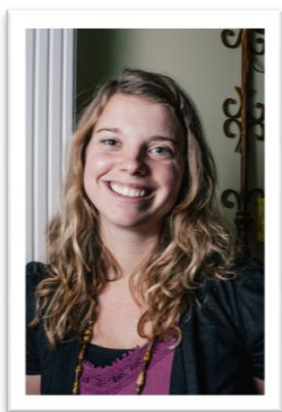


BE HIS // BE LAST // BE REAL // BE BOLD

2014 AFTER CAMP BIBLE STUDY

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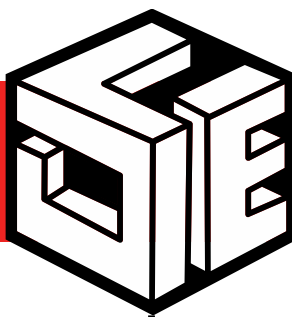
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2014 AFTER CAMP BIBLE STUDY

INTRODUCTION

GREETINGS, GROUP LEADERS!

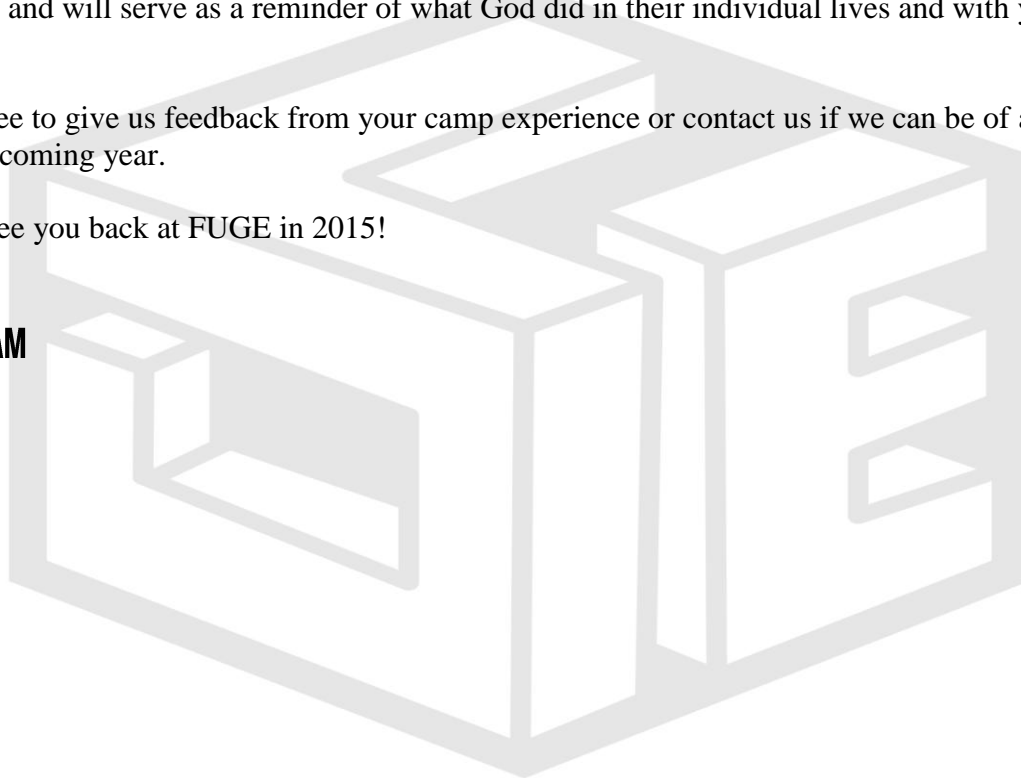
Thanks for bringing your students to FUGE this summer. We know you have many options and are thankful you chose to entrust your students to FUGE.

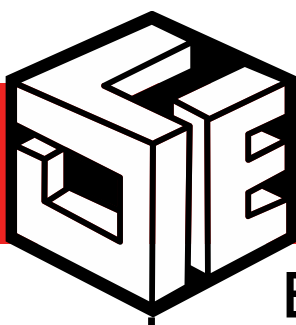
We have included three after-camp Bible studies in this document for you to use in Sunday School, on Sunday nights or on Wednesday nights as a follow up to camp. We hope this will keep camp in front of your students and will serve as a reminder of what God did in their individual lives and with your group as a whole.

Please feel free to give us feedback from your camp experience or contact us if we can be of assistance during the upcoming year.

We hope to see you back at FUGE in 2015!

THE FUGE TEAM





AFTER CAMP BIBLE STUDY #1

BE THERE

TEACHING AIM: Students will learn what Scripture says about being there for one another, taking care of each other, and loving others as Jesus did.

STUDY PASSAGES: Luke 10:25-37; Romans 12:9-12

LIFE QUESTIONS: Are you focused on others or self-centered? Is your love for others so deep that you put their needs in front of your own? Do you love others by serving them even when it isn't convenient or easy? How can you focus on yourself less and look for ways to love others more? Why is it difficult to love and serve our enemies?

SUPPLIES AND PREPARATIONS

- Motivation Option 1: Write several descriptive phrases or words on individual pieces of construction/white paper such as: making a sandwich, doing dance aerobics, lifting weights, getting a haircut, mowing the lawn, Cinderella, Macy's Thanksgiving Day Parade, Facebook, etc.
- Motivation Option 2: Provide ten bandages and one cup of water for each team.
- Examination: Write each group assignment on an index card.
- Application: Gather an index card and pen for each student, a white board or large sheet of paper, and the song "Give Me Your Eyes" by Brandon Heath if you choose to play it while students reflect.
- Key Verse Activity: Write the words of Romans 12:9-10 on index cards (one word per card). You will also need clear tape that removes easily.

MOTIVATION (20 Minutes)

OPTION 1: REVERSE CHARADES

Begin the session by playing several rounds of Reverse Charades. Form 3 or 4 teams. Each team should choose one team member to come to the front. This person will be the "team guesser." Show team members a descriptive word or phrase without letting the team guessers see it. When you say go, instruct teams to act out the word or phrase without talking. The first "guesser" to call out the correct word or phrase wins a point for the team. Choose a different guesser for each round. After a few rounds, instruct students to take a seat.

Debrief the activity by asking: **What were some challenges to being the team guesser?** (There were so many people to watch. It was unclear what people were trying to act out. The other teams' movements were distracting.) **What was difficult about trying to communicate the right answer to the team guesser without words?** (Some of the phrases were difficult to act out, etc.) **What were some of the distractions during guessing or gesturing?** (There were so many people acting out the phrases at once that it was easy to get confused.)

Say: **In this activity, team guessers had to rely fully on the willingness and ability of their team members to get what they needed. There was no way to win without focusing on the help of others.**

Today's story in Scripture is about a man who recognized a need and willingly focused all his energy on meeting that need.

OPTION 2: BANDAGE RELAY

Divide your group into teams of four with each team having all girls or all guys. Give each group ten bandages as well as a cup of water. Every team will select one member to go to the opposite side of the room. Explain to the group that these students have lost their way trying to get home and are now injured and in desperate need of help. When you say go, the other three members must find their fellow teammate and apply all the bandages to him or her. Then, the "injured" team member must drink the entire cup of water. Finally, the students work together to carry their hurt teammate back across the starting line. The first team to accomplish this goal wins.

Say: In this game we helped, cared for, and served one of our teammates. Sometimes in life, it's easy to get distracted with everything we have to do and we forget to look for ways to be there for others. However, today we're going to take a look at a man who chose to put aside the distractions and take care of a stranger in need.

Ask: What story from Scripture did this activity remind you of?

EXAMINATION (30 minutes)

Invite a student to read Luke 10:30-37.

Divide students into three groups. Assign each team one of the assignments below to interpret the passage of Scripture.

Assignment 1: Work together to write the passage in your own words. Then, pick one team member to read the story while the rest of the team performs a skit that goes along with it as it is read.

Assignment 2: Using the events of the passage, write a song to one of your favorite childhood tunes. (For example: Twinkle, Twinkle Little Star, Old MacDonald, etc.)

Assignment 3: Use the materials provided and work as a team to create a picture illustrating what happens in the passage. You might want to draw different scenes as if it is a movie, draw the passage in the style of a comic strip, or come up with your own creative idea.

Allow each team to share their creation or performance with the rest of the group. After each team shares, discuss the different ways the story was portrayed.

Say: Those presentations/creations were great! We seem to have a pretty good understanding of "the what" in the passage so far. However, we can't fully understand "why" Jesus is telling this story unless we go back a few verses. Let's read Luke 10:25-29.

Ask a volunteer to read Luke 10:25-29.

Say: Jesus is being questioned by an expert in the law. When Jesus tells him that we should love our neighbor as we do ourselves, the lawyer asks for clarification on who is considered our neighbor. The reason he asks this is because at that time, some Jewish people only saw their neighbors as other Jews.¹

Ask: **Why do you think Jesus made the “hero” of the story a Samaritan man?** (Samaritans were looked down upon by the Jewish race. By making the hero of the story a Samaritan man, Jesus was showing that we should treat everyone as our neighbor, not just people we get along with or who are from our culture.) **What about in today’s culture? Do you think people are often willing to help someone who is different from them? What are some examples of this?** (Allow students to share examples they see in everyday life of this happening.)

Ask: **Based on the passage, the Levite and the priest did not stop to help the man. What are some possible reasons these religious leaders did not stop to help?** (in a hurry, didn’t care, would be too much trouble, would take too much time)

Say: **Many think that the men were returning from their annual tenure at the temple and were in a hurry to get home. During this time period, priests and those who assisted priests, such as the Levites, would be seen as “unclean” if they had contact with the dead or people who were close to death. The man’s condition appeared close to death and this may be why the priest and Levite avoided helping the man. Another reason may be that they were afraid the robbers would come back and attack them as well.² Whatever the reason, their decision not to get involved left the injured man with little hope of survival.**

Ask: **What are some reasons that prevent us from serving or helping others?** (We may be afraid of what others will think of us. We may not feel that we have time to help or that someone else will come along and help.)

Ask: **How did the Samaritan respond when he saw the man?** (Verse 33 conveys that the Samaritan had compassion.)

Say: **Because of the priest and the Levite’s position in the culture of that day, they would have been expected to help the man even if they had not wanted to. However, the Samaritan served the man, not because of a role he held in society, but because he cared. Scripture says he helped because he felt compassion.³**

Ask: **How do we become people who serve others out of compassion and not obligation?** (A heart of compassion comes from the Lord. We have to pray that God would give us a heart of compassion and eyes to see opportunities to serve others.)

Say: **It talks about loving others throughout Scripture. Another example is found in Romans.**

Invite a student to read Romans 12:9-12.

Ask: **How is the truth taught in these verses similar to what we read in the earlier passage?** (It talks about loving others genuinely with compassion.) **Who does it tell us to love with “family affection” and “brotherly love”?** (We are to love one another. This includes everyone, including our enemies and those who are different from us.)

APPLICATION (10 Minutes)

Suggestion: Play “Give Me Your Eyes” by Brandon Heath in the background during the application time.

Instruct students to find a partner. Lead each pair to discuss several *specific* ways to love their “neighbors” this week. Challenge students to think of ways to serve people they see every day as well as those they normally wouldn’t interact with very much. After giving them a few minutes to compile a list, allow students to call out some of their ideas. As they call them out, write the list somewhere that is visible to everyone.

When the group finishes listing ideas, give each student an index card. Ask everyone to choose several ideas to try this week and write those on one side of the card.

Say: The priest and Levite were returning from their annual trip of serving at the temple. On the trip home, it seems that they quickly forgot the importance of serving and loving others. Many of you have just returned from camp, where hopefully you served others, grew in your relationship with the Lord, and were surrounded by those who were doing so as well.

Ask: What are some ways you can prevent yourself from getting distracted by the chaos of life and keep your focus on loving God and loving others?

Ask students to flip the card over. Give students some time to write a prayer asking God to give them a heart of compassion and eyes that see beyond themselves. Close in prayer, praying that your students would love others with a cheerful and compassionate heart.

KEY VERSE ACTIVITY

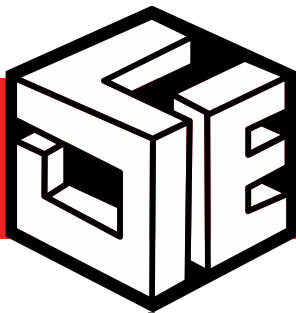
Love must be without hypocrisy. Detest evil; cling to what is good. Show family affection to one another with brotherly love. Outdo one another in showing honor. —Romans 12:9-10

Before the session, write the words of the memory verse on index cards with one word per card. At this point in the session, instruct students to line up in a straight line and close their eyes. While their eyes are shut, gently tape one of those index cards to each person’s forehead or to the back of their shirt in a random order (make sure you are using the kind of tape that comes off easily). Before letting them open their eyes, read the verses aloud. Explain to the group that once they open their eyes they are to see how quickly they can get the cards into the correct order by lining up accordingly. If they are able to conquer this easily the first time, consider doing it again without allowing anyone to talk or only letting a few people open their eyes during the activity. To conclude, say the verse together as one large group several times.

References

Robert H. Stein, *The New American Commentary: Luke*. Vol. 5. (Nashville, TN: B&H Publishing Group, 1993).

Beth Moore, *Jesus: 90 Days with the One and Only*, (Nashville, TN: B&H Publishing Group, 2007), 260.



AFTER CAMP BIBLE STUDY #2

BE JOYFUL

TEACHING AIM: Students will learn what Scripture says about living with deep joy that is not dependent on our circumstances.

STUDY PASSAGES: 1 Thessalonians 5:16-18; Luke 2:10; Galatians 5:22

LIFE QUESTIONS: What does it look like to be joyful? Are you joyful in all circumstances? How can you experience joy even in difficult situations?

SUPPLIES AND PREPARATIONS

- Examination: Several different craft supplies students can use to create a representation of the verse. Some examples are: different colors of tissue paper, card stock, construction paper, glue sticks, scissors, magazines, newspapers, toilet paper rolls, markers, crayons, colored duct tape, cotton balls, Q-tips, popsicle sticks, etc.
- Application: Writing utensils, index cards, wide rubber bands
- Key Verse Activity: Write the following numbers on a white board or large sheet of paper so that it is visible for everyone to see:
7356423 259297! 7729 2667826859.
4483 842657 46 3837984464, 367 8447 47 463'7
9455 367 968 46 247478 53787.

MOTIVATION (20 Minutes)

CALLING ALL VEGETABLES—Middle School Option

Play a few rounds of “Calling All Vegetables.” Instruct students to sit in circles of 6-8 people. Students will start by choosing the name of a vegetable they want to be and sharing that with the group. Guide everyone to cover their teeth completely with their lips. The goal is to make it through the entire game of calling out vegetable names without laughing or showing their teeth.

Invite one student to begin the game by saying, “Calling all vegetables!” That same student will say the name of their vegetable followed by calling out someone else’s vegetable. For example, if the student starting the round chose to be a carrot, he or she would say, “Carrot calling Zucchini!” The student who picked zucchini would then say “Zucchini calling Cucumber.” This will continue until someone laughs or shows his or her teeth. The person who does so will be out for that round. Continue rounds until everyone except the winner is eliminated. It is quickly discovered that students covering their teeth while pronouncing the names of vegetables can be quite humorous and challenging. Students normally feel so ridiculous it is almost impossible not to laugh. Choose a different person to start each round. After a few rounds, instruct students to have a seat then ask the debrief questions listed below.

THE LAUGH OFF—High School Option

Instruct students to circle up in groups of 6-8 people. Ask for a volunteer to start the game. The student starts the game by turning to the person on his or her left and attempting to make them laugh within a twenty second timeframe. The student can make funny faces, tell jokes, or ask silly questions but cannot touch the other person. If the person laughs, he or she is out and the volunteer who is “it” moves on to the next person in the circle. However, if the person does not laugh, he or she becomes “it” and takes over the role of making the next person in the circle laugh. The game continues until there is one person remaining. He or she is the winner! When finished, instruct students to find their seats then ask the debrief questions below.

Debrief either activity by asking: **In this activity, was it challenging to keep yourself from laughing? Why or why not?** (Allow students to share about their experience.) **What was difficult about trying to make someone else laugh?** (Being put on the spot to do it in front of everyone, not knowing someone’s sense of humor, etc). **Was there anyone who did not find it challenging to keep from laughing? Why do you think this game was not a challenge for you?**

Say: **Some of you struggled to keep from laughing during the game. However, others of you did not have any difficulty maintaining a straight face throughout the different rounds. This is much like having a joyful attitude in life. Sometimes joy comes easy—when we are experiencing great circumstances and surrounded by encouraging friends. However, when we find ourselves in difficult situations, maintaining a joyful attitude can be very challenging. Let’s open the Bible and talk through what Scripture says about joy.**

EXAMINATION (30 minutes)

Divide students into groups. Assign each group one of the following passages:

- 1 Thessalonians 5:16-18
- Luke 2:10
- Galatians 5:22

Instruct students to work in teams with the materials provided to create something that represents their assigned passage. It can be anything from an abstract creation to a literal representation of what the verses say. Give teams several minutes to work on their projects.

Invite a student to read 1 Thessalonians 5:16-18. Allow the team(s) who had this passage to share their creation and explain why they chose to represent the verses in that particular way.

Once they have finished sharing, ask: **What does it look like to rejoice always?** (We can rejoice by looking at life through the lens of thankfulness. We can delight in God’s creation by recognizing aspects of creation we can praise God for. Another example is taking time throughout the day to reflect on how God has provided. We can rejoice by worshipping God. We can take time during the day to pray or write the different names of God, which is praising God for who He is and reminding us of His power and sovereignty.)

What are examples of ways we can pray constantly? (Praying over each step you walk throughout the day, memorizing and reciting prayers found in Scripture, praying for people we pass throughout the day, praying for prayer requests given to you by friends, praying every time the minute hand hits a certain number each hour, etc. Remind students that praying constantly encompasses more than just different

activities throughout the day. It involves a mindset of open communication with God throughout our daily routines.)

What does it look like to give thanks in all circumstances? (We keep perspective that nothing we have is our own and every aspect of life is a gift from God. Because of that truth, even in difficult times, we can always find something to thank God for.)

Say: It's easy to look at these verses as if they're three separate commands. However, we see throughout Scripture how all three instructions intertwine with one another. In order to rejoice always, we must keep an eternal perspective by praying continually and remembering how much we have to be thankful for in Christ. This is not a "to-do" list we must follow, nor can we achieve it on our own. It is an overflow of our heart from spending time with and deeply knowing our Creator. It's also something we can ask God to give us: a heart that rejoices always and prays without ceasing and gives thanks in all circumstances.

Invite a student to read Luke 2:10. Allow students who had this verse to share their creation and explain why they chose to represent the verse in that particular way.

Ask: How does this verse connect to what we were discussing earlier? (This is an example where we are all promised great joy through Christ. The good news is there is hope. Through Jesus, God has provided a way to life. This allows His followers to not be forever separated from God but to spend eternity with Him. That's a reason to celebrate no matter what circumstances we are facing!)

Invite a student to read Galatians 5:22. Allow students who had this verse to share their creation and explain why they chose to represent the verse in that particular way.

Ask: What is meant by "fruit of the Spirit?" (The "fruit" we bear are Christ-like qualities that we are able to possess because of the Holy Spirit at work in us.)

APPLICATION (10 Minutes)

Pass out an index card, pen, and rubber band to each student. Lead students to write down the three Scripture references they studied in this session: 1 Thessalonians 5:16-18, Luke 2:10, and Galatians 5:22. Encourage them to read these verses at least once every day this week. Instruct them to write the words, BE JOYFUL, on the rubber band and wear it as a bracelet and a reminder to respond to circumstances with joy.

Closing Prayer

Give each student a sheet of paper and a writing utensil. Explain to students that you are going to guide them through a prayer experience.

Say: First, take some time to write different names for God all over one side of the paper and spend a few minutes thanking God for who He is.

After a few minutes, say: **Next, draw a picture or several different pictures of things you are thankful for. Spend some time in prayer thanking God for how He provides.**

After a few minutes, say: **Turn the sheet over to the backside and write a prayer to God confessing ways you haven't been joyful. Ask God to give you the strength to choose joy even in difficult circumstances.**

After a few minutes, close the time by praying aloud for your group.

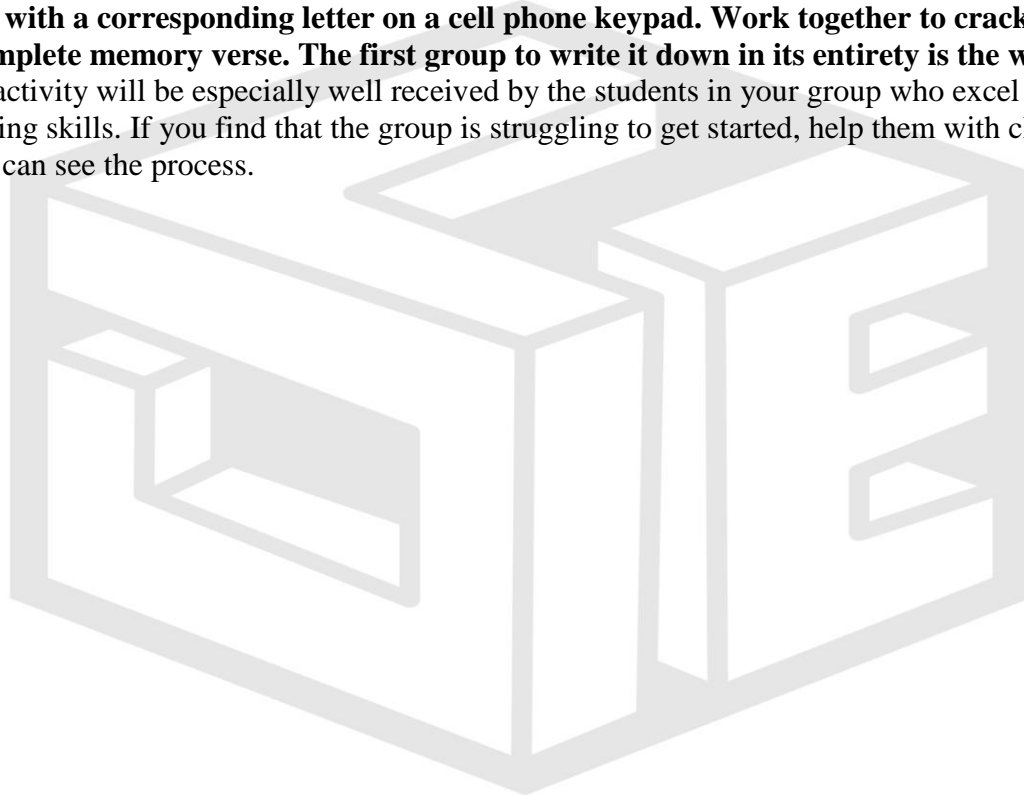
KEY VERSE ACTIVITY

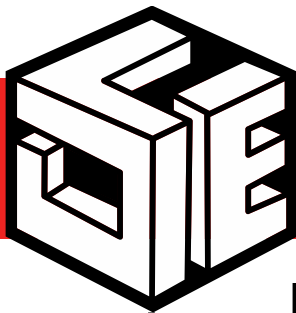
Rejoice always! Pray constantly. Give thanks in everything, for this is God's will for you in Christ Jesus.
—1 Thessalonians 5:16-18

Before the session, write these numbers on the board or on a large sheet of paper:

7356423 259297! 7729 2667826859. 4483 842657 46 3837984464, 367 8447 47 463'7 9455 367 968 46
247478 53787.

Instruct students to get back into their groups of three and explain the following: **Each number corresponds with a corresponding letter on a cell phone keypad. Work together to crack the code and write the complete memory verse. The first group to write it down in its entirety is the winning group.** This activity will be especially well received by the students in your group who excel in math or problem solving skills. If you find that the group is struggling to get started, help them with clues to one word so they can see the process.





AFTER CAMP BIBLE STUDY #3

BE CHANGED

TEACHING AIM: Students will learn what Scripture says about letting others see Christ in them as a new and changed creation.

STUDY PASSAGES: 2 Corinthians 5:17-21; Colossians 3:2-11

LIFE QUESTIONS: What does it mean to be a new creation? What does it look like to live differently than the world? How are we hidden in Christ?

SUPPLIES AND PREPARATIONS

- Option 2: Paper and writing utensil for each student
- Examination: A writing utensil for each student
- Application: Paper and marker for each student
- Key Verse Activity: Two copies of the Bible verse either written or typed on a piece of a paper. Cut each word out. Place each word in a balloon, blow up the balloon, and tie it closed. Keep each set of balloons separate until the activity begins.

MOTIVATION (20 Minutes)

OPTION 1: Before the session, create a series of almost identical pictures on a slide or a handout where one image is *not* quite like the others. You can find examples online by searching for “one of these things is not like the other” games/puzzles.

Show the images to the group and instruct them to stand when they know which image is *not* like the others. In the very last series of images, make one item stand out in an obvious way so it is immediately apparent which one is different.

Debrief this activity by asking: **How difficult was it to determine the difference in the images for the first few rounds? What made that last series of images easier to differentiate? Can you think of any spiritual application we can make from this activity?**

Say: **In this activity, the first few images were so close in appearance that you had to look closely and concentrate to find the subtle differences. All too often, this is how Christians today live—trying to blend in with the culture around them to the point that it is difficult to find anything different about their lives. Blending in is not what we’ve been called to do. Those who are in Christ have been made new and completely transformed. This means our character and our response to the circumstances we face should be dramatically different from those who do not know Jesus. The goal is never to draw attention to ourselves but rather to live in such a way that we point people to the hope of our salvation—Jesus Christ!**

OPTION 2: Give each student a piece of paper and writing utensil. Tell students that you are going to ask them a series of questions and instruct them to write their answers on the paper. However, they must use the opposite hand than they normally do to write the answers. If they are right-handed, they should write with their left hand and vice versa. Ask 5-10 simple questions, so students can understand what it feels like to experience something different. (For example: What is your favorite color? What is your address? In what month were you born?)

Debrief the activity by asking: **What was challenging about writing with your opposite hand?** (It was different than writing with the hand I am used to writing with.) **Were you able to write as quickly as you normally do?** (Allow students to share about their experience.)

Say: **Sometimes when we try something new or change something about ourselves, it feels very different and takes some getting used to. It's a process to learn how to go about something in a different way. Today we're going to dive into Scripture and talk more about what it's like to live differently in this world as people who have been transformed and made new in Christ.**

EXAMINATION (30 minutes)

Divide students into smaller groups. Assign one of the following passages to each group: 1 Corinthians 5:17-21 and Colossians 3:2-11. Instruct groups to read their assigned Scripture, then circle words/phrases having to do with eternal life and underline words/phrases pertaining to our earthly life.

After a few minutes, invite a volunteer to read 2 Corinthians 5:17-21. Allow groups who worked on this passage to share which words they circled and underlined.

Ask the following questions:

What does Paul mean when he says we are a new creation? (We were once dead in our sin but through salvation, Jesus completely transforms our lives and gives us a new nature. We are made alive in Him and His righteousness covers us from that point forward.)

What does it look like to be a new creation? (As followers of Christ, our lives should look different. They no longer look like the rest of the world. Our old sin nature “died” and was buried with Christ. Just as Christ rose again, we are raised up to “walk in a new way of life” (Romans 6:4). We are a “new creation” and are called to walk in a manner that honors our Savior.)

What does reconciliation mean? (It is the restoring of a relationship. In this case, it's restoring our relationship with God through Christ.)

What makes us an ambassador? (An ambassador is an official representative of a nation in a different country. As Christians, we represent God's Kingdom as we go throughout this world. God has entrusted Christians with communicating the good news of Jesus Christ with those who do not know Him. We are called to share the gospel with our words and with our lives.)

Invite another student to read Colossians 3:2-11. Allow groups who worked on this passage to share which words they circled and underlined.

What does it mean to set your minds on what is above? (We should keep our perspective focused on what is eternal and not on what is of this world.)

How are we hidden in Christ? (Paul is reminding Christians that placing their faith in Christ has given them a new identity. They have left their old sinful lives for new lives in Christ and are now clothed in righteousness.)

How do we put to death what is earthly in us? (God tells us His mercies are new every morning. We pray, study, and meditate on God's Word. Through the process of discipleship, we become more like Christ and our desires become more like His.)

If we are a new creation, why do we have to do this? (As believers, we become new creations through salvation at the instant we submit our lives to Christ as Lord and Savior. However, at the point of salvation we also begin a process called sanctification, which is a lifelong endeavor and involves dying to self each day. Through this process we become more like Jesus.)

APPLICATION (10 Minutes)

Say: **Now that we have looked at what Scripture has to say about being a new creation in Christ, let's think through what that looks like for our lives on earth. Becoming like Christ is a lifelong process. In Colossians, it specifically talks about living differently in what we think about, what we say, and even in where we choose to walk.**

Give a piece of paper and marker to each student. Allow students a few minutes to draw a very simple representation of themselves. It can even be as basic as a stick figure. When they have finished, encourage students to think about each area of their lives as you ask the following questions. Instruct them to write the answer to each question beside the part of their drawing it corresponds with.

- **Mind: How will you set your mind on what is above and focus your thoughts on Christ this week?**
- **Mouth: How will you speak differently than the world, honoring Christ with your words?**
- **Feet: How will you use your feet to be an ambassador for Christ this week, representing Him well wherever you go?**

KEY VERSE ACTIVITY

Therefore, if anyone is in Christ, he is a new creation; old things have passed away, and look, new things have come. —2 Corinthians 5:17

As time permits, divide students into two teams. Give each team a set of the balloons blown up earlier with the words of the Bible verse inside. When you say, "Go" each team will begin popping the balloons and placing the words that fall out in the correct order. The first team to complete the Bible verse and recite it together wins.