

Daily Bible Verse: “For nothing will be impossible with God” (LUKE 1:37 NRSV).

Vocabulary List:

God	Holy
Angel	To fear
To say	Possible
To love	Impossible



Before Class Begins:

1. Decide which version of the stick puppets you will use for the lesson. Prepare the stick puppets from Appendix 4, Pages 5–6 based on the version you will use.
2. Write the Bible verse on the whiteboard.
3. Pray for your participants, that God would open their hearts to hear His Word and believe it.
4. Review the lesson and activities with your interpreter.

Introductory Activity:

Today, we learn about how with God all things are possible. Let's start by seeing what you think is possible and impossible.

Say, "I am going to say something like 'You can fly.' If you think it is possible, move to the right side of the room. If you think that it is impossible, move to the left side of the room. After I tell you the answer, please move back to the middle of the room."

(Pause between each of the items, allowing for participants to move across the room. Then allow them time to return to the middle of the room for the next possible/impossible item.)

Possible or Impossible?

- You can walk through a wall.
- You can live without food for a day.
- A monkey can swing from a tree.
- Your neighbor ate breakfast today.
- We are eating cake for lunch.
- My dad is 200 years old.
- The cup of tea is hot.
- The teacher gave homework.
- Babies can talk when they are born.
- God became man.

After finishing the activity, participants sit down in a half circle.

Say, "Some things in life are impossible or at least seem impossible. Today we are going to hear a lesson from the Bible about how God can do things that may seem impossible to us. But really, all things are possible for God. He is the one in control of everything."

Tell the Story:

Use two stick puppets (each with two sides): one for the angel Gabriel and one for Mary. Add your own facial expressions to the puppets (or have participants help): Gabriel's puppet face should have a speaking face used for announcements and a face of comfort for listening. Mary's puppet face should have a "shocked face" and a "peaceful face."

Two variations (choose one):

1. Give each participant a different stick puppet and have three leaders narrate the story (Narrator, Gabriel and Mary).

2. Have only one of each stick puppet but in a larger size. Two participants turn the puppets around and act with them. Three participants narrate the story (Narrator, Gabriel and Mary).

Optional: Set up a small puppet house made from cardboard or a suspended sheet.

Story

Narrator: God sends the angel Gabriel to Mary. Mary is engaged to Joseph. The angel Gabriel says,

Gabriel: Hello, Mary. God loves you! God is with you.

Narrator: Mary is surprised and afraid. The angel says,

Gabriel: Fear not, Mary! God loves you! You will have a son. You will call Him Jesus. He will be great and holy. He will be God. He will be a king. His kingdom will never end.

Narrator: Mary asks the angel,

Mary: How is this possible? How can God bless me with a baby who is God and a king?

Narrator: Gabriel answers,

Gabriel: God will give you the Holy Spirit. By His power, you will give birth to Jesus. What God says, He does. Nothing is impossible for God.

Narrator: Mary peacefully answers,

Mary: I am God's servant. Let God's will be done.

Narrator: Then the angel Gabriel leaves.

The story is short. Tell the story again. Allow participants to change their role in the telling of the story.

Review the Story:

ASK: Was Mary afraid when she heard the angel's message? (Yes.)

ASK: Why do you think Mary felt afraid? (Because what the angel told her seemed impossible and was shocking.)

ASK: Did Mary have peace after the angel talked with her for a while? (Yes.)

ASK: Why did Mary have peace? (She rested in knowing that God's will is perfect.)

Teach the Meaning:

SAY: Our Bible verse for today is, "For nothing will be impossible with God" (**LUKE 1:37 NRSV**). Let's review it together.

Have the Bible verse written on a whiteboard. Read the verse two times. Then erase one word and say it again. Continue this until all the words have been erased and the participants have the verse memorized.

ASK: What are some things that we might think are impossible for us, but God makes them possible?

Allow participants to answer. Feel free to add some of your own examples from your life.

SAY: In our Bible story, Mary thought it was impossible to have a baby who is God.

ASK: Who gave Mary the news that God was making these impossible things happen? (Angel Gabriel) Explain that “angel” means “messenger.” Throughout the Bible, God sometimes uses angels to deliver His messages.

SAY: God did the impossible when He became man. He was both God and man in the person of Jesus. The Bible tells us that He was without sin. We are born sinful, and this sin separates us from God. But God did what was impossible for us. He forgave our sin and reunited us with Him.

ASK: How did God forgive our sin? *Allow participants to answer.*

SAY: Jesus took our sin upon Himself and carried it to the cross. There He died, and sin died there with Him. Because of Jesus’ death on the cross, we are forgiven and God the Father welcomes us back. We have hope because Jesus didn’t stay dead, but He rose! We have a living Savior! He gives life everlasting to all who believe in Him. So, fear not! God does the impossible in Jesus!

Conclusion:

Close in prayer. As a closing dismissal say, “Fear not, **(name)**! God does the impossible in Jesus!”

Day 2

Bible Story Introduction & Theme:

The angels announce the birth of Jesus to the shepherds (**LUKE 2:8–20**)

Today’s lesson explores the theme of fear and the powerful message of promise and presence in Luke 2:8–20.

In this passage, we encounter a group of shepherds keeping watch over their flock by night. Suddenly, an angel of the Lord appears before them, and the radiance of the Lord’s glory surrounds them, filling the night with divine light.

The shepherds are understandably terrified by this awe-inspiring sight, as fear often accompanies encounters with angels. Yet, the angel’s first words to them are, “Fear not” (**LUKE 2:10**). The angel assures them that the purpose of this heavenly visitation is to bring good news that will cause great joy for all people. The angel announces to the shepherds that the promised Savior, the Messiah, has been born in Bethlehem. This message transforms their fear into wonder and anticipation. They receive a message of hope that dispels their fear, replacing it with a profound sense of awe and joy. The shepherds immediately set out to find the baby Jesus and share the good news with others. Their fear is transformed into a courageous and faith-filled response to God’s promise of the Savior.

About the Theme: “Fear not! Jesus is the Good News!”

As we explore Luke 2:8–20, we uncover the transformative power of encountering God’s message amid our fears. We learn how God’s comforting presence can turn our fear into faith and lead us to a life of courage, trust and joy. Fear not! Jesus is the Good News!



Daily Bible Verse: Luke 2:10–11

“And the angel said to them, ‘Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord’” (LUKE 2:10–11 ESV).

Vocabulary List:

Shepherd	Savior
Night	To be terrified
Glory to God	Good News
Angel	Manger
Peace	Suddenly

Before Class Begins:

1. Read Luke 2:8–20 and pray that God would open the hearts of the participants to hear His Word and believe it.
2. Go over the “Tell the Story” section and familiarize yourself with the actions.
3. Write today’s Bible verse on a board or poster where all participants can read it.
4. Gather the listed supplies.
5. Review the activities and Bible story with your interpreter.

Supplies:

- 4 large white posters
- Markers
- Images for Teach the Meaning: “Good News or Bad News?” activity from Appendix 4, Pages 7–14.

Introductory Activity:

Name several emotions and ask the participants to show you what face they would make when they feel that way (surprised, terrified, excited, etc.).

Ask the participants: Can you tell a story about a time when you received good news? (Give participants time to answer.)

Say: It is exciting to receive good news! Today we will hear a story about the ultimate Good News. The Good News was that the promise God made to all people to send a Savior would happen in the birth of baby Jesus.

Tell the Story:

Divide the participants into two groups. Make sure each participant knows if they are in Group 1 or Group 2.

Say: Listen carefully. I am going to tell the story and give you some instructions to help us act it out.

Say: It’s nighttime, and shepherds are watching over their sheep. (Group 1: Pretend like you’re a sheep — *make a sheep sound*. Group 2: Pretend like you are shepherds watching over your sheep — *put your hand to your forehead as if you’re watching over sheep*.)

Say: Suddenly, an angel appears to the shepherds, and they are terrified! (Everyone: Pretend that you are terrified!)

Say: The angel says to them, "Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord."

(Group 1: Pretend that you are sharing an important message with someone. Group 2: Pretend that you are the shepherds hearing this message.)

Say: Then, a large group of angels appears in the sky, and they sing, "Glory to God in the highest, and on earth peace among those with whom He is pleased." (Group 1: Pretend you are the angels singing. Group 2: You are the shepherds; pretend you are shocked!)

Say: Then the angels go away. The shepherds say to each other, "Let us go and see this thing that has happened." They run to Bethlehem and find Mary, Joseph and baby Jesus. (Everyone: Run in place like you are in a hurry.)

Say: After seeing baby Jesus, they go and tell many people what they have seen. (Everyone: Pretend like you are sharing really good news with your neighbor.)

Say: People are amazed when the shepherds tell them the Good News that Christ the Lord has been born. (Everyone: Act like you are amazed.)

Review the Story: Divide participants into four small groups. Give each group a blank poster and some markers.

Explain that each group will be drawing a piece of today's Bible story. At the bottom of the poster, each group should write the sentence in English that describes their scene.

Give each group one of the following sentences on a slip of paper without the order number.

Group 1: Shepherds watching over their sheep at night.

Group 2: The angels appeared to the shepherds, and they were terrified.

Group 3: The angels told the shepherds the Good News.

Group 4: The shepherds ran to tell everyone what they had heard.

Give the groups a little time to draw their scene and write a sentence. Then have them stand in a line with their pictures according to the sequence of the story. Have each group read their sentence out loud.

Teach the Meaning: "Good News or Bad News?"

Say: Remember the expressions we practiced at the beginning of our time together? Now we are going to play a game using the same expressions.

Explain to participants that you will be showing them a series of images. Ask one participant to come to the front. Show the participant the image, so only they can see it. Based on their reaction, the class should guess whether the image is depicting good news or bad news. After the class has guessed, reveal the image to everyone and verify whether it was good news or bad news. Do this with a new volunteer until you run out of images.

Use images from Appendix 4, Pages 7–14.

After the activity, ask the participants these questions:

1. How did you know if your friend was reacting to good news or bad news? *Allow a variety of responses.*

Show the group the image of the nativity.

2. Can you point to the good news in this picture? *Allow participants to respond.*

Say: Jesus is the Good News!

Conclusion:

Say: No matter how afraid some news might make us, we can always cling to the Good News of Jesus, who is Christ the Lord, born to be the Savior of the world. He is always with us in our fears.

Close in prayer. As a closing dismissal, **say**, "Fear not! Jesus is the Good News!"

Day 3

Bible Story Introduction & Theme:

Jesus walks on water and saves Peter (**MATTHEW 14:22–34**)

After Jesus feeds the 5,000, He sends His disciples across the lake in a boat while He goes to pray. The disciples, many of whom were experienced fishermen, encounter difficulty crossing the lake due to the wind. In the night, Jesus comes to them walking on the water, causing the disciples to fear that they are seeing a ghost. Jesus reassures them by His presence and divinity, causing Peter to ask to walk on the water too. Peter falters when he sees the wind and waves. He cries out to Jesus, and Jesus rescues him. When they return to the boat, Jesus stops the wind. The disciples worship Jesus as God after this display of His supernatural power.

You may have heard this text explained like this: "If you have faith like Peter, you, too, can walk on water." This both oversimplifies the text and puts the emphasis on the wrong person. Peter can walk on water only because of Jesus' power. The object of our faith — Jesus — is the most important part.

In these circumstances, Jesus comes to the disciples, reassures them by His Word and uses His power to stop the storm. While God does not promise to stop all the storms of life, He continues to be with us and comfort us by His presence in them.

About the Theme: "Fear not! Jesus is with you."

Jesus is God and therefore has power over all of creation. Like the disciples, we are afraid of many things, but Jesus has power over them all. When we keep our eyes fixed on Jesus, we receive comfort and hope from Him that He is with us in all circumstances of life. Because we know that Jesus has won the ultimate victory on our behalf, we are free to live without fear.

Daily Bible Verse:

"Don't be afraid," [Jesus] said. "Take courage. I am here!" (**MATTHEW 14:27B NLT**).



Vocabulary List:

Disciple	To be terrified
Boat	Wind
Water	To save
Courage	To sink
Faith	Lake
Son of God	

Before Class Begins:

1. Print copies of the storytelling images from Appendix 4, Pages 15–22.
2. Arrange for a suitable way to use the images to tell the story (magnets, felt board, etc.).
3. Pray for your participants, that God would open their hearts to hear His Word and believe it.
4. Review the lesson and activities with your interpreter.

Introductory Activity:

Say, “Today’s Bible lesson takes place on a lake and in a boat. How many of you have ever been in a boat?” (Allow participants to raise their hands. Ask a few for details of their boat experience as time allows.)

Say, “At the time of Jesus, boats were generally small and moved by rowing and possibly by having a sail. We’re going to do an activity to help us understand what that’s like.”

Say, “In a minute, you’re going to each get a partner. You’ll sit across from your partner and cross your legs. You’ll join hands with your partner and gently push and pull to act like you’re rowing a boat. I’ll demonstrate first.” (Demonstrate the activity with your interpreter or a participant.)

Say, “Please find a partner and sit facing each other with your legs crossed.” OR “When I point out your partner, please sit cross-legged, facing each other.”

When everyone is paired up, **say,** “Now take hands with your partner and practice gently rowing with them. You have to work together to make rowing work!”

Play music or count to give participants a rhythm to row to. Optional: Use “Row, Row, Row Your Boat.” We don’t recommend trying to teach the song to all participants at this point.

Tell the Story:

Say, “Now we’re going to hear another story about Jesus’ power — this time over all of creation.” *Give directions on moving from their seated rowing position to where you’ll be telling the story. Use the provided images to tell the story. Use a whiteboard with magnets, a felt board or simply hold them up at the right time.*

Use storytelling images from Appendix 4, Pages 15–22.

Story:

Jesus tells His disciples to get into a boat. *Jesus is next to a boat with people in it.*

The disciples start crossing a lake. *Move the boat onto the lake.*

Jesus stays on a hill to pray. *Move Jesus away and leave Him at a higher point.*

It becomes night. *Put moon on main “scene.”*

During the night, a strong wind starts to blow. *Add the wind element.*

The disciples have trouble rowing through the waves. *Put higher waves on the lake and move the boat up and down to show difficulty.*

At 3 a.m., Jesus walks on the lake toward the boat. *Put Jesus on the lake.*

The disciples are terrified. They shout, "It's a ghost!" *Add "ahhh!" speech bubble by the disciples.*

"Don't be afraid," Jesus says. "Take courage. I am here!" *Point to Jesus and remove the "ahh!" speech bubble.*

Peter says, "Jesus, if it is you, have me walk on the lake to you." *Add Peter at the edge of boat.*

Jesus says, "Come." *Point to Jesus.*

Peter walks on the lake toward Jesus. *Move Peter on to the lake.*

Then Peter sees the wind. *Point to wind.*

He is afraid. He starts to sink. *Slide Peter behind the waves halfway.*

Peter says, "Jesus, save me!" Jesus grabs Peter. *Move Jesus toward Peter and have him "pull" Peter up.*

Jesus says, "Why did you doubt?"

Jesus and Peter get into the boat. *Move Jesus and Peter into the boat.*

The wind stops. *Remove wind and strong waves from the scene.*

The disciples worship Jesus. They say, "You are the Son of God."

Review the Story:

Have participants act out the story. You'll need to assign the roles of Jesus and Peter. Everyone else will be the disciples. Have the disciples use the partner row position from the opening activity to make a "boat" by sitting in a line. Use the story above to prompt participants but also allow them to try to remember what happens next. Encourage participants to say their own lines (in the local language as appropriate). Make corrections if they are wrong or completely miss an idea, but otherwise let them work through the story.

Teach the Meaning:

Ask, "What were the disciples afraid of?" (The wind, a ghost)

Ask, "How did Jesus help them?" (His presence, saving Peter, stopping the storm)

Ask, "Why could Jesus do those things?" (He is God.)

Ask, "What are some things kids today are afraid of?" (Answers will vary; accept all answers.)

Say, "Yes, we have many fears, just like the disciples. But Jesus does not leave us alone in our fear, just like He did not leave the disciples alone."

Ask, "How does Jesus help us?" (His presence, forgiveness, perhaps stopping the thing we are afraid of)

Say, "Sometimes Jesus stops the storms of life and so gives us His peace. Other times, He gives us His peace by being with us in the storms of life. No matter what, He removes our fear by the hope of eternal life — knowing that no matter what happens, He has won the victory over death for all who believe in Him."

Ask, "Why can Jesus do these things?" (He is God.)

Say, "Because Jesus is God, He helps us to replace our fear with faith in Him. Like Peter, when we keep our eyes on Jesus, we can trust Him to help us in all our problems. When we look away from Jesus, we start to be afraid again. Jesus is always willing to hear us and help us with our fears when we call to Him, just like He did with Peter."

Conclusion:

Say, "Now let's talk to God in prayer."

Say, "Dear Jesus, thank You that You are always with us. Thank You for caring for us. We know that You have won the victory over death for all who believe in You. Replace our fear with faith in You. Amen."

Say, "In a minute, I will have you turn to face your partner from earlier and say, 'Fear not, (name), Jesus is with you!'" Demonstrate with your partner from earlier.

Say, "Now please face your partner and say, 'Fear not, (name), Jesus is with you!'"

Dismiss the class for their next activity.

Day 4

Bible Story Introduction & Theme:

Jesus raises Jairus' daughter from the dead and heals a sick woman
(MARK 5:21-43)

Today's lesson includes a miracle sandwich: Jairus and his daughter and the bleeding woman. And the sandwich is so good that we shouldn't eat the bread and the middle part separately.

Jairus is waiting for Jesus to come back across the lake. Jairus is a leader of the synagogue. Every week, he leads the people in worship of the God of Israel. Jairus had heard of Jesus healing many people by putting His hand on them, and he asks the same thing of Jesus — to heal his dying daughter. But he gets interrupted.

A woman shows up who has been bleeding for 12 years and has spent all she had on doctor after doctor. The woman is continuously unclean because of her bleeding. When she joins the crowd, her bleeding makes everyone else unclean as well. Even if she could somehow do what was required of her to be clean, it wouldn't matter because she has this constant problem. And because of her continuous bleeding, she is going to die.

We, too, have a constant problem — the problem of sin. We can try to get rid of it, but the more we try, the more we realize that the problem is not going away. And we, too, are going to die. We, too, need someone to give us life.

The bleeding woman reaches out to touch Jesus, and she is healed! Jesus turns to her. He doesn't shame her but calls her daughter. He gives her a new identity. She is a daughter of the



King. He tells her, "Your faith has made you well." The word in Greek for "made well" is the same as "saved you." And He heals her of her disease. She goes away both forgiven and healed of her earthly sickness.

Let us not forget the daughter of Jairus, though. The report comes that she is dead. But Jesus goes to her. He touches her. He heals her. He brings the 12-year-old girl to life.

As we look at this miracle sandwich, the real meat of it is, "Don't be afraid; just believe." Christ says the same to us. He calls us His sons and daughters, His forgiven children, His healed children. Faith in Jesus Christ saves you. Period. Nothing more.

God welcomes us back into His presence through His Son, Jesus. He sends us out now to care for others and to share this Good News. He says, "Don't be afraid; just believe."

About the Theme: "Fear not! Just believe."

Jesus brought healing to the bleeding woman and life to Jairus' daughter. God brings healing and life to us through His Son, Jesus Christ.

Daily Bible Verse: "Jesus told him, 'Don't be afraid; just believe'" (MARK 5:36B NIV).

Vocabulary List:

Girl	To live
Woman	To die
Faith	To touch
Miracle	
To be sick	
To heal	

Before Class Begins:

1. Prepare sandwich materials for the introductory activity from Appendix 4, Pages 23–33 (if using).
2. Inflate beach balls or balloons for the introductory activity and memory verse review.
3. Prepare your "story sack" items (boat, sandals, thermometer, Lego minifigures, empty wallet, piece of cloth, question mark, bandage, exclamation point, cross, Lego bed, hands, two exclamation points).
4. Pray for your participants, that God would open their hearts to hear His Word and believe it.
5. Review the lesson and activities with your interpreter.

Introductory Activity:

Option 1: Sandwich Way

Imagine you just opened a sandwich shop at English Bible Camp. However, the sandwiches are made of paper. Have one table with the various sandwich toppings laid out on it. Participants form a line to place their sandwich orders. While participants might not be able to say all the sandwich items, encourage them to say "thank you" when they receive their sandwich. Once all orders are complete, have participants sit down in a circle.

Option 2: Beach Ball Sandwiches

Form two teams. Each team makes pairs within their own team. The first pair on each team gets a beach ball (or balloon). Have the partners stand back-to-back and place the beach ball in the middle (like a sandwich). Ready, set, go! The pairs race to a designated location and back to their team. The beach ball is passed to the next pair, and the relay continues until all pairs have completed the challenge. Be careful! If a pair drops the beach ball while moving it, that pair has to start over.

SAY: In today's story, Jesus isn't making food or beach ball sandwiches; He's making a "miracle sandwich!" We have not one but two miracles of Jesus! In our story today, Jesus performs one miracle in the process of another one! Wow! Let's see how Jesus brings healing to two people.

Tell the Story:

Take your "story sack" out and have each participant draw one item out of the bag. If you have a larger group, you may want duplicate items. When an item is needed to complete the visual of the story, have all participants with that item bring it up to the front.

SAY: I'm going to read our story for today. As I do, I need your help to create a visual for the story. Each of you has a special item. When I read the story and your item is needed, bring it up to the front for everyone to see. Listen carefully so that you hear when your item is needed.

Begin reading the adapted Bible story. The item that should be brought forward is in parentheses.

Jesus sails across the lake on a boat. Many people come to hear what He has to say. (boat)

Jairus, a leader in the synagogue, comes and falls at Jesus' feet. (sandals)

Jairus begs Jesus to come with him because his daughter is dying. He asks Jesus to come lay His hands on her and heal her. Jesus goes with Jairus. (thermometer)

The crowd follows them, too, and surrounds Jesus and Jairus. (Lego minifigures)

A sick woman is in the crowd. She has been sick for 12 years. She has spent all her money on doctors, but she only becomes sicker. (empty wallet)

She thinks that if she touches Jesus' robe, she will be healed. So she reaches out and touches His robe and is healed immediately! (piece of cloth/robe)

Jesus feels His power go out and asks, "Who touched me?" His disciples are confused because there are so many people around Him. (question mark)

The woman who touched Jesus is so afraid, but she comes forward and tells Him the truth. Jesus says to her, "Daughter, your faith has healed you. Go in peace." (bandage)

While Jesus is speaking, some people come and tell Jairus that his daughter has died. (exclamation point)

But Jesus tells Jairus, "Don't be afraid; just believe." (cross)

Jesus leaves the crowd and walks with Jairus to his house. When they arrive, Jesus tells the people, "Jairus, your daughter isn't dead, she is only sleeping." (Lego or play bed)

Jesus takes the daughter's hand and tells her to get up. (hands)

The girl immediately stands up and walks around. Everyone is amazed at what Jesus has done. (two exclamation points)

Review the Story:

Collect all of the objects and put them back into the “story sack.” Pull an item out at random and ask the group what the item related to in the story. Place the item on the table approximately where it happened in the story timeline. After all the items have been pulled out, move on to teach the meaning.

Teach the Meaning:

SAY: Today we learned about our miracle sandwich. Isn't it amazing how Jesus does miracle upon miracle?

ASK: What did the sick woman and the young girl do in order to be healed? *(They didn't have to do anything. Jesus healed them.)*

SAY: Jesus healed the woman of her illness, and Jesus brought the 12-year-old girl back to life. The great news is that this is true for us also. Jesus heals us from our sin and gives us new life through His death on the cross and His rising from the dead. The blood of Jesus cleans us. There is nothing we have to do. Jesus tells us, “Do not be afraid; just believe.” We are saved by grace through faith. And even this faith is a gift from God Himself.

SAY: We used the idea of the sandwich today. Have you ever heard the saying, “The meat is in the middle?” It makes sense, right? The meat of the sandwich is between two pieces of bread. It is what defines the sandwich. Most of the time, we name the sandwich after what's inside of it. It's a ham sandwich or a turkey sandwich.

ASK: So, what would you say is “the meat” of our miracle sandwich? *(The meat of this text is actually our memory verse for the day, “Don't be afraid; just believe.” It is Jesus who makes us not fear and because of Jesus we believe.)*

SAY: Let's practice our memory verse today.

Have a beach ball ready. Toss the ball around the circle and the person who catches the ball says the next word in the verse. Repeat this until you have said the verse four or five times.

SAY: Thank you! Let us always remember that Jesus is the center of all things. Today we remember that God brings healing in Jesus.

Conclusion:

Close in prayer. As a closing dismissal, say, “Fear not, *(name)*! Just believe!”

Day 5

Bible Story Introduction & Theme: Jesus appears after His resurrection
(MATTHEW 28:1-10)

Today's Bible story is a familiar one to Christians. On the Sunday after Jesus' crucifixion, two Marys go to the tomb, but they don't find Jesus' body as they expected. Instead, they find an angel and then the risen Lord Jesus. Both the angel and Jesus tell the women not to be afraid.

Jesus' resurrection is the center of the Christian narrative. Paul writes, “And if Christ has not been raised, your faith is futile and you are still in your sins”



(1 CORINTHIANS 15:17). Without the resurrection, every other story you teach this week is just that — a story without eternal significance. Because Jesus has risen from the dead, His entire life points us to the truth that God makes us a part of His family.

As you teach today's story, help participants understand that Jesus appears not in a just spiritual sense. In the 40 days after His resurrection, the disciples see Him multiple times, touch Him and witness Him eat food. He is not a ghost or an apparition. This provides assurance that just as Jesus rose, those with faith in Him will also rise — with real, perfected human bodies.

About the Theme: "Fear not! Jesus lives!"

We learn about this central truth of our Christian faith: Jesus' resurrection proclaims the defeat of sin, death and Satan for all people. Jesus' post-resurrection appearances provide assurance that the disciples are not processing their grief by imagining or hallucinating that Jesus is alive.

Daily Bible Verse: "But the angel said to the women, 'Do not be afraid, ... [Jesus] is not here, for he has risen, as he said'" (MATTHEW 28:5A, 6A ESV).

Vocabulary List:

To fear	Angel
To die	Tomb
To live	To run
Cross	Stone
To be afraid	To shake
To rejoice	

Before Class Begins:

1. Pray for the participants, that the Holy Spirit would help them hear and believe the Good News about Jesus.
2. Print a set of "fear" pictures (use vocabulary pictures or find your own) and get a bag, several heavy objects and masking tape for the opening activity.
3. Prepare for the review activity by printing a set of story pictures with sentences from Appendix 4, Pages 34–40 for each small group, as well as one for you.
4. Review the vocabulary words and story with your interpreter to make sure they understand the meaning in a Christian sense.

Introductory Activity:

Show a series of pictures (spiders, snakes, thunderstorms, death, etc.) that represent things that people are often afraid of.

Ask participants to stand up and move to the spot that best represents how scared they are of that thing. (One side of the room will represent "not at all afraid" and the other side will represent "very afraid," with the space in between representing a spectrum.) After participants settle on a spot, ask one or two to explain why they chose that spot (in the local language as appropriate).

Go through a number of pictures and then have the group sit down. Say, "What are some of the things you're afraid of?" (Accept all answers and write the answers on a piece of tape that you stick to something heavy and put in a bag.)

When participants have had time to add their ideas, set the bag to the side and say, "We'll come back to these later. Right now, we're going to move into our story."

Ask, "What is our theme for the week?" (Fear Not!) "Who have we learned about so far?" (Mary, shepherds, Peter, Jairus, the woman with bleeding)

Say, "Today's theme is 'Fear not! Jesus lives!' We will learn about how Jesus gives us all life, so we don't need to be afraid of death or evil."

Tell the Story: While telling the story, have participants do the actions with you.

On Friday afternoon, Jesus dies on the cross. *Make a cross with two fingers.*

His friends are very sad. *Rub fists to face like crying.*

They bury Him in a tomb. Guards stay at the tomb. *Hold one fist at shoulder level (like holding a spear) and look stern.*

On Sunday morning, two women walk to Jesus' tomb. *Use your fingers to "walk" across your palm.*

An angel rolls away the stone. The ground shakes. *Shake your whole body.*

The angel sits on the stone. *Place one fist on top of the other firmly.*

The guards shake. They fall like stones. *Shake your whole body and tilt to one side.*

The angel tells the women, "Fear not! *Sign "fear not."*

Jesus died on the cross, but He is not in the tomb. *Cross arms in an X.*

He lives again! He told you He would live again! *Sign "lives again."*

Look in the tomb. Jesus is not in the tomb. *Cross arms in an X.*

Go tell His friends that Jesus lives!" *Point finger and gesture arm away as saying, "Go!"*

The women run to tell Jesus' friends. *Use your fingers to "run" across your palm.*

The women feel afraid and also feel like rejoicing. *Make a scared face followed by a happy face.*

Jesus meets the women as they run. The women touch Jesus' feet and worship Him. *Put hands together and bow.*

Jesus tells them, "Fear not! *Sign "fear not."*

Tell my friends that I live. They will see that I live." *Sign "lives again."*

Ask, "Why were the women sad?" (Jesus died.)

Ask, "What happened at the tomb?" (An angel rolled away the stone and told the women "Fear not! Jesus lives!")

Ask, "What did Jesus tell the women?" ("Fear not! I live.")

Say, "That's right! Jesus died on the cross, but He lives again. Jesus gives us eternal life. Because of Jesus' gift of eternal life, all people who believe in Him do not fear sin, death or the devil."

Review the Story:

To review the story, give small groups a set of pictures from Appendix 4, Pages 34–40 with sentences about the story.

Have them work together to put them in order. While they are working, walk through the room and check for understanding by observing how participants are putting the story together. When all the groups are done or when time is up, describe the order as you put your own set of pictures or sentences in order up front and have them check their work.

Teach the Meaning:

Say, “Earlier, you told me things you were afraid of. Jesus tells us ‘Fear Not,’ because He has overcome all these things. When we tell our fears to Jesus in prayer, He helps us and reminds us that He has overcome all these things by dying on the cross and rising from the dead. He also provides people like parents, teachers and pastors to help us work through the things we’re afraid of.”

Say, “Jesus tells us, ‘Fear Not!’ When we’re afraid, it can be like a heavy weight on our shoulders.”

Ask for a volunteer or demonstrate the following activity yourself. Get the bag from the introductory activity and have the volunteer hold it.

We’re going to pray to Jesus and then hear His Good News.

Pull the first item from the bag and have the class say with you or echo you, “Jesus, we are afraid of _____. ” Then say as a group, “Jesus says, ‘Fear not, I live!’ ” Repeat for all the items in the bag.

When the bag is empty, ask the person holding the bag how they feel now. (*Accept all answers*)

Say, “Jesus died and lives again. He tells us the good news ‘Fear Not!’ He is stronger than all our fears and is always with us. Because He lives, He can give the gift of life.”

Conclusion:

Close in prayer. As a closing dismissal, say, “Fear Not, (*name*)! Jesus lives!” to each participant. If time does not allow for individual dismissals, say, “Fear Not, all people! Jesus lives!” generally to the class.

Music Rotation

Introduction

You have probably heard Martin Luther's famous quote, "Next to the Word of God, music deserves the highest praise." Melodies stick with us. Those earworms that pop in our heads with various texts form and shape us. Thus, at English Bible Camp, music receives its own session. It reinforces the main themes and ideas the participants hear throughout the week. The theme song, when dissected, includes every theme from the entire week of the EBC, and the refrain drives home the overarching theme to "Fear Not!" because Jesus has defeated sin, death and the devil.

Music at the EBC can involve a variety of activities. We often think of music time as just singing. While this is a primary focus, work to incorporate other music-related activities. Just as a participant has difficulty sitting through 30 minutes of straight reading, the same can be true about 30 minutes of continuous singing. Movement, dancing and musical games provide the necessary brain breaks to keep focus and energy high. However, we want to begin with talking about singing, as you will use this both during your music rotation and during openings and closings.

Provided for you here is a camp theme song, multiple thematic song suggestions for each day, generic songs with accompaniment, high-energy songs without accompaniment, music-related activities, a blank lesson plan and a complete lesson plan for Day 1 of the music rotation. We encourage you to print out the blank lesson plan (one copy for each day) and fill in the missing pieces with songs and musical activities that you will enjoy teaching and that you and your team are familiar with. A Day 1 lesson plan has been completed for you.

Tips for Leading Music:

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

Reminders:

- Participants are learning English. Learning too many new songs will overwhelm the participants. Shoot for learning a maximum of two new songs per day. This includes the opening and closing times as well as the music rotation.
- Most of the songs suggested in the curriculum use a rather limited vocabulary. If you introduce other songs, make sure the text is appropriate for the participants' level of English.
- Sing a song more than just one time (even in the same day). Participants usually have a favorite song. Use it to get the participants excited.
- Encourage the participants to sing out. However, there are more important (and healthier) aspects of singing than it being loud.
- All participants need to hear a clear melodic line and accompaniment (if using). Make sure the participants in the very front and the very back can clearly hear and follow along.
- When teaching a new song, use the following approach:
 - Introduce the song. Work with your interpreter to share what the song is about. Make sure you know what a song is about before you sing it. If the song is based on a Scripture passage, read that passage to connect things back to the Bible.
 - Start with only the text or only the melody. What you begin with is up to you.

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

Double Check with Your Host:

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

- What space will the music rotation be held in?
- Are there any special rules to follow for the designated space?
- Are there any instruments available? (If you or someone on your team plans to accompany the singing.)
- Is there someone from the national team who could accompany you? (If you yourself are unable to do so.)
- Is there a projector and screen available for lyrics? Or is there a printer available to print lyrics?
- Are there speakers, a sound system or other ways to play recordings loud enough for everyone to sing along?

Preparation Before Departure:

- If using a projector for lyrics (recommended):
 - Prepare the slides in PowerPoint or a similar application. Make sure the text is big! Depending on your font, the text size should be no smaller than 70 pt.
 - Save each song as a separate file for easy access.
 - Choose a darker, neutral background with a white text. This is often the easiest to read in any space.
- If using paper resources for lyrics:
 - Type up the lyrics and check with your hosts to see if it's possible to print them.
 - Think about making a songbook for participants to take home with them after the EBC finishes.

- Gather your accompaniment materials:
 - Using a live instrument is best. If you or someone else can play to accompany the participants, use this gift!
 - Many songs can be found in Lutheran Service Book, in other songbooks or on the internet. The musical suggestions below list if the song can be found in a specific printed publication. If nothing is listed, it can be found online.
 - Videos are great, but they are more difficult to teach with. Make sure you know how your technology works before leading your rotation.
- Teach your team some/all of the songs that you plan to use. The more people that already know the songs, the easier it will be for others to join in.

Upon Arrival:

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

During Camp:

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

Camp Theme Song

As mentioned earlier, our theme song pulls from each day's theme and drives home the overarching theme of "Fear Not!" as Jesus has defeated sin, death and the devil. We encourage you to learn the theme song on the first day at some point and sing it multiple times a day throughout the EBC. A lyric/chord version as well as a lead sheet with the melodic line is provided for learning the song and for accompaniment purposes. A digital recording is also available.

"Fear Not" by Benjamin Helge

God does the impossible in Jesus.

Jesus is the Good News for me and for you.

By our side ev'ry day and night, He's with us.

Just believe that He came to save from sin and the grave.

So, fear not! Fear not! Even though He died.

Fear not! Fear not! Now Jesus is alive.

To death we say goodbye!

Just like many did before us, Hear
the Good News, Jesus does the
impossible for me and you.

Fear Not

by Benjamin Helge

Verse 1

E **C#m**
God does the impossible in Jesus
A **B**
Jesus is the Good News for me and for you
E **C#m**
By our side ev'ry day and night, He's with us
A **B**
Just believe that He came to save from sin and the grave.

Chorus

E **C#m** **B**
So, fear not! Fear not! Even though He died.
E **C#m** **B**
Fear not! Fear not! Now Jesus is alive.
F#m/A **A**
To death we say goodbye!

(Optional Bridge)

C#m **Emaj7**
Just like many did before us,
A **B**
Hear the Good News
C#m **Emaj7**
Jesus does the impossible
A **B**
for me and you

Fear Not!

LCMS English Bible Camp Theme Song

Benjamin Helge

Verse

E C#m

God does the im - pos - si - ble in Je - sus

5 A B

Je - sus is the Good News for me and for you

9 E C#m

By our side ev - 'ry day and night, He's with us

13 A B

Just be - lieve that He came to save from sin and the grave. So,

Chorus

E C#m B

fear not! Fear not! E - ven though He died.

21 E C#m B

Fear not! Fear not! Now Je - sus is a - live. To

25 F#m/A A

death we say good - bye!

Bridge

C#m Emaj7 A B

Just like ma - ny did be - fore us, hear the Good News.

32 C#m Emaj7 A B

Je - sus does the im - pos - si - ble for me and you. So,

2023



Day 1 Lesson Plan (Complete)

Music Day: 1

Theme: "Fear not! God does the impossible in Jesus."

Bible Verse: "For nothing will be impossible with God" (LUKE 1:37 NRSV).

Warm-up (2 minutes) — Physical/vocal

Get the participants ready to sing and move.

1. Begin with some simple stretching: touch your toes, reach for the sky, torso twists, etc.
2. Vocal sirens: practice going from low to high and then high to low using "ooh."

Review the Bible Verse and Theme (2 minutes)

Reinforce the main ideas for the day with a simple question or by reciting the Bible verse/theme.

3. Pass out eight pieces of paper, each with one word/reference from today's Bible verse. Ask the participants to line up so that the Bible verse is in the correct order. (For pre-readers, pass out the papers in the correct order.) Then have each participant say their word on the paper. Say it a few times.
4. Remind the participants of today's theme: "God does the impossible in Jesus."

Known Song (3 minutes)

Help the participants feel confident. Sing something they know.

5. Since this is the first music rotation, all songs might be new. Sing a song such as "This Is the Day" since it is a natural call-and-response song.

New Song (10 minutes)

Dive into a new song related to today's theme. If the melody is new, teach it first by using a call-and-response method. The teacher sings short pieces of the melodic line on "do," and the participants repeat it back. Once everyone knows the melody, move onto the words. Again, use a call-and-response method. First only speak a line and have participants repeat it back. Help them understand the meaning. Put the melody and text together. Finally sing through the entire song.

6. Teach the EBC theme song, "Fear Not!"
7. Begin with the verse as it is a bit more involved than the chorus. (The participants will pick up the chorus rather easily the more they hear it.)

Music-Related Game or Fun Action Song (10 minutes)

Learning a new song is fun but can be tiring. Get some of the participants' energy out now.

8. Take a break from singing and learn "The Electric Slide." (If you don't know this dance, there are plenty of YouTube videos to teach yourself.) Teach the basic steps, never more than eight counts at a time.
9. Get the energy out with almost any song set to 4/4 time.

Repeat a Song (3 minutes)

Sing a song that you learned today or one that the participants enjoy. End on a high note!

- 10.** Sing the theme song again.
- 11.** Close with a prayer thanking God for the voices, melodies and music He has given us to sing because of doing the impossible in Jesus through His death and resurrection.

Fillable Lesson Plan

Music Day: ____

Theme: _____

Bible Verse: _____

Warm-up (2 minutes) — Physical/vocal

Get the participants ready to sing and move.

Review the Bible Verse and Theme (2 minutes)

Reinforce the main ideas for the day with a simple question or by reciting the Bible verse/ theme.

Known Song (3 minutes)

Help the participants feel confident. Sing something they know.

New Song (10 minutes)

Dive into a new song related to today's theme. If the melody is new, teach it first by using a call-and-response method. The teacher sings short pieces of the melodic line on "do," and the participants repeat it back. Once everyone knows the melody, move onto the words. Again, use a call-and-response method. First only speak a line and have participants repeat it back. Help them understand the meaning. Put the melody and text together. Finally sing through the entire song.

Music-Related Game or Fun Action Song (10 minutes)

Learning a new song is fun but can be tiring. Get some of the participants' energy out now.

Repeat a Song (3 minutes)

Sing a song that you learned today or one that the participants enjoy. End on a high note!

Thematic Song, General Song and Game Suggestions

"Fear not! God does the impossible in Jesus."

- "My God Is So Great!" Author Unknown
- "The Angel Gabriel from Heaven Came" (LSB 356)

"Fear not! Jesus is the Good News!"

- "Go Tell It on the Mountain" (LSB 388)
 - Suggestion: Teach only the refrain. You might sing the verses for the participants and then have them join in on the refrain.
- "Angels We Have Heard on High" (LSB 368)
- "O Come, All Ye Faithful" (LSB 379)

"Fear not! Jesus is with you."

- "Go, My Children, with My Blessing" (LSB 922)
- "Jesus, Name Above All Names" (AGPS 145)
- "The Lord Is By My Side" by CityAlight

"Fear not! Just believe."

- "Jesus Loves Me" (LSB 588)
 - It is likely this is translated into the language where you are serving.
- "Seek Ye First" (LSB 712)
- Psalm 25 ("To You, Oh Lord")
- "I Am Trusting Thee, Lord Jesus" (LSB 729)

"Fear not! Jesus lives!"

- "Jesus Christ Is Risen Today" (LSB 457)
- "I Am the Resurrection" by Ray Repp
- "God Loves Me Dearly" (LSB 392)

General

- "Father Welcomes" by Robin Mann (LSB 605)
 - Suggestion: Teach only the refrain to everyone and have some sing the verses.
- "Go Now in Peace" (AGPS 103)
 - Suggestion: Use this at the end of each day. Sing the song in a round and help the participants to calm down.
- "Jesus Loves Me" (LSB 588)
 - It is likely this is translated into the language where you are serving.
- "Kids of the Kingdom" (AGPS 150)
- "O Sing to the Lord" — Brazilian (LSB 808)
- "This Is the Day" by Les Garrett (AGPS 241)
- "Thy Word Is a Lamp" (AGPS 247)
- "Yes" by Terry Dittmer (AGPS 269)

High Energy and Actions (No accompaniment needed)

- "The Butterfly Song" by Brian Howard
- "Hallelujah! Praise Ye the Lord!" (*AGPS* 114)
- "Ha La La La"
- "Hey, Hey Man"
- "I've Got the Joy" (*AGPS* 140)
- "Nanner, nanner"
- "Rejoice in the Lord Always" (*AGPS* 203)

Alternative Music Activities:

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

- Musical Chairs
 - Play the classical variety or add your own twist.
- Dance and Freeze
 - Play a song for the participants to dance to. Choose music that varies in style, tempo and instrumentation. Instruct the participants to dance to the music in accordance with what they hear. When the music stops, each participant must strike a pose and hold it until the music begins again. After each pose, change the song so that the participants must choose a different kind of movement.
- Secret Dance Leader
 - Participants stand in a circle. One participant (the guesser) leaves the circle as to not hear or see the group discussing. The group chooses one participant to be the secret dance leader (SDL). Start playing some music. The SDL begins doing a dance move (for example, the twist). The rest of the circle copies the dance move. The SDL should change the dance move every so often, and the participants change with the SDL. The guesser is invited now to stand in the middle of the circle and must guess who is the SDL. The guesser has three attempts to discover who is the SDL. After the round finishes, select a new guesser and SDL and continue to play. Change up the music with different styles, tempos and instrumentation to help promote a variety of dance moves.
- Line Dancing
 - Many line dances can be found online. There are plenty suitable for children. Find three varieties that you yourself are comfortable dancing. You'll thank yourself later when you need a time filler and can easily teach a short line dance. Remember, not all country songs are suitable for being played at an EBC. Listen to the lyrics before playing certain songs to dance to.
- Passing Items
 - Group participants in twos or threes. Give each group a soft, small ball. Play songs of different tempos, moods and instrumentation. Encourage the participants to roll, pass or bounce the ball depending on what they hear.

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

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

- Now the game can begin. One participant stands in the middle of the circle with eyes closed. Get the rock moving around the circle. Once the group begins to chant, the participant in the middle opens his/her eyes and has three chances to discover who has the rock.
 - Participants can trade out who is in the middle for playing multiple rounds.
- Use musical instruments
 - If available, incorporate some basic rhythmic instruments into your lesson.
- Translate a Simple Chorus (Older participants)
 - Select one of the choruses that the participants enjoy singing in English. Work with the participants to translate the text into their own language. Allow participants to work in small groups as well as larger groups. The chorus can then be sung for parents and others in both English and the participants' native tongue.

Games Rotation

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.

There are two games rotations each day: morning and afternoon. It's important that participants can move during these times as it will help them learn throughout the rest of the day. If different people are leading the morning and afternoon rotations, coordinate your plans to make things run smoothly.

This curriculum's games were recommended by past volunteers as ones that were popular or worked well at past English Bible Camps. Quotes from past volunteers also provide the wisdom of experience to help you as you plan for camp.

Whatever games and activities you choose to use at your EBC, think about these points before and during the EBC.

- Know the game that you are playing; teach it to an English-speaking group ahead of time, if at all possible, to help you practice explaining it. If you are unsure of the rules, the participants will be too. 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 as well as 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.
- Games don't have to fit solely with the theme for the day.
- Many times at an 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 as well.
- Repeat some games throughout the week to cut down on time spent explaining rules, but also use a variety of games so that participants don't become bored with the same games.

Name Games and Icebreakers

“Remember to give detailed, step-by-step directions. Having helpers model the game before your participants play is very beneficial.” —Erika H., 2023 volunteer

1. 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 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 the 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.

Recommended by Denise D., 2022 volunteer

“We’ve used Chair, Chair, Name successfully in the past, but at one camp, it did not work well with the children because they would not listen to instructions because they thought they knew what it was (musical chairs).” —Kent L., 2023 volunteer

This is a great example of why it’s important to go over game rules with your interpreter ahead of time — they may be able to use a different name that won’t make participants think they know the game.

2. What’s Your Favorite...*

Supplies: List of “what’s your favorite” questions.

Rules: Tell your group they need to find a partner. (For the first round, it doesn’t matter who.) With their partner, have each person share their answer for the “What’s Your Favorite...” question you ask. For each round, every participant should find a new person. They should avoid going to the same person more than once.

Examples of “What’s Your Favorite...” Questions: Pizza topping, subject in school, Christmas memory, Bible verse, Disney movie, book, breakfast food, brand of clothes, type of pasta, candy bar, etc. Ask your interpreter ahead of time to check the list and let you know if any of the categories would be irrelevant where you are or if they have any to add.

3. Blanket Name Game*

Supplies: Large blanket or dark sheet

Object: Get all participants to one side.

Set-up: Split into two teams that sit on the floor on opposite sides of the blanket. Have two adult leaders hold the blanket between each team so they cannot see through or around to the other team.

Rules: Each team sends one person next to the blanket. Countdown to 3–2–1, at which point the leaders drop the blanket. The first person of the two next to the blanket to correctly say the name of the other person wins and their team gets a point. Do this until both sides have had all team members go.

You can then play again, but the “loser” of each round joins the other team — until one person is left on one side.

4. Repeat one of the icebreaker or name games from the homeroom section of the curriculum.

*Thank you to LCMS Youth Ministry’s youthESource for providing these resources. Find additional free resources at youthesource.com.

Large-Group Outdoor Games

“We let the campers teach us a local game each day. We learned line dances and circle dances from them. They enjoyed teaching us and it was a great way for them to practice their English.”
—Carrie Ann S., 2023 volunteer

“If there is a kid who is shy or keeps getting tagged out, give them your phone and have them take pictures of the game play. Make sure the other kids get to see the pics they took!” —Deni L., 2022 volunteer

1. Pinball Bop

Supplies: 1 playground ball

Set-up: Players make a circle, facing the center, with the sides of their feet touching. All bend over at the waist.

Object: Be the last player.

Rules: Participants stay bent at the waist and bat the ball around the circle. If it goes through a player’s legs, they are out, and the circle closes. Play continues until there is one person left!

Recommended by Deni L., 2022 volunteer

2. Capture the Flag

Supplies: Two “flags” (bandana, cloth, etc.) and something to mark two spaces as separate (cones, lines, etc.)

Set-up: Divide the group into two teams. Each team hides their flag in a way that is at least partially visible, loose to pull and within the boundaries of their side.

Object: Find the other team's flag and successfully return it to your team's side.

Rules: Participants tag those from the opposite team while on their side. Tagged participants must sit down where they are tagged. They can be "rescued" by another team member coming from their team and tagging them. They get a free "pass" back to their side if they maintain contact while doing so (typically, holding hands, but hand on a shoulder, etc., is also acceptable). You cannot rescue a team member and get the flag at the same time.

Participants guarding the area near their team's flag must stay at least an arm's length away from it unless actively chasing someone (no "puppy guarding" the flag). If someone has the flag and is tagged, they must sit down according to the usual rules and the flag is re-hidden (determine ahead of time if it goes back to the same spot or if they are allowed to hide it in a new spot).

Recommended by Lynae R. and Denise D., 2022 volunteers

Variants: Both variants have multiple targets, which must be carried back one at a time. These variants are particularly helpful when there is nowhere to hide the flag. They can lead to more engagement since there are multiple targets, but it also can lead to longer games.

- **Eagle's Nest:** Use balls inside a hula hoop. Instead of having a single flag target, all the "eggs" must be successfully taken back to one team's nest.
- **Hidden Treasure:** Provide each team with cones and half the number of balls or flags as cones. The team scatters the cones around their field and hides the balls or flags under some cones. When a ball or flag is retrieved from the other team, hide it under one of the empty cones until they are all full.

3. Parachute Games

Supplies: Multi-colored parachute, balls for some activities

Set-up: Participants stand in a circle around the parachute and hold a handle or the edge.

"All you really need to do is bring out a parachute and let the children amuse themselves." — Michael O., 2023 volunteer

a. Color game:

Object: Have fun!

Rules: One person calls out a color aloud in English. Everyone holding on to that color lets go and runs underneath the lifted parachute to a new spot. The last person to arrive calls out the next color.

Recommended by Lynae R., 2022 volunteer

b. Popcorn:

Object: Have fun! The round ends if all the balls are off the parachute at one time.

Rules: Throw balls onto the parachute and have the participants shake the parachute vigorously (making the balls "pop" like popcorn). If balls pop off, leaders toss them back on.

"There are tons of [parachute] game ideas online, but campers will already have their own favorites." —Kimberlee W., 2022 volunteer

4. **Hide and Seek** (variant)

Supplies: A defined space with hiding spots

Set-up: Choose one person to be the first seeker.

Object: Find all the hiding participants.

Rules: The seeker closes their eyes and counts to 10 or another number. All the participants hide. Then the seeker is allowed to take three steps to see if they can spot anyone. If they are able to spot anyone, those participants are out. Then the seeker closes their eyes and counts to 10 again. All the hiding participants come out, touch the seeker and re-hide. The seeker would then repeat until all participants are found.

—Matthew B., 2022 volunteer, learned this game from participants at the English Bible Camp in Bystřice, Czech Republic

5. **Softball** (simplified)

Supplies: Softball, bat, bases

Set-up: Place four bases.

Rules: Have one leader pitch for both teams. Focus less on scoring and more on having fun and letting the kids have the experience of batting and running the bases. Switch at-bat teams when you get through the batting order or after a defined number of pitches.

“I kind of over explained the rules and it went way over the kids’ heads, but the young adults that were with us were able to help. They separated into two teams, and I pitched for both teams. There was one person on each base and the kids were able to run the bases.”

—Matthew B., 2022 volunteer

6. **Free Choice of games:**

“We usually let the kids free choice play.” —Monica T., 2023 volunteer

The following free play options were suggested by David P., 2017 volunteer; Monica T., 2023 volunteer; Matthew B., 2022 volunteer; and Kent L., 2023 volunteer:

- a. Soccer
- b. Jump rope (with 2 turners, but also individual)
- c. Frisbee
- d. Basketball
- e. Freeze tag
- f. Dodgeball
- g. Tag
- h. Sidewalk chalk for all, but mostly the younger ones.

Lynae R., 2022 volunteer; Monica T., 2023 volunteer; and Kent L., 2023 volunteer

7. Three Strikes

Supplies: A foam ball

Set-up: Everyone stands in a circle, except for one person in the middle who has a ball.

Object: Be the last player.

Rules: The person in the middle throws the ball up and calls a name. Everyone except the person whose name is called runs away. That person catches the ball and calls out, "Freeze!" Everyone freezes except the one with the ball. The person with the ball can take three steps toward another person and throw the ball. The target person can try to dodge the ball but can't move their feet. If the player gets struck, he gets one strike and has to go in the middle. If he is not struck, the original player is back in the middle and the game begins again. If you get three strikes, you are out of the game.

Recommended by Denise D., 2022 volunteer

Any Size Space Games

"Teach encouragement. Even the little ones knew 'good try' and simple phrases like this by the end of camp." —Karen F., 2017 volunteer

"Play these games yourself with people from your church or family before you lead them. Watch YouTube videos." —Deni L., 2022 volunteer

1. Colors

Supplies: An open play area and one small ball or bean bag

Set-up: The group stands in a circle, facing the center, and one person gets the ball. Agree on whether to speak the color names in English to practice vocabulary (preferable), or in the local language to teach the EBC staff.

Object: There's not a real winner or loser to this game. You just play until you feel like stopping or you run out of time.

Rules: The person with the ball tosses it to another person in the circle, shouting out the name of any color. The receiver **MUST** catch the ball for any color, except white or black. If the thrower shouts "white" or "black," the catcher must let the ball hit the ground before touching it. If the catcher mistakenly catches or misses the ball, they must take a knee, as penalty. Penalties can rack up, going to both knees, losing the use of their hands, even lying on their back, etc. Players can regain their limbs bit by bit if they catch or dodge subsequent throws appropriately.

Deni L., 2022 volunteer, shared this game that the team learned from participants at the English Bible Camp in Słupsk, Poland

2. Ninja

Supplies: Space for the group to stand in a comfortable circle

Set-up: Stand in a circle facing in. (This works best with 8–12 people. With more than 10–12, divide into two groups.) Turns go clockwise around the circle, so have each participant note who is before and after them (as locations can get mixed up as the game goes on). This game worked best with older kids (9 years and up).

Object: Be the last ninja. A person is out when all four limbs have been struck.

Rules: To begin, have everyone say together, “Ninja! Ninja! Go, go, go!” or “3, 2, 1, ninja,” and freeze into a ninja pose. On a player’s turn, s/he is allowed ONE motion: one smooth motion to attack another player, or one smooth motion to move somewhere (to jump or take a large step in any direction). Players do not have to try to tag their immediate neighbor in the circle; crossing the circle or dodging behind someone is acceptable when it’s your turn.

The acting player tries to karate chop another person’s arm below the elbow or leg below the knee. The acting player can take one step to do so and can use their arm or leg. The dodging player tries to dodge by making a small movement, but he or she must keep one foot securely on the ground and must hold the new ending pose until the next turn. If the attack succeeds, the dodging player may not use that limb and must put the arm behind the back or hold the leg in a frozen position.

As soon as a player finishes his or her “attack” turn, the next person in order may immediately take his or her turn. He or she does not have to wait. The last person remaining wins.

Recommended by Deni L. and Denise D., 2022 volunteers

3. Caterpillar Crawl Relay

Supplies: Object (chair, traffic cone, box) for each team to race to and from, as well as enough large, round type balloons to go between every two players (e.g., a team of five kids needs four balloons)

Set-up: Divide the large group up into equally numbered teams of 4–6 people. Have teams line up along a starting line, with team members in single file behind each other.

Object: Be the first team to finish by having the entire team complete the relay.

Rules: The first player of each team races around a chair placed on the other side of the room and returns back to the start where the next player “attaches” to them with a balloon placed in between their bodies. Both team members must now circle the chair and return to the start to pick up the next person. The balloon between them may not be held/touched with hands, and arms must stay at their sides or rest on the shoulders of the person in front of them. If the balloon falls, those children must go back to the starting line and restart. Each team must continue adding to their “caterpillar” with balloons and people until the whole team is making the journey. This can be made more exciting by having the first person in line place a balloon between their knees for the entire game, causing them to waddle.

Recommended by Deni L., 2022 volunteer

4. Electricity

Supplies: one object to grab and a coin to flip

Set-up: Divide the group into two equal teams. Have them line up in parallel lines, then sit down in their line with their backs to the opposite team and hold hands. Put the object within reach of the two players at the end of the lines. The leader is at the other end of the lines. Everyone but the players closest to the leader closes their eyes.

Object: Be the first team to rotate all your players through the line.

Rules: The leader flips a coin. On a heads result, the “electrical current” must be passed down the line by squeezing hands. On a tails result, nothing happens.

As soon as the end players feel a squeeze, they grab the object. If the current was correctly passed, the top player (closest to the object) that grabbed the object moves to the bottom of the line. If the current was incorrectly passed, the bottom player (nearest the leader) moves to the top of the line as a penalty.

This game can also be done as a relay by placing the object farther away from the top player.

Recommended by Deni L., 2022 volunteer

5. This Is a Spoon, This Is a Fork

Supplies: Two easily hand-held objects, such a spoon and a fork

“We used a plastic fish and a block; anything goes!” —Deni L., 2022 volunteer

Set-up: The group sits in a circle, knee to knee, facing in.

Object: Pass both objects around the entire circle.

Rules: The leader starts by holding the spoon and telling the person on his or her right, “This is a spoon.” The player next to the leader asks, “A what?” The leader answers, “A spoon,” and hands the spoon to the player. That person repeats the statement to the next person in the circle, saying, “This is a spoon.” The next player asks, “A what?” The person holding the spoon asks the leader, “A what?” The leader replies, “A spoon!” The person holding the spoon tells her neighbor, “A spoon!” and hands that person the spoon. This question/answer exchange goes on until the object is passed all the way around the circle. The rule is that one cannot give the answer until the question gets all the way around the circle to the leader, and the answer is returned all the way around the circle to the person receiving the object.

The leader starts the process again. As the spoon gets moving around the circle, the leader introduces a NEW object (a fork) and starts that question/answer exchange going in the opposite direction.

“Chaos, confusion and laughter result as the questions and answers cross in the middle!” —Deni L., 2022 volunteer

For a visual, search YouTube for videos of the game being played.

6. Snowball Fight

Supplies: Timer, lots of clean paper to be recycled (newsprint, old copy paper, etc.), and a way to divide the space (tape, cones, etc.)

Set-up: Divide group into two teams on either side of the center line. Distribute the paper equally to the two groups.

Object: Be the first team to reach 3 points.

Rules: When the leader says “go,” everyone crumples the paper into balls and throws them to their opponents’ side of the line without crossing the line. After 3 minutes, blow a whistle or tell everyone to stop. Count the number of paper balls on each side. The team with the least number of paper balls gets a point. Play another round. The team that reaches 3 points first wins the game.

Recommended by Deni L., 2022 volunteer

7. Balloon Battle

Supplies: Yarn and balloons

Set-up: Each player blows up one balloon and ties it to his ankle with the yarn. If playing in teams, every player on the same team will need balloons of the same color.

Object: Be the last person to have a balloon still inflated, or pop all the opposing teams’ balloons.

Rules: The players pop the other participants’ balloons while keeping theirs safe using nothing but their feet. When someone’s balloon is popped, they are out.

Recommended by Laurel H., 2022 volunteer

8. 4 Corners

Supplies: Four identifiable landmarks, paper and a pen

Set-up: When playing inside, identify each corner of the room with a number. When playing outside, pick four landmarks.

Object: Be the last participant in the game.

Rules: The leader secretly writes down on paper one of the landmarks. Campers run and pick a landmark. Those who chose the number you wrote down are out. Continue until there is only one camper.

“This is a great activity that participants loved and begged to play multiple times during the week.” —Kimberlee W., 2022 volunteer

Water Games

“Play with the kids!” —Monica T., 2023 volunteer

1. Water Bowl Sock Race

Supplies: One salad-size bowl of water for each team, as well as spare footies or socks for all participants (if needed)

Set-up: Divide participants into equal teams of 5–6 kids. Team members lie on their back in a circle with their feet up in the air. Leaders place a bowl of water balanced on each teams’ feet.

Object: Whichever team gets all their socks off first (or doesn’t spill all the water in their bowl) wins!

Rules: Team members take turns around the circle taking one sock off at a time and placing their feet back on the bowl.

Recommended by Deni L., 2022 volunteer

2. Sponge Relays

Supplies: One sponge, a bucket of water and an empty bucket per team

Set-up: Divide the group into two or three teams depending on the size. Have each team make a single-file line.

Option 1: Set the full bucket at the head of the line and the empty buckets some distance away (for a running relay).

Option 2: Place a bucket of water at one end of each team and an empty bucket at the other end (for a passing relay).

Then place a sponge in each bucket with water.

Object: Have the most water in your second bucket after a set amount of time.

Rules: Teams must transfer water to the empty bucket via the sponge, either by running the sponge one at a time or passing the sponge down the line. You can vary how participants must move between buckets (skipping, hopping, backwards) or have to pass the sponge (over their heads, between legs, with their eyes closed).

Recommended by Kimberlee W., 2022 volunteer, and Kent L., 2023 volunteer

3. Water Balloon Toss

Supplies: Water balloons, towel/sheet

Object: Keep your water balloon going as long as possible.

Rules (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.

Rules (With a Towel/Sheet): Divide the participants into groups of four. Hand each group a towel or 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 group to group.

Recommended by David P., 2017 volunteer

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

“Re-useable water balloons (bombs) brought from U.S. for church ... were a great hit.” —Kent L., 2023 volunteer

Time Filler Games

1. Uno

Using a deck of Uno cards, play Uno. Make sure you agree on the rules before you start playing since Uno has many house rules that people don't realize are not the official rules. To add English practice, you could require participants to say the color and number with each card they put down.

Recommended by Carrie Ann S., 2023 volunteer

2. Spoons

Supplies: Deck of cards (or two if playing with more than seven participants), enough spoons for each participant in the group minus one

Object: Be the last person out. However, most games of Spoons end based on time or interest running out.

Set-up: Sit in a circle with the spoons in the middle spread out evenly. Shuffle the cards and deal four cards to each person. Place the rest of the deck next to the dealer.

Rules: One at a time, the dealer picks up a card and determines whether or not to keep it. They pass the one they don't want to the next player, who does the same thing, and so forth around the circle. Participants can never have more than five cards in their hand at a time. When someone gets four of a kind, they grab a spoon. When other players see that someone has taken a spoon, they also grab a spoon. The person who does not get a spoon gets a letter from the word “spoon.” When you accumulate the full word, you're out. The deal then passes to the next participant and play starts again from the beginning.

Special situations:

- If someone takes the first spoon but they do not have four of a kind, they get a letter.
- If the deck runs out, the dealer should start picking up the cards from the player next to them.

“Not a lot of talking, but let the participants relax and most of the time we ended up having good unscripted conversations.” —Carrie Ann S., 2023 volunteer

3. Simon Says

Recommended by Kody W., 2023 volunteer

4. Look Away

Supplies: A space where you can make a circle

Object: Be one of the last two people in the game.

Set-up: Form a circle of all the players. Have a non-player stand to the side.

Rules: Have participants look down and close their eyes. The person off to the side counts down from 5 or 10. Once they say the last number, participants look up and open their eyes. If two people are looking at each other the participants would be out. Repeat until there are two people left.

Matthew B., 2022 volunteer, shared this game that he learned from participants at the English Bible Camp in Bystřice, Czech Republic

Craft Rotation

The English Bible Camp craft sessions are fun-filled times to reinforce the participants' knowledge of what they learned during their Bible and English lessons, as well as a time for creative expression. Craft time is generally a favorite lesson of the participants at English Bible Camp as it is a hands-on expression of their learning. They are proud to bring their artwork home each day. This very visible artwork can also often be a second 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, prompting Gospel-centered discussion.

In this craft curriculum, there are two suggested crafts for each themed day of camp. Each day there is one craft that is designed as a basic craft and one that is designed for participants that may 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 participants 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 participants' art experience.

The suggested crafts are also designed with thought for the participants to use different types of art media from day to day during camp. Most of the craft supplies should be available locally, so ask your host church to provide the supplies. Some things, such as alphabet beads, may need to be brought from the U.S., so be prepared to bring a few supplies that may not be available locally. You are strongly recommended to create a sample of each craft prior to the start of camp. This will ensure that you have an understanding of each craft and an idea of the time needed to complete the craft.

Making a sample will also give you familiarity with the materials so that you will know if there is part of a craft that may warrant specific preparations. During the Craft Session, the participants enjoy having a sample project to work toward as a visual cue for craft completion. It also leads to excitement and discussion. Yes, English discussion! Asking the participants questions about the craft sample also reinforces their Bible and English learning and directly links their art learning to the other sessions. Making the sample will also give you an idea of how you may want to organize the craft materials prior to the arrival of the participants. For some crafts, you may want to gather and sort all the materials in one place (e.g., the papercrafts). And for another craft, you may want to organize the craft materials needed into individual craft kits for each participant. This works well for things like beaded crafts.

The "Tie It All Together" section of each day is a guide to provide discussion that connects each craft to the Bible theme for that particular day. You can insert this section into any part of the Craft Session, or use it when the participants have all completed their crafts.

Fear Not! Craft Overview

Day 1

"Fear not! God does the impossible in Jesus." — Gabriel visits Mary.

Vertical String Art -Basic

Materials:

- Cardstock or very thin cardboard
- Various colors of string or yarn
- Markers or crayons
- Patterns from appendix
- Hole punch



Fear Not Windsock -Advanced

Materials:

- Watercolor paint and wider paint brushes (pieces of clean sponge will work too)
- Larger white paper (18 x 24)
- Cups for rinse water
- Paper towels/cloths to clean brushes
- Variety of crayons
- Paper crepe streamers (could substitute yarn)
- Tape
- Pencils for tracing (have a sharpener handy too, if possible)
- Stapler and staples (optional)
- Copies of Mary and angel for tracing (from appendix)



Day 2

"Fear not! Jesus is the Good News!" — The angels announce the birth of Jesus to the shepherds.

Paper Plate Angel -Basic

Materials:

- 9" white, uncoated paper plates with ridges (easily foldable)
- Variety of crayons or markers
- Construction paper (any color)
- Stapler and staples
- Tape or glue
- Copies of "Fear not! Jesus is the Good News!" from appendix



Paper Maze -Advanced

Materials:

- Shallow boxes or cardboard pieces (size should be 8.5" x 11" or larger) with a plain bottom for drawing (or team can cover it with paper)
- Cardstock (can use index cards or recycle file folders)
- Construction paper (at least five sheets per participant)
- Marbles (one per participant)
- Markers or colored pencils
- Tape or liquid glue
- Glue sticks
- Scissors
- Image of Bethlehem, angels and shepherds (from appendix)



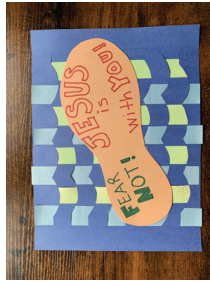
Day 3

"Fear not! Jesus is with you." — Jesus walks on water and saves Peter.

Paper Weaving -Basic

Materials:

- Various colors of construction paper (shades of blue are preferred)
- Glue or glue sticks
- Crayons or markers
- Scissors
- Rulers (or cardstock that is an inch wide)
- Round things that can be used for tracing (cup, roll of tape, etc.)



Bead Keychain/Backpack Clip -Advanced

Materials:

- Pony beads (preferably in three shades of blue)
- Alphabet pony beads (enough for each participant to spell "fear not")
- Lanyard hook or keychain
- Craft cord (6 ft. per participant)



Day 4

"Fear not! Just Believe." — Jesus raises Jairus' daughter from the dead and heals a sick woman.

Pop-up Card -Basic

Materials:

- Cardstock or construction paper (one sheet for outside of card)
- Images from appendix (standing girl and "fear" and "not")
- Cutting template (or the volunteers may do this for the participants)
- Construction paper or more cardstock (for inside of card)
- Scissors
- Pencils (or anything to make marks)
- Crayons or markers
- Glue



Heart String Art -Advanced

Materials:

- Uncoated paper plates
- Scissors
- Sharpies
- Hole punch
- Various colored yarn or colored string



Day 5

"Fear not! Jesus lives!" — Jesus appears after His resurrection.

Fear Not Mobile -Basic

Materials:

- Cardstock
- Thin dowel rod or stick
- Markers or crayons
- Yarn or string
- Printed image for top of mobile (from appendix)
- Printed image of people (or use gingerbread cookie cutters to make outlines on precut pieces of paper)
- Misc. craft supplies such as beads, pompoms, plastic straws, etc.
- Glue or glue stick
- Tape



Stained-Glass Window -Advanced

Materials:

- Black construction paper
- Various colors of tissue paper
- Various colors of construction paper (scraps will work for this)
- Scissors
- Glue
- Watercolor brush
- Dish for glue/water mixture
- Water (just a little)





Day 1

"Fear not! God does the impossible in Jesus." — Gabriel visits Mary (**LUKE 1:26-38**)

Craft/lesson connections: The vertical string art craft has shapes that are related to this biblical account. The dove represents the Holy Spirit. The angel and Mary represent Gabriel and Mary. The heart can represent Mary's heart for God or our hearts as a place where Jesus is welcome. The triangle around "Fear Not" can represent the Trinity. The windsock craft features Gabriel and Mary with words from the biblical narrative. The windsock itself can be connected to the Holy Spirit, who is sometimes represented as wind in the Bible.

Basic

Vertical String Art

Materials:

Cardstock or very thin cardboard
Various colors of string or yarn
Markers or crayons
Patterns from Appendix 3, Pages 1-3
Hole punch

Craft leader prep prior to lesson:

1. Cut out several of the cardstock figures ahead of time using the patterns provided. Cut little notches about a $\frac{1}{4}$ of an inch deep into the edges around each shape. Do not cut near fragile areas, such as narrow areas or neck-lines. If you use plain or printed cardboard, you may wish to paint the shapes different colors with tempura paint.
2. If you would like, you can glue the "Fear Not" triangle to cardstock or just thicker paper (like construction paper) so that it is sturdier, and then cut that out as well.

Directions:

1. Choose one shape and some yarn or string.
2. Wrap the string around the shape, wedging the string into the cuts. Tie it off when you are finished.
3. Choose another shape and do the same thing again, until you are told it is time to go to the next step.
4. Color the "Fear Not" triangle, then cut it out. Punch a hole in the top of it. Write your name on the back.
5. Now lay out all your shapes in a vertical line and use string to tie them all together (weave one piece of string up through the back of each shape) with the "Fear Not" triangle on the very bottom. Add a knot or some tape to each shape, so it doesn't slide.
6. Make a loop on the top so you can hang it.



Advanced Fear Not Windsock

Materials:

Watercolor paint and wider paint brushes (pieces of clean sponge will work too)
Larger white paper (18 x 24)
Cups for rinse water
Paper towels or cloths to clean brushes
Variety of crayons
Paper crepe streamers (could substitute yarn)
Tape
Pencils for tracing (have a sharpener handy too, if possible)
Stapler and staples (optional)
Copies of Mary and angel for tracing from Appendix 3, Page 4



Directions:

1. Position paper horizontally and use crayons to write "Fear not."
2. Draw the outline of Mary and the angel talking or trace it with pencils:
 - a. Turn the paper with the drawing of Mary and the angel over and rub the back with the pencil, so it is covered in graphite. Just cover the parts you will be tracing.
 - b. Then flip it back over and use the pencil to trace over the lines. Press firmly, so the graphite on the backside transfers onto the paper.
 - c. Set the tracing paper aside and trace the faint pencil lines with crayons. Press the crayons firmly, so they make thick lines. Leave lots of white space for the watercolor paint.
3. Turn the paper over to the back again. Write your name on the back, then attach paper streamers or yarn (about two feet long) to the bottom edge, about an inch apart.
4. Turn the paper back over to the crayon side. Use watercolors to paint over the drawing with big, broad strokes. Wash the paper with color. When you are finished, put it aside to let it dry.
5. When the paper is dry, tape or staple the ends of the paper together, so the streamers hang out the bottom.
6. Punch two holes on top and add string so it can be hung.

Tie It All Together:

Say, "In today's Bible story, the angel Gabriel shared a special message from God. Do you remember the message?" (Encourage two answers: "Fear not" and that Mary would give birth to a baby who was both God and human.)

Say, "It would seem impossible to have God's personal messenger talk to you, wouldn't it? It would also seem impossible for Mary to have a baby at that point in her life. But God does some pretty amazing and impossible things, doesn't He? Whenever you look at this craft, remember that God does impossible things for you too!"

Day 2

"Fear not! Jesus is the Good News!" — The angels announce the birth of Jesus to the shepherds (**LUKE 2:8-20**)

Craft/lesson connections: The paper plate angel is a representation of how we imagine angels to be, with two wings and faces like us. The hands on this plate, though they represent wings, are open, which is a gesture of openness, something that pairs well with the message of having no fear. The paper maze represents the journey the shepherds had to make to get from the pastures into town. They may have journeyed down several paths and roads until they reached Baby Jesus in Bethlehem.

Basic

Paper Plate Angel

Materials:

9" white, uncoated paper plates with ridges (easily foldable)

Variety of crayons or markers

Construction paper (any color)

Stapler and staples

Tape or glue

Copies of "Fear not! Jesus is the Good News!" from Appendix 3, Page 5

Leader prep: None

Directions:

1. Choose one paper plate. Turn it over and write your name on the middle of the back side.
2. Keep it turned over and color all the way around the edges of the plate.
3. Now, turn it over so you see the white side. Bend the plate edges in so they overlap and make an upside-down cone shape. Staple the pointy part and press the cone flat.
4. Have a partner help you trace your hands on construction paper. Cut them out. Save the leftover paper.
5. Attach the hands to the back of the plate, so they stick out of the sides like angel wings.
6. Use the leftover paper to make a face that will be added to the angel (at the top of the pointy part). Color it and cut it out.
7. Attach it to the pointy part, on top of the staple.
8. Color and then cut out the shape that says "Fear not! Jesus is the Good News!" Attach it to the bottom of the angel, on the white part of the plate.



Advanced Paper Maze

Materials:

Shallow boxes or cardboard pieces (size should be 8.5" x 11" or larger) with a plain bottom for drawing (or team can cover it with paper)

Cardstock (can use index cards or recycle file folders)

Construction paper (at least five sheets per participant)

Marbles (one per participant)

Markers or colored pencils

Tape or liquid glue

Glue sticks

Scissors

Image of Bethlehem, angels and shepherds from Appendix 3, Page 6



Craft leader prep prior to lesson:

1. If you have flat pieces of cardboard for the mazes, then add sides to them before the participants arrive.
2. Prep the stiff paper (cardstock, index cards, recycled file folders) by cutting it into long strips an inch wide. If time, use a straight edge to create a crease mark about ¼ inch from the edge (a ruler and a butter knife work well).

Alternatives to the bottom of a box: Use a food box, such as a cereal box. Cut one side off and make sure there is a cardboard/cardstock border all the way around. Use a piece of cardboard or poster board but have volunteers add sides to it before using. Sides can be made of cardboard or cardstock.

Directions:

1. Choose construction paper of similar shades. For example: browns and tans or shades of blue and purple.
2. Decorate the bottom of a shallow box by ripping or cutting the construction paper to form a landscape of hills. You may wish to shade the edges of the paper with colored pencil or marker.
3. Either draw or use the provided images so that one corner has angels and shepherds and the opposite corner has the town of Bethlehem.
4. Glue all the edges down, so none are sticking up.
5. Get some strips of cardstock and make a crease about ¼ inch from one side. This will be the side that is taped or glued to the bottom of the box.
6. Create a maze using the cardstock strips, so that a marble can travel from the shepherds to the town. Cut the pieces and make sure you like the maze before you glue or tape them.
7. Use liquid glue or tape. If using glue, let it dry before you add the marble. Using tape means you can play right away. (Glue sticks are not strong enough.)
8. When it's finished, place your marble at the shepherds. Tip the box to move the marble to Bethlehem.



Tie It All Together:

Say, “Angels are messengers from God. Who can remember what the angel named Gabriel told Mary in our Bible story yesterday?” (Accept both “fear not” and that Mary would give birth to a baby who was both God and human.)

Say, “What message did the angels tell the shepherds today?” (God’s Son has been born in Bethlehem.)

Say, “How did the shepherds act after they heard this message?” (They wanted to go see the baby and then go tell everyone the good news.)

Say, “We know that God tells each one of us that Jesus has been born. We hear the good news too! Just like the shepherds, we want to be with Jesus and tell others about Him.”

Day 3

“Fear not! Jesus is with you.” — Jesus walks on water and saves Peter
(MATTHEW 14:22–34)

Craft/lesson connections: The paper weaving craft shows a visual wave pattern in the background with a footprint on top. We can imagine Jesus’ footprints as He walked to meet the disciples’ boat. We can imagine Peter’s foot as it walked on the water before he sank. We can see our own footprint and know that Jesus saves us too. The beaded project has a pattern of two waves and the words “Fear not,” which remind us that no matter how big the waves we face every day, Jesus is there with us. We don’t have to fear because He is there to save us.

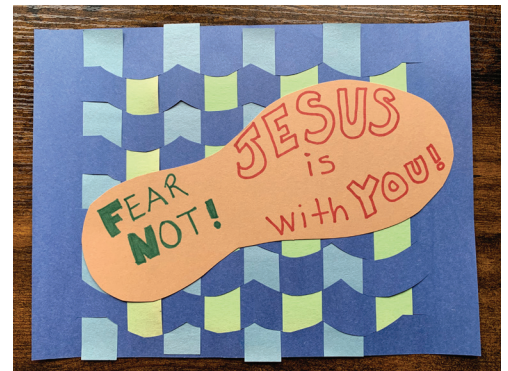


Basic

Paper Weaving

Materials:

Various colors of construction paper (shades of blue are preferred)
Glue or glue sticks
Crayons or markers
Scissors
Rulers (or cardstock that is an inch wide)
Round things that can be used for tracing (cup, roll of tape, etc.)



Craft leader prep prior to lesson:

1. Cut shades of blue, purple and green construction paper into one-inch strips (cut them the short way, vertically, so they fit the paper and don't need to be trimmed later).
2. If you can't provide rulers for the participants, you can make rulers out of cardstock for them so they can mark their papers.

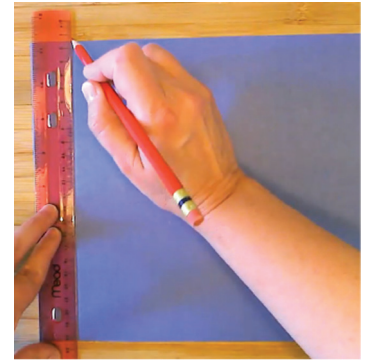
3. Find some cups or rolls of tape — anything that is round that the participants can use to trace wave patterns. Practice doing this step, so you can demonstrate it to them (step 3 below). If you see that your participants are younger or may not have good scissor skills, use straight lines, not curves.

Directions:

1. Choose a piece of construction paper (blue, if available). Place it on the table horizontally, then draw a line down the right and left sides that is an inch from the edge.
2. Fold in half the short way and mark the crease every inch. Do the same on the other side of the paper, by the edge line. Now draw a straight line across to connect those marks.
3. To make a wave pattern, choose a round item (like a cup) and place it on the straight line. Trace the edges to make a row of half circles. Starting at the crease, cut the half circles until you get to the one-inch border you marked.

Alternative: You may choose to cut straight lines from the crease to the one-inch border you marked.

4. When finished, unfold it with the marked side down.
5. Choose one or two other pieces of construction paper (in water-like colors of purple, blues, greens, etc.) and cut them into one-inch strips. If you cut them the short way, you won't need to trim them later.
6. Weave the strips into your original paper. Put glue wherever you need to hold the strips in place.
7. Trim pieces that are too long, and write your name on the back.
8. Place your foot on another piece of paper and trace it.
9. Cut out the footprint and write "Fear not! Jesus is with you!" on it. Glue the footprint on the woven paper.



Advanced

Bead Keychain/Backpack Clip

Materials:

Pony beads (preferably in three shades of blue)
Alphabet pony beads (enough for each participant to spell "fear not")
Lanyard hook or keychain
Craft cord (6 ft. per participant)

Directions:

1. Cut about 6 feet of craft cord and tie the middle to the lanyard or keychain hook so that two equally long strands hang from it. A lark's head knot works well, but any firm knot will work.



2. Start with the left strand and add the beads from line one in the pattern. (You may substitute any colors to make this work.) Then use the right strand to go through the same beads from the right side. Pull it tight so you have a line of beads.
3. Continue this “left strand then right strand” way of stringing the beads to work through the entire pattern.
4. When you finish the bottom full row, tie a knot or two at the bottom, so that the left and right strands cannot pull apart.
5. On the left strand, add the alphabet beads: F-E-A-R. Depending on where the holes are in your bead, you may need to add the beads in reverse order. Add another color bead, then tie a knot around that last bead.
6. On the right strand, add the alphabet beads: N-O-T. Add another color bead, then tie a knot around that last bead.
7. Cut off extra craft cord.

1.	■	□	■	■	■	■
2.	■	■	□	■	■	■
3.	■	■	■	□	■	■
4.	■	■	□	■	□	■
5.	■	□	□	■	□	□
6.	■	□	■	□	□	■
7.	■	■	□	■	■	■
8.	■	■	□	■	□	■
9.	■	□	□	■	□	□
10.	■	□	■	□	□	■

Tie It All Together:

Say, “Today’s craft had something that reminds us of water. What is it?” (The woven part for the basic craft and the shape of the design for the bead craft.)

Say, “When you are at home later and see your craft project, you might be like Peter and only think of the waves, the big stuff we have to face every day. Make sure that you notice the ‘Fear not’ part of the craft too. Who said, ‘Fear not’ in our Bible story today?” (Jesus)

Say, “Jesus is with us too. He’s here right now when we feel safe. And He’s with us when we feel threatened, stressed or afraid. We don’t have to fear because He is there to save us. The next time you need to remember that Jesus is with you, remember the words: Jesus is with me.”

Day 4

“Fear not! Just believe.” — Jesus raises Jairus’ daughter from the dead and heals a sick woman (**MARK 5:21–43**)

Craft/lesson connections: The pop-up card has a physical connection to the story. As the card lies flat, so does Jairus’ daughter. When you open the card, the card pops up, and so does Jairus’ daughter. The outside of the card should be somber, but the inside can reflect the joy of life in Christ with vibrant colors and extra drawings. The heart string art connects to both miracles as it shows the heart of Jairus and of the bleeding woman. Jesus knew what was in their hearts — faith. Belief in Jesus seems like an intellectual thing, but it’s actually a gift God places in our hearts.



Basic

Pop-up Card

Materials:

Cardstock or construction paper (one sheet for outside of card)

Images of Jairus' Daughter from Appendix 3, Page 7

Cutting template and the words "fear" and "not" from Appendix 3, Page 8

Construction paper or more cardstock (for inside of card)

Scissors

Pencils (or anything to make marks)

Crayons or markers

Glue



Note to leader: You may wish to fold the construction paper and add lines to cut while the participants are coloring, to minimize confusion. If you don't have enough color copies of Jairus' daughter, you can have the participants draw and color their own pictures and cut them out. Use the images as a guide.

Directions:

1. Cut out the pictures of the girl and the words "fear" and "not." Color the words and set aside.
2. Fold the piece of construction paper in half, so it looks like a card.
3. Along the fold, mark where you will cut. Use the template to show where to make the marks. Then cut the paper so it looks like the template. Push the cut parts in, so they stick up when you open the paper. Make creases at the top and bottom of each pop-up. Set aside. Volunteers may choose to complete this step for the participants.
4. Put your name on the bottom of one side. This is the back of the card.
5. Glue the girl in the bed to the front of the card.
6. Fit the construction paper inside the cardstock, with the cut parts popping in. Glue around the edges of the construction paper, so it sticks to the cardstock.
7. Put glue on the bottom part of the pop out, then add the standing girl, lining up the bottom crease with the bottom of the girl's paper.
8. Put glue on the left pop-up and add the word "fear." Do the same with "not" on the right pop-up. If glue runs over to other parts, let it dry before you close the card.
9. If time, decorate the rest of the card.

Advanced

Heart String Art

Materials:

Uncoated paper plates
Scissors
Sharpies
Hole punch
Various colored yarn or colored string

Directions:

1. Draw or trace a heart in the center of the paper plate, then poke a hole in the middle of it.
2. Poke the scissors through the hole and cut the heart out, leaving a heart-shaped hole in the middle of the plate.
3. Use a hole punch to make holes around the edge of the heart, spacing them about 1 cm or 0.5 in. apart and from the edge of the heart.
4. Use Sharpies to write "Don't be afraid; just believe." on the plate between the hole punches and the edge of the plate.
5. Thread yarn through one hole and tape it to back of the plate or tie it off. Then keep threading yarn however you wish. If you have some beads available, you can add them to the yarn as well.
6. Tape or tie it off when finished. Add a hole punch and yarn at the top if you wish to hang it.

Tip for threading yarn: If the yarn is too fluffy to push through the holes, wrap a piece of tape around the end of the yarn, like the end of shoelaces.

Tie It All Together:

Say, "Let's talk about opposites. I'll say a word, and you see if you can think of the opposite word." (Here are some examples: Life/Death, Up/Down, Inside/Outside, Sad/Happy, Awake/Asleep, Night/Day, Small/Large.)

Say, "In our Bible story today, we heard of some opposites. Can anyone think of them?"

(Allow a variety of answers, but coach them to include Death/Life, Sick/Well or Unhealthy/Healthy.)

Say, "Without Jesus, our heart has no faith — no ability to trust in God. The Bible says we are dead inside. But Jesus comes to heal us. God gives us faith to bring our hearts alive to trust in God."





Day 5

"Fear not! Jesus lives!" — Jesus appears after His resurrection
(MATTHEW 28:1–10)

Craft/lesson connections: The mobile craft project states that Jesus has come for all people. The participant adds those who are closest to them, bringing home the message that Jesus didn't just die for all, He died for you and for every person you know and love. The stained-glass window project features Jesus standing in the mouth of the empty tomb. This image shows Jesus conquering death and rising to new, vibrant life.

Basic

Fear Not Mobile

Materials:

Cardstock
Thin dowel rod or stick
Markers or crayons
Yarn or string
Printed image for top of mobile Appendix 3, Page 10
Printed image of people from Appendix 3, Page 9. (or use gingerbread cookie cutters to make outlines on precut pieces of paper)
Misc. craft supplies such as beads, pompoms, plastic straws, etc.
Glue or glue stick
Tape



Craft leader prep prior to lesson:

1. The top part of the mobile will need to be printed ahead of time on cardstock (or it can be glued to cardstock and cut out).
2. Pre-print and cut out the people "tags" or precut paper to about 3 x 5 inches. Blank index cards work well for this too.
3. Precut several pieces of yarn about a foot long (three or more per person).

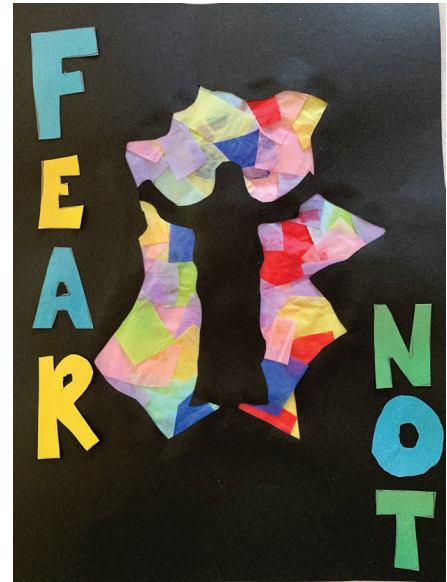
Directions:

1. Place the rod or stick horizontally in front of you. Tie at least three pieces of string or yarn to it. Be sure each string is at least a foot long.
2. Tie the ends of one longer piece of yarn to each end of the stick, so that it can be hung when it's finished.
3. Use the people patterns to make people you know. Color and decorate it to look like people in your family, in your neighborhood or anyone you know. (Leader, have them do one at a time until you say it's time to move on to the next part.)
4. Tape each person to a piece of yarn hanging from the stick. Add more yarn if needed.
5. You may also wish to add other craft things like beads to the yarn if you have time.
6. Place the picture of the tomb over the top of the stick so you can see how it will look. Then carefully turn it over and tape it on.

Advanced Stained-Glass Window

Materials:

Black construction paper
Various colors of tissue paper
Various colors of construction paper (scraps will work for this)
Scissors
Glue
Watercolor brush
Dish for glue/water mixture
Water (just a little)
Images of Jesus from Appendix 3, Page 11
Templates for the letters in "FEAR NOT"



Leader prep:

This is optional, but it would be helpful if you precut the tissue paper into small squares prior to class.

Directions:

1. Use the shape of Jesus to trace a silhouette in the middle of a piece of black construction paper.
2. Now draw a frame around Jesus, so He is in the middle and He touches the frame in at least three spots. The frame should be the shape of an opening to a cave or an upside-down U shape, so it looks like a window frame.
3. Carefully cut the paper so Jesus and the frame remain connected. You may want to fold your paper slightly to cut into areas that are hard to reach.
4. Cut tissue paper into small pieces (about one inch square) and arrange them on the black paper. This is the back side of the craft. Put small amounts of glue (you can do small dots or use a watercolor paint brush to apply it) on the edges of the tissue paper, and adhere them to the black paper, so they end up covering the open areas. They will overlap. If you cover all the edges of the black paper around the open area and from the silhouette, you may only need to glue a few pieces to cover the rest of the open areas.
5. Turn the paper over and see how it looks from the front. Fill in or glue down any tissue paper that needs to be fixed.
6. Choose construction paper colors that are bright. Use the patterns for "FEAR NOT" or draw your own letters. Cut them out and glue them to the front of your project.

Alternatives:

- If some participants get done early, they may wish to cut tiny lengths of black construction paper and glue them on the tissue paper to create the lines between colors as in stained-glass windows.
- There may be colored glue available. Even if there is not, you can use regular school glue as an outline on the "FEAR NOT" letters. Carefully trace each letter with a bead of glue, then let it

dry completely. It will have more dimension and also mimic a stained-glass window.

Tie It All Together:

Say, "Remember the story about the angels and the shepherds? Who can tell that story again?" (Encourage them to summarize.)

Say, "Our craft today shows Jesus conquering death and rising to new life. This time an angel gives another message. The shepherds are not there. Some women, a group of Jesus' friends, are there. How is this story like the story about the angels and the shepherds?" (Allow a variety of answers including the "Fear not" message and the response to go and tell others about the miracle.)

Say, "Whether we're talking about Baby Jesus or Jesus as the one who died on the cross and rose from the dead, we can be sure that Jesus did all those things for each one of us and for all our friends and family too. Who else did Jesus die and rise for — besides you, your family and your friends?" (They may give a broad answer or start naming specific people.)

Say, "How will they know that Jesus died and rose for them?" (*We get to tell them!*)