



## 2018 Student Vacation Bible School 2-hour Associational Teaching Plan

### Purpose Statement

This two-hour plan is designed to train and prepare Association Student VBS Leaders to lead LifeWay's GAME ON VBS in their 2018 Association VBS Training Clinics.

### Resources to Collect, Prepare, & Copy

- VBS 2018 Student Learner Guide (005795767)
- VBS 2018 Student Starter Kit (005795739)
- VBS 2018 Tablecloth
- VBS 2018 String Flags
- DVD-ROM item "Daily Overview Chart" — Print one to reference during session.
- DVD-ROM item "Student Leader Guide" — Print one to reference during session.
- DVD-ROM item "Game On! Playlist" — Print one to reference during session. (Songs are suggestions only and must be obtained separately.)
- DVD-ROM item "Huddle Up Questions" — Print one to reference during session.
- DVD-ROM item "Sharing the Gospel with Students" — Print 1 to reference during session.
- DVD-ROM item "Reader's Theater" — Print five copies.
- DVD-ROM item "Response Cards" — Print and cut apart (1 per participant).
- DVD-ROM item "Hopeless or Hopeful Strips" — Print, then cut apart verses 3–16 and discard the others.
- Item 1. "Outline Handout" — Copy one for each participant.
- Large dry-erase board (or substitute chalkboard or tear sheets)
- Tear sheets – At least 2 (10 if no dry-erase or chalkboard is available)
- Markers
- Dry-erase markers
- Transparent tape
- 4–6 Blindfolds
- Long piece of rope or string (20–30 feet)
- *Seabiscuit*, Universal, 2003 (locate a clip from the movie called "Banged Up a Little")
- OPTIONAL: Search for the "TMB Panyee FC" short film on [youtube.com](http://youtube.com)
- Music (see "Game On! Playlist" on DVD-ROM for suggestions) — Play music as conferees enter.

- *VBS 2018 Inflatable Sports Balls* or other small to medium inflatable or soft sports balls (i.e. soccer ball, basketball, football, etc.)
- CD player or Bluetooth speaker
- TV/DVD player
- Data projector if you are going to use PowerPoint and show DVD's through data projector

## **Room Setup**

- Always take a before photo when you arrive in order to put the room back as you found it.
- Set up the room for comfort, conversation, and a variety of activities. If using a computer and projector, set up to one side of the Focal Wall.
- Arrange chairs in a semi-circle facing the focal wall. Leave an open space in the center for movement. Display the VBS Scripture poster (Item 2) and Session Posters (Items 3, 4, 6, 8, 10) from the Starter Kit on focal wall. Place a large dry-erase board, chalkboard, or tear sheets to one side of the focal wall. Cover a table with a *VBS 2018 Tablecloth* and display the curriculum alongside tabletop decorations such as pom-poms, megaphones, and small sports balls. Drape *VBS 2018 String Flags* from the ceiling and across the doorway.

## **Teaching Steps**

### **1. Get Your Head in the Game (Warm Up and Welcome) (10 minutes)**

- Play music from the suggested songs on "Game On! Playlist" (DVD-ROM) as conferees enter. Play one of the "Countdown Timers" (DVD-ROM) 3 minutes before the session begins.
- Welcome attendees to *Game On!* Student VBS. Direct conferees to get into groups according to their favorite sports. Attendees should call out the name of their favorite sport, and form a group with others calling out the same sport. If someone does not have a favorite, encourage him or her to pick one.
- Play upbeat music while attendees form groups. (Allow 1-2 minutes to form groups.)
- Note that the nature of sports makes a great analogy for the pressure we all feel to perform well and excel in every area of life. While in groups, invite attendees to identify the ways their favorite sports involve pressure situations. What about life in general? What pressure situations do we face? (Allow 2-3 minutes for discussion in groups.)
  - Explain: *"No matter what sport you play, everyone wants to be a winner. Sometimes our desire to win is based on making a name for ourselves. God wants us to make His name great. We are going to step back, dig into God's Word, and learn that He has given us Himself. Our victory comes because of what HE has already done!"*
- Pray over the session and ask God to work in each church as leaders work to gear up and get ready to present *Game On!*
- Pose the question: *"Why Student VBS?"* Lead a brief discussion on the value of offering Student VBS using the following talking points:
  - Opportunity to pour into students' lives over period of several days of concentrated Bible study. Train them to dig into God's Word for themselves.
  - Evangelism and outreach opportunity for unsaved in our churches and those our students invite to attend VBS.
  - Leadership and growth opportunities for older students.
  - Seize the moment! Our time with our students is short. They are on the verge of college and beyond.

### **2. Drills and Skills – Winning Habits (Preparation for leading Student VBS) (25 minutes)**

- Overview the Student VBS materials, including:
  - *VBS 2018 Student Leader Guide*
  - *VBS 2018 Student Learner Guide*

- *VBS 2018 Student Starter Kit* (Contents: Colorful posters, other teaching items, DVD-ROM)
- Note the following features available on the DVD-ROM (p. 47 of the leader guide lists the DVD-ROM contents):
  - *Game On!* Clip Art
  - Daily Overview Chart (fantastic at-a-glance resource)
  - Printable Student Leader Guide (print copies for additional leaders)
  - *Game On!* Playlist (suggested worship songs for each day)
  - Huddle Up Questions (8-10 discussion questions for each day included in Bible Study to be used in small groups, but are also great for large group discussions)
  - Sharing the Gospel with Students
- Refer conferees to page 4 of the leader guide for suggested schedule options. Mention that schedule options are available for 2-hour and 3-hour sessions.
- Overview the following highlights of the schedule options:
  - The 2-hour schedule includes Worship (30 minutes), Bible Study (60 minutes), Recreation and Snack (30 minutes).
  - The 3-hour schedule includes the sessions above, as well as Missions (30 minutes) and Crafts (30 minutes).
  - Any of the rotations may be adjusted by only including a portion of the content to meet the scheduling needs of individual groups. Be careful to protect the Bible study time.
  - Encourage attendees to check with their VBS director to know the schedule and what materials will be provided.
- Walk conferees through the typical session layout of the leader guide. Briefly discuss the purpose and general structure of each segment as well as the recommended time allotment for each element.
  - Worship – 30 minutes
  - Bible Study – 3 sub-sections
    - Motivate — 15 minutes
    - Examine — 30 minutes
    - Apply — 15 minutes
  - Recreation/Snack
  - Missions (video and activity)
  - Crafts (different from the children’s crafts available in the *2018 VBS Craft Rotation Leader Guide*)
- Note the format of the layout in the leader guide:
  - Content is in the center of the page.
  - Materials/Tips are located in the margins.
  - Kit materials are listed by item number.
  - DVD-ROM items are listed by name.
  - Suggested video clips and songs for the section are also listed.
- Mention that enlisting and training workers is key to success in Student VBS.
- Discuss the following tips for enlisting and training:
  - **Pray.** Ask God to supply the help you will need.
  - **Start early.** Do not wait until the last minute to recruit. Plan for some people to say no. Give people time to think and pray before making a decision.
  - **Equip and empower others to lead.** Allow people to use their own giftedness to accomplish your vision.
  - **Seek to build a team.** Consider those who are not necessarily serving anywhere.
  - **Avoid micromanaging every detail.**
  - **Consider using older students** to provide leadership in missions, recreation, crafts, and/or decorating.
  - **Enlist a few adult Bible study teachers** to commit to one or two nights of teaching the Bible content. This way, students get to hear from several role models and it may make it easier for adults to commit. Agreeing to one or two sessions is often easier than committing to every session.
- Invite attendees to share other enlistment ideas that have worked well in their setting.

- Lead the group to identify common challenges to enlisting adults to serve in student VBS. Ask: *“How can we overcome those challenges?”*
- Walk through some of the basics of planning for Student VBS. Mention the ways the curriculum helps with the basic tasks of organization and preparation.
  - The first step in organizing and preparing for the daily sessions is to study the Bible content.
    - ~ Page 4 of the leader guide lists the Scripture references for each day.
    - ~ Note page numbers for leader devotions.
    - ~ Challenge leaders to spend time meditating on and studying the VBS passages before diving into the rest of the content.
  - The second step is promoting Student VBS so that students will actually come.
    - ~ Mention that *VBS 2018 Supersized Postcards* are a great resource for sending a hand-written note to invite students.
    - ~ Explain that enlisting student leaders in VBS builds a commitment to attend.
    - ~ Ask attendees: *“What promotional ideas have been successful for your group?”*
  - Know/plan the schedule. When deciding on a schedule for Student VBS:
    - ~ Prioritize Bible teaching time and allow time for worship.
    - ~ Include Missions, Recreation/Snack, Crafts as time allows and according to the make-up of your student group. Adjust the time needed for any of the rotations by eliminating part of the material planned. The leader guide is a resource full of fun and meaningful activities, but choose what will work best for your group and your schedule.
  - Use the curriculum. There is no need to re-invent the wheel!
    - ~ Familiarize yourself with the materials on the DVD-ROM. The Missions segments are fantastic!
  - Gather and print materials in advance.
    - ~ Label file folders or bags Day 1–5. Sort materials into the appropriate folder or bag as they are collected.
    - ~ Label plastic ziplock bags to store loose items.
    - ~ Make supply lists in columns (things to buy, things I have, things to ask others for).
  - Make the space fun! Enjoy the theme, but not at the expense of preparing to teach or at the expense of your budget!
    - ~ Enlist volunteers with a flair for the creative.
- Invite conferees to share additional tips for organizing, preparing, or decorating that have worked well for them.

### 3. The Big Game (Bible Study Content)

- **Session 1 – Jesus Cares about Me (10 minutes) – Luke 15:1-7**
  - Introduce the clip, “Banged Up a Little” from the movie *Seabiscuit*. Explain that a new racehorse owner, Charles Howard, is looking for a trainer. He hears about a horse trainer who is a bit unusual and heads out to find him camping in the woods.
  - Watch the clip (1:40).
  - Comment: *“When the horse trainer says, ‘You don’t throw a whole life away just because he’s banged up a little,’ it resonates with Charles. In fact, Charles is an advocate for underdogs in general. His small horse has a limp, his jockey is too big and angry, and his trainer is washed up. But Charles sees the value in each of them that others don’t.”*
  - Write the line from the movie, *“You don’t throw a whole life away just because he/she is \_\_\_\_\_”* on the dry-erase board or large sheet of paper. Invite attendees to fill in the blank. Write down answers as they are named.
  - Ask attendees to consider if they have ever been the one who feels lost or thrown away. Explain that no matter whether a person is banged up, missing, injured, or fouled out, it is all the same as far as Jesus is concerned. He will not finish the game with only part of the team. Jesus cares about everyone, and pursues those who are lost and in need of a Savior.
  - Discuss ways teens identify with the feeling of being “banged up.” Ask: *“How might your students’ perspective on this discussion be different from yours? How might it be the same?”*

- Explain that this activity leads into a study of the Parable of the Lost Sheep. Students will discover that Jesus cares for and pursues a relationship with all, that Jesus is a patient teacher, that Jesus never stops pursuing those who are lost, and that Jesus rejoices when we repent.
- **Session 2 – Jesus Gives Me Hope (15 minutes)-John 11:1-44**
  - Place 3–4 tear sheets around the room.
  - Direct attendees to form groups of 2 or 3 and ask them to answer these questions (allow 2–3 minutes to discuss): *Are you a competitive person? Do you handle losing well or not? When you played games with your parents while you were growing up, did they let you win?*
  - Point out to the group that losing and waiting often feel like two sides of the same coin. Especially in today’s culture, any type of wait often feels like falling behind in the game.
  - Ask: *“What are some things in life you don’t want to wait for? What are some things you are OK waiting for?”* Write answers on a tear sheet or dry-erase board. Continue: *“When put in those situations, does it ever cause you to lose hope? Why or why not? What good can come from waiting?”*
  - Note that Session 2’s Bible story is about some of Jesus’ closest friends, who likely felt the same way. They were waiting on Jesus to come through, and as the days passed, it felt like they had lost.
  - Enlist 5 volunteers to participate in the “Reader’s Theater” (DVD-ROM item). Give each a copy of the script. Direct them to read John 11:1-16 according to the script. The rest of the group may follow along in their Bibles.
  - Draw a vertical line down the center of a tear sheet to create two columns. Print **Hopeless** at the top of one column and **Hopeful** at the top of the other column. Distribute the “Hopeless or Hopeful Strips” (DVD-ROM item) for verses 3–16.
  - Explain that attendees will have two minutes to read the verse on the strip, decide which heading it fits, and then tape it in the column.
  - Briefly discuss the responses and how Jesus gave hope to those who felt they were in a hopeless situation.
  - Ask: *“Are you typically hopeful or hopeless in difficult circumstances? What sorts of difficult circumstances do teens face today? In what ways do they process/handle difficulties differently from adults?”*
  - Mention that this activity is the first part of the study of the Session 2 passage, the resurrection of Lazarus. Students will discover that if they believe, they will see the glory of God in their circumstances, that Jesus does not always act according to our timetables, that Jesus is the resurrection and the life, and that everyone who believes in Jesus will live forever.
- **Session 3 – Jesus Helps Me Believe (10 minutes)- John 20:19-31**
  - Ask: *“What are things you will never believe unless you see them for yourself?”* Write responses on the dry-erase board or a tear sheet.
  - Read or summarize John 20:19-31.
  - Ask: *“What do you do when you struggle with your faith? How does Thomas’ story inform you about what to do when you face doubts of your own?”*
  - Explain that doubt is not the complete absence of faith. It is faith that struggles with the temptation of unbelief, and is something every believer deals with to some extent. So, when we talk about doubt as believers, we must understand that God can handle our questions, but His desire is that we grow to a place where we find full confidence in Him.
  - Distribute the DVD-ROM items “Response Cards” and “Sharing the Gospel with Students.”
  - Direct conferees back to their small groups. Allow 2–3 minutes to discuss: *“How can this discussion and this passage lead into a presentation of the gospel?”*
  - Ask groups to share 1 or 2 insights from their discussions.
  - Explain that in Session 3, students will discover that the life and presence of the resurrected Jesus gives us peace, that Jesus sends us into the world in the power of the Holy Spirit to share the gospel of peace, that Jesus loves us and helps us believe without seeing, and that when we believe without seeing, we have life in His name.

- **Session 4 – Jesus Loves Me (15 minutes)- John 13:1-35; 19:25-27; 20:1-10; 21:1-14**
  - Lead attendees to name any team-building activities they have participated in, whether as part of a team, organization, or youth group. Ask: *“What are such activities intended to teach?”*
  - Lead conferees through the following team-building activity. Blindfold 4–6 volunteers and place a rope on the ground next to them. Tell them to make a rectangle like a football field using the full length of the rope lying on the ground next to them. Give them no further instructions.
  - Watch and see who takes charge, how the group organizes the corners, if one person facilitates from the middle, and so forth.
  - Point out that games like this teach us to work together, but they fall short in teaching us to love.
  - Direct a volunteer to read John 19:25-27. Point out that Jesus continued to show love even when He was on the cross.
  - Ask: *“What do you think Jesus was trying to accomplish by telling John and Mary they were to consider each other mother and son? How could John have responded? Why do we, knowing how we should love other people, sometimes neglect to do the very things we know we have been called to do?”*
  - Allow 2–4 minutes to discuss the following in their small groups: *“How is your group doing at loving like Jesus loved? How can you do better?”* If time allows, ask groups each to share one way to improve.
  - Mention that in Session 4, students will learn that Jesus invites us into a close-knit, leaning-on type of relationship with Him, that Jesus wants us to love other people the way He loves us, and that Jesus will continue to reveal His love for us now and throughout eternity.
  
- **Session 5 – Jesus Gives Me Joy (15 minutes)- Acts 16:23-34**
  - Lead the group to guess the correct answer to some sports trivia: *“A soccer field is called a ‘pitch,’ because ...”*
    - A. Soccer was created in England, and “pitch” is the British version of “field.”
    - B. The first soccer games were played on farming land and pitchforks were used to remove all the hay.
    - C. The sound of vuvuzelas being blown by spectators is heard at a tone several octaves lower on the field than in the stands.
    - D. Initially, goalies stood on a mound to return the ball into the field of play.
  - Reveal the correct answer (A).
  - Share the following activity from pages 44–45 of the learner guide (or as an alternative, show the short film “TMB Panyee FC.” [5:15]).
  - Explain that children living in the fishing village of Koh Panyee loved the sport of soccer, but could only watch it on TV. Koh Panyee is a small floating village in Thailand, built on stilts by Indonesian fishermen. The entire village is surrounded by water, and there is no soil or dry land to be found. That is, until 1986, when a group of innovative and determined kids built a floating soccer field (pitch) from scrap wood and old fishing rafts. The boys formed a team and practiced on their wood plank-floating field, and eventually entered a tournament on the mainland. The village pitched in to buy the team uniforms, and many traveled by boat to watch the boys play. They were better than they thought! The Panyee Football Club got 3<sup>rd</sup> place in that very first tournament. After that, the sport became the favorite pastime on the island, and the Panyee FC has caught the attention of soccer fans around the world.
  - Say: *“Everyone’s field of play in life is different. The children of Koh Panyee made the most of theirs. What circumstances do you have that you must overcome as you play the game of life?”*
  - Ask: *“Do you ever feel like you are stuck in a certain position with no way out?”*
  - Comment that in Acts 16:23-25, Paul and Silas were mistreated, abused, and arrested. They were in the inner prison and were physically restrained.

- Allow 3–4 minutes for conferees to discuss the following in small groups: *“How did they respond to their situation? If you and your best Christian friend were in Paul and Silas’s situation, what would your conversation be like? If this happened today, what song do you think they would sing? What song would you sing?”*
- Invite groups to share one thing they discussed, if time allows.
- Recall that the prison doors opened, but Paul and Silas did not leave the prison. Why not? Paul and Silas did not escape prison, but they still won. Comment: *“So do we when we choose to live according to the joy of the Lord in us rather than looking for joy in our temporary circumstances.”*
- Ask: *“In what ways does this passage specifically speak to the students in your group?”*
- Mention that in Session 5, students will learn that those who live as messengers of the gospel of Jesus will face difficult trials in life, that Jesus gives us joy, even in the worst possible circumstances, that God uses the joy of believers to encourage belief and joy in others, and that God’s eternal purposes are bigger than any earthly circumstances.

#### 4. Post-Game Commentary (Continued Connections) (15 minutes)

- Point out the evangelistic and connection activities available in the materials.
- Discuss ways to equip leaders to share the gospel with students.
- Talk about follow-up strategies after Student VBS.
  - Mention that follow-up is the responsibility for every VBS worker. Cast a vision for why follow-up is important.
  - Discuss ideas, strategies, and tools for follow-up. Invite conferees to give input based on their previous successes.

#### 5. Closing (5 minutes)

- Call attention to the “VBS Scripture Poster” (kit item 2). Read aloud the verse and ask: *“What do you know about Peter from the Bible?”* (Answers may include: *He left the boat to walk on the water to Jesus, Matthew 14:28-29; He took his eyes off Jesus and started to sink, verse 30; Peter used his sword to cut the ear off a soldier who had come to arrest Jesus, John 18:10; He bragged that he would never turn his back on Jesus, even if everyone else did, Matthew 26:33; He denied that he even knew the Lord three times, verses 70-74.*)
- Point out that Peter had obviously learned something between the time he did these things and the time he wrote the words found in 2 Peter 1:3. Peter thought he could follow Jesus simply by his own determination, passion, and strength. But after the resurrection, Peter received the Holy Spirit and stopped trying to live that way. As he relied on God’s divine power, he learned that he had everything he needed for life and godliness, even when things got tough.
- Say: *“Students are under so much pressure (and so are WE)—to perform well, to be the best, to balance schedules that are full to the brim, and to excel in every area. From that vantage point, life’s big game can seem overwhelming. But when we step back, we realize that the goal is not competing in our own strength. God has already given us everything we need! He’s given His complete Word as the ultimate playbook. He’s given us Himself, which gives us a reason to celebrate. He wants us to join His team, to train hard, to celebrate our salvation, to encourage one another, and spur each other on. So, what are you waiting for? It’s Game On!”*
- Close in prayer. Encourage attendees to pray for one another and upcoming VBS events.

# GAME ON!

GEARING UP FOR LIFE'S BIG GAME 2 PETER 1:3

## GET YOUR HEAD IN THE GAME

Why Student VBS?



## DRILLS & SKILLS—WINNING HABITS

Overview of Materials

Features to Note

Enlisting and Training Workers

## THE BIG GAME

Session 1

Session 2

Session 3

Session 4

## POSTGAME COMMENTARY

Evangelistic and connection activities

Equipping leaders to share the gospel

VBS  
18

*His divine power has given us everything required  
for life and godliness through  
the knowledge of Him who called us  
by His own glory and goodness.*

2 Peter 1:3

