

VBS CURRICULUM

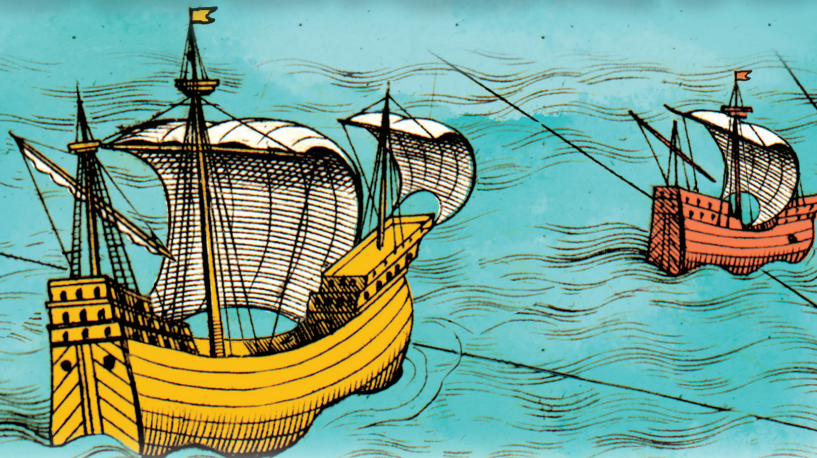


FINDING THE TREASURE OF GOD'S AMAZING GRACE

# Elementary

## Bible Study Guide

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# Introduction

**For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God—not by works, so that no one can boast. Ephesians 2:8–9**

So much in life tells us that it is our performance that makes us who we are. This is especially true for kids. Chore charts, report cards, standardized tests, recitals, and athletic banquets all give the overwhelming message that, “If you do well, you will be rewarded; if you do not do well, you will lose your reward, and you may even be punished.” Performance—work and reward—is one of the basic structures of our lives. As a result, kids grow up thinking, “I am what I am because of what I do . . . or because of what I’ve failed to do.”

Have you ever thought about how different this message of performance is from the Bible’s message of redemption? In 1 Corinthians 15:10, Paul says, “By the grace of God I am what I am.” In this *PROOF Pirates* curriculum, kids will explore Ephesians and learn about how God saves scallywags like you and me.

What better message for our children to hear than the *PROOF* of God’s grace! This exploration of Ephesians 1–2 reveals five never-to-be-forgotten elements of God’s grace

- ✳ **God’s grace is Planned:** God mapped out salvation for his people (Ephesians 1:4–5).
- ✳ **God’s grace is Resurrecting:** When we were dead, God made us alive (Ephesians 2:4–5).
- ✳ **God’s grace is Outrageous:** God gives us Jesus as a free gift (Ephesians 1:7–8a).
- ✳ **God’s grace is Overcoming:** God changes our rebellion into surrender (Ephesians 1:13a).
- ✳ **God’s grace is Forever:** God’s people never drift away from his love (Ephesians 1:13b–14).

We want our kids to know their Savior—to know that it’s God’s grace that makes them who they are. We want to show kids that discovering God’s grace is a great adventure that should overwhelm them and fill them with a sense of wonder. Our hope is that our children will never cease to be amazed that God reached down and saved scallywags like us. We want them to know Jesus as their greatest treasure.

## Your Job Description

Your job is to lead the elementary-aged children in their daily Bible study. Feel free to adapt the material and make it your own. Before VBS week, please take the time to read through this entire curriculum. Pray now for the kids and families God will bring to VBS, that their hearts would be open to the gospel. Let your leaders know if you have any questions.

### Sample Schedule

| Time  | K                | Grade 1          | Grade 2          | Grade 3          | Grade 4          | Grade 5          |
|-------|------------------|------------------|------------------|------------------|------------------|------------------|
| 9:00  | Opening Assembly | Opening Assembly | Opening Assembly | Opening Assembly | Opening Assembly | Opening Assembly |
| 9:35  | Art/Crafts       | Art/Crafts       | Snack/Music      | Snack/Music      | Games            | Games            |
| 10:10 | Bible study      | Bible study      | Art/Crafts       | Art/Crafts       | Snack/Music      | Snack/Music      |
| 10:45 | Games            | Games            | Bible study      | Bible study      | Art/Crafts       | Art/Crafts       |
| 11:20 | Snack/Music      | Snack/Music      | Games            | Games            | Bible study      | Bible study      |
| 11:55 | Closing          | Closing          | Closing          | Closing          | Closing          | Closing          |

## Supplies

Some supplies will be needed every day and do not appear on the supply list: Bibles for the class, crayons/markers, paper, whiteboard, and dry-erase markers.

### Day 1: Planned Grace

- ◆ For younger classes you might want to consider incorporating the *PROOF Pirates Family Devotional* story PowerPoint presentation. (See the *Preschool Leader's Guide* for specifics.)
- ◆ Photo of a famous basketball player (optional).
- ◆ Supplies for life timeline (see lesson).

### Day 2: Resurrecting Grace

- ◆ For younger classes you might want to consider incorporating the *PROOF Pirates Family Devotional* story PowerPoint presentation. (See the *Preschool Leader's Guide* for specifics.)
- ◆ Picture of a skeleton.
- ◆ Picture of a living person.

### Day 3: Outrageous Grace

- ◆ For younger classes you might want to consider incorporating the *PROOF Pirates Family Devotional* story PowerPoint presentation. (See the *Preschool Leader's Guide* for specifics.)
- ◆ *Are You Close to God?* booklet PowerPoint presentation (optional). Booklets also available for purchase separately.

## Day 4: Overcoming Grace

- ◆ For younger classes you might want to consider incorporating the *PROOF Pirates Family Devotional* story PowerPoint presentation. (See the Preschool Leader's Guide for specifics.)
- ◆ Chocolate coin candies for each child. (Coins will need to be hidden as part of the lesson, so plan for that.)
- ◆ White flag or pillowcase.
- ◆ Jolly Roger flag (or illustration).

## Day 5: Forever Grace

- ◆ For younger classes you might want to consider incorporating the *PROOF Pirates Family Devotional* story PowerPoint presentation. (See the Preschool Leader's Guide for specifics.)
- ◆ Anchor visual (Elementary Bible Fig. 1) and permanent markers.
- ◆ An envelope closed with a wax seal (or a picture of one); or sealing wax, a seal, an envelope, and a lighter.

## General Bible Study Format

The Bible studies in this guide follow the **HOOK-BOOK-LOOK\*** format:

- ✿ **HOOK—Grab their attention!** A HOOK activity is designed to introduce and overview the lesson. This is a preparation activity designed to engage the child's senses as well as introduce new vocabulary and concepts. This part of the lesson is intended to capture the attention of the children, to set the stage for God's Word. It answers the question, "Why do I need to know this?"
- ✿ **BOOK—This is where you school them.** This is intended to be an interactive time. The BOOK time speaks to the analytic learning style, and it answers the question, "What do I need to know?" The Bible story is the main focus of the lesson. Since learning about God through the Bible is our primary point, we've been painstaking about putting quality preparation into studying the Scripture passage and writing clear, interesting, and interactive stories. The truths of Scripture should be explained in a way the children will understand and enjoy. Each successive day will build on these stories, bringing increasingly profound truths to the children's attention, so don't feel pressured to communicate everything at once. Use visual aids to help keep the children's interest.
- ✿ **LOOK—Look at your heart. Look to Jesus.** The LOOK section works in two ways. First, we want our kids to look to Jesus—seeing Jesus at the heart and center of the Bible story we are teaching. Second, we want our kids to look at their hearts and connect the lesson to their lives. So, we have tried to include creative activities for helping children move from the Bible to their own hearts and lives. The LOOK section speaks to the pragmatic learning style, and it answers the questions, "How does this truth work? How does it work out in my life?"

*\*For more information about learning styles and the "hook-book-look-took" (HBLT) method, see Lawrence O. Richards and Gary J. Bredfeldt, *Creative Bible Teaching* (Chicago: Moody Press, 1970, 1998), 151–65, 292–97.*



# Elementary Day 1



## Planned Grace

### Main Point:

**Planned Grace:** God mapped out salvation for his people.

### Scripture Theme for Today:

For he chose us in him before the creation of the world to be holy and blameless in his sight. In love, he predestined us. Ephesians 1:4–5a

### Scripture Memory for the Week

For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God—not by works, so that no one can boast. Ephesians 2:8–9

### Catechism Memory Work for Today:

What is God's grace? God's love freely given to us in Jesus. ("To the praise of his glorious grace, which he has freely given us in the One he loves" [Ephesians 1:6].)

When did God choose to love and save his people? God planned to love and save his people before the creation of the world.

### Supplies:

- ◆ For younger classes you might want to consider incorporating the *PROOF Pirates Family Devotional* story PowerPoint presentation. (See the *Preschool Leader's Guide* for specifics.)
- ◆ Photo of a famous basketball player (optional)
- ◆ Supplies for life timeline (see lesson)

✿ **Teachers:** We are all sinners. We choose to disobey, but God still loves us and has a plan to save his people from their sins. Before God made the heavens and earth, he had a plan. God mapped out salvation for his people. God picked out whom he would save and he determined just how he would save them. God doesn't have a Plan B. God is all-powerful and all-good, and in his love he rescues his people! Take this lesson, study it, and make it your own. Allow the truths of Scripture to sink into your heart. Know what you are saying and say it with confidence and excitement.



## HOOK—Grab their attention! (5 minutes)

**Note:** For younger classes you might want to consider incorporating the reading of the *PROOF Pirates Family Devotional* story to your class. (See the *Preschool Leader's Guide* for specifics.)

**SAY:** *Aaargh, Mateys, I'm Cap'n (Your Name). I'm so glad to be teaching you today. This week, our VBS theme is called PROOF Pirates! Let me see your best pirate imitation. Go ahead everybody, stand up and act like a pirate. (Allow time for pirate imitations.) Today we're going to talk about the "P" in PROOF, which stands for planned grace. (Have PROOF written vertically on a marker board or PowerPoint slide to show the children that it's an acronym.)*

**ASK:** *Who has ever played basketball with a group of friends? Let's imagine that everybody here is going to play a game of basketball. What if an amazing basketball player led one of those teams? (Point out biggest, strongest teacher in the class, or show the photo of a famous basketball player the kids will recognize.) Who would feel good if they got picked for that player's team? Yeah, me too! Why is that? Because when you have the very best player, you have a really good chance of being the strongest team.*

**SAY:** *Even better, no matter what happens, God is all-powerful; he is all-good; and he always wins! But there is a surprise. Unlike many of us, God doesn't always pick the strongest, smartest, fastest, prettiest people. Instead, God often picks the weakest, the overlooked, or the people on the outside. This is good news, because we can all feel overlooked, left out, or on the outside! Let's look in our Bibles together and we'll learn about how God has chosen his people in Jesus.*

## BOOK Time—This is where you school them! (10 minutes)

**SAY:** *Ephesians is a book in the Bible. What's the Bible? (Allow for answers from the class.) That's right, the Bible is God's Word for us. And there is a book in the Bible called Ephesians. Everybody say "Ephesians."*

**SAY:** *In the book of Ephesians, the apostle Paul (everybody say "Paul") is writing a letter to a church kind of like this one. (Have the class open their Bibles to Ephesians 1:4-5. Read it together.)*



**Planned Grace**

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F





**For he chose us in him before the creation of the world. . . In love, he predestined us for adoption to sonship through Jesus Christ, in accordance with his pleasure and will—to the praise of his glorious grace, which he has freely given us in the One he loves. Ephesians 1:4–5**

*(Repeat after me as we say the verse together.)*

**SAY:** This verse is saying that God loved his people, and he mapped out the way of salvation for his people. Repeat after me: **Planned Grace: God mapped out salvation for his people.**

**SAY:** There are three things these verses in Ephesians teach us. *(Have younger kids hold up three fingers, and then the corresponding number of fingers with each point.)*

- 1. God mapped out salvation for his people. Ephesians says, “For he chose us in him before the creation of the world. In love, he predestined us. . .” That means that God has a plan for every one of his people. If you believe in Jesus, then God had a plan for you before you were born, before your parents were born, before Jesus was born, before the creation of the world. That’s right! Before God made anything, he knew that we would fall into sin, and he knew exactly how he’d save us.**
- 2. God loved and picked out the people he would save. God chose specific people to be a part of his plan. He loved them and he planned salvation for them. He didn’t choose them because they were awesome. He didn’t choose them because he knew they would be good. He didn’t choose them because he thought they’d be the best. The Bible says that it was “in accordance with his pleasure and will—to the praise of his glorious grace, which he has freely given us” (Ephesians 1:5b–6). God chose his people simply because he loved them, simply because he wanted to choose them. They didn’t earn it. They didn’t deserve it. He loved them for free.**
- 3. God saves his people through his Son Jesus. God not only mapped out salvation for his people; he not only picked who he would save; he actually did it. He saved them through his Son Jesus. The book of Ephesians says “he predestined us for adoption to sonship through Jesus Christ” (Ephesians 1:5a). When we were not part of a family, he chose us and adopted us and made us part of his forever family. He did all of this through his Son Jesus who loved us enough to die for us and take the punishment for our sin.**



**SAY:** Let's repeat the main point again: **Planned Grace: God mapped out salvation for his people.**

**LOOK—Look at your heart. Look to Jesus.** (15 minutes)

Have the kids map out a timeline of their lives on a sheet of paper. Have them include their birth, their first time riding a bike, the birth of their siblings, their first day at school, meeting best friends, and their favorite activities. Encourage kids to add their own salvation story if they have trusted Jesus. Encourage the kids to be creative and color it in. With each event allow the kids to include appropriate information. If they're good writers, encourage them to include years and locations. If they're not, then just have them draw. Discuss how God plans every event in the lives of his children. He uses every situation and event to help his chosen children to learn about him and know him. Have a few kids share their timeline with the class.

**Note:** If you have a class of kindergarteners or first graders who are struggling, assign helpers to assist kids in creating a timeline. Or consider using a whiteboard or a large sheet of drawing paper to create a class timeline. Major events can be included and kids who have experienced that can add their name below relevant events or they can add their own.

**ASK:** Did you know that God even planned for you to be here today?

**SAY:** I am so glad that he did. Let's pray together: **Father, we thank you for mapping out salvation for your people. Thank you for saving your people through your Son Jesus. Amen.**



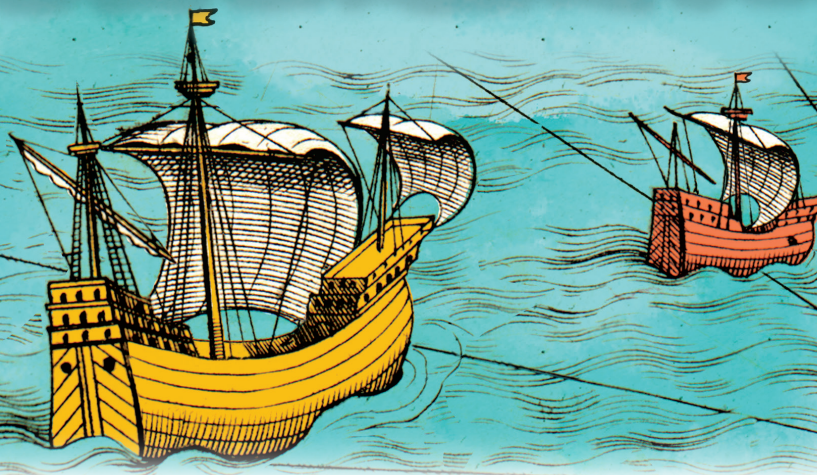
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# Preschool Classroom Guide

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# Introduction

**For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God—not by works, so that no one can boast. Ephesians 2:8–9**

So much in life tells us that it is our performance that makes us who we are. This is especially true for kids. Chore charts, report cards, standardized tests, recitals, and athletic banquets all give the overwhelming message that, “If you do well, you will be rewarded; if you do not do well, you will lose your reward, and you may even be punished.” Performance—work and reward—is one of the basic structures of our lives. As a result, kids grow up thinking, “I am what I am because of what I do . . . or because of what I’ve failed to do.”

Have you ever thought about how different this message of performance is from the Bible’s message of redemption? In 1 Corinthians 15:10, Paul says, “By the grace of God I am what I am.” In this *PROOF Pirates* curriculum, kids will explore Ephesians and learn about how God saves scallywags like you and me.

What better message for our children to hear than the *PROOF* of God’s grace! This exploration of Ephesians 1–2 reveals five never-to-be-forgotten elements of God’s grace:

- ✳ **God’s grace is Planned:** God mapped out salvation for his people (Ephesians 1:4–5).
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- ✳ **God’s grace is Forever:** God’s people never drift away from his love (Ephesians 1:13b–14).

We want our kids to know their Savior—to know that it’s God’s grace that makes them who they are. We want to show kids that discovering God’s grace is a great adventure that should overwhelm them and fill them with a sense of wonder. Our hope is that our children will never cease to be amazed that God reached down and saved scallywags like us. We want them to know Jesus as their greatest treasure.

## Your Job Description

Your job is to gather your class at the beginning of the VBS day in the main assembly, take them to your self-contained classroom, and lead Bible story and lesson activities in your classroom. Depending on the setup for your VBS, you may be responsible to lead the crafts, snacks, and games described in this booklet as well or designated leaders for those areas may bring the craft materials, games, and snacks to you.

Please take time to read through the preschool curriculum in the remainder of this book. Be sure to get familiar with your materials before VBS. Be praying now for the kids and families God will be bringing to your church! Pray for open doors for the gospel, and let your leaders know if you have any questions.

## Sample Preschool Schedule

| Time        | Length of Time (min) | Preschoolers                         |
|-------------|----------------------|--------------------------------------|
| 9:00–9:35   | 35                   | Opening Assembly                     |
| 9:35–9:50   | 15                   | Greeting/Tactile Activity            |
| 9:50–10:10  | 20                   | Opening Circle/Story Time            |
| 10:10–10:30 | 20                   | Snack                                |
| 10:30–10:50 | 20                   | Bible Learning Activities            |
| 10:50–11:25 | 35                   | Gross Motor Play (Indoor or Outdoor) |
| 11:25–11:45 | 20                   | Craft Time                           |
| 11:45–12:00 | 15                   | Closing Assembly or Closing Circle   |

## Story Circle Format

The story circle times outlined in this booklet follow the following hook-book-look\* format:

- ✿ **HOOK—Grab their attention!** A HOOK activity is designed to introduce and overview the lesson. This is a preparation activity designed to engage the child's senses as well as introduce new vocabulary and concepts. This part of the lesson is intended to capture the attention of the children, to set the stage for God's Word. In this way, the HOOK activity speaks to the contemplative learning style, and it answers the question, "Why do I need to know this?"
- ✿ **BOOK—This is where you school them!** This is intended to be an interactive time. The BOOK time speaks to the analytic learning style, and it answers the question, "What do I need to know?" The Bible story is the main focus of the lesson. Since learning about God through the Bible is our primary point, we've been painstaking about putting quality preparation into studying the Scripture passage and writing clear, interesting, and interactive stories. The truths of Scripture should be explained in a way the children will understand and enjoy. Each successive day of VBS will build on these stories, bringing increasingly profound truths to the children's attention, so don't feel pressured to communicate everything at once. Use the visual aids to help keep the children's interest. A child's attention span is one minute per

year of age, so preschoolers have an attention span of three to six minutes. Make the most of these precious minutes!

- ✿ **LOOK—Look at your heart.** What should you do? The LOOK time is sometimes simply an “application” section tacked onto the end of the story circle, but we have tried to include creative activities for helping children move from the Bible to their own hearts and lives. Sometimes it is helpful to have the children move from the story circle to another location to transition their thinking. The LOOK activity speaks to the pragmatic learning style, and it answers the questions, “How does this truth work? How does it work out in my life?”

*\*For more information about learning styles and the HBLT method, see Lawrence O. Richards and Gary J. Bredfeldt, *Creative Bible Teaching* (Chicago: Moody Press, 1970, 1998), 151–65, 292–97.*

## Supplies

### General Supplies for the Week

Every lesson requires a Bible, a projector if you choose to show the PowerPoint presentation, music for background during snack, crayons or markers, glue sticks, and pre-cutting paper crafts with scissors.

## Daily Supplies

### Day 1: Planned Grace

- ◆ Treasure map coloring pages (Preschool Fig. 1—one copy for each student); wet tea bags for “painting” map; paper towels; ribbon for tying map (one 8-inch length for each student)
- ◆ Pirate hats/bandanas/scarves (one for each student)
- ◆ Large pirate map for the classroom wall. Draw your own pirate map (or redraw the map from the *PROOF Pirates Family Devotional*) onto a large sheet of brown Kraft paper. Be as creative as you want as far as adding decorations. Throughout the week you will be adding large letters to the map to spell out the word PROOF.
- ◆ Permanent marker for writing the letter P on the wall map or large letter P to affix to wall map
- ◆ *PROOF Pirates Family Devotional* PowerPoint presentation
- ◆ Footprints cut using template (at least two dozen pairs) (Preschool Fig. 3); tape
- ◆ Treasure for the end of the hunt, plus a few non-treasure items (e.g., dirty sock, overripe banana)
- ◆ Map symbol pages (Preschool Fig. 2—one copy for each student); symbols pre-cut

### Day 2: Resurrecting Grace

- ◆ Heart (Preschool Fig. 4) copied onto red cardstock and cut out—one heart for each student; one 36-inch length of yarn for each student. Before class, punch ten holes around the border of each cutout heart and tape one end of the yarn to prevent unraveling.
- ◆ Two construction paper hearts—one red, one black
- ◆ Pirate hats/bandanas/scarves (one for each student)
- ◆ Picture of a skeleton; picture of a living person
- ◆ Permanent marker for writing the letter R on the wall map or a large letter R to affix to wall map
- ◆ *PROOF Pirates Family Devotional* PowerPoint presentation
- ◆ Wood plank and blocks (for “Walk the Plank” game)



- ◆ Made Alive paper figure (Preschool Fig. 5) printed on cardstock and precut (one for each child)
- ◆ Optional: Medium-sized black balloon, blown up (for Closing Circle time)

### Day 3: Outrageous Grace

- ◆ Treasure chest (Preschool Fig. 6) coloring page—one copy for each student
- ◆ Pirate hats/bandanas/scarves (one for each student)
- ◆ Chocolate coins to give as “Captain Says” prizes.
- ◆ Permanent marker or large letter “O” to place on the map
- ◆ *PROOF Pirates Family Devotional* PowerPoint presentation
- ◆ Sand in a bin
- ◆ Small items to serve as buried treasure (e.g., coins, beaded jewelry, old keys)
- ◆ Digging tools (e.g., spoons, sand shovels)
- ◆ Masking tape
- ◆ Brown construction paper crosses (one for each student)
- ◆ Coins made from gold construction paper or cardstock, or gold circle stickers (approximately one dozen for each child)

### Day 4: Overcoming Grace

- ◆ Preschool Fig. 7 coloring sheets—one copy for each child
- ◆ Pirate hats/bandanas/scarves (one for each student)
- ◆ Small black balloons (3 or 4 per child), inflated and stored in a large trash bag
- ◆ Masking tape
- ◆ Permanent marker or large letter “O” to place on the map.
- ◆ *PROOF Pirates Family Devotional* PowerPoint presentation
- ◆ Preschool Fig. 8 (Pirate Flag) craft page; scissors (for older children); straws (one for each child); clear tape

### Day 5: Forever Grace

- ◆ Preschool Fig. 9 coloring sheets (Pirate Ship)—one copy for each child
- ◆ *PROOF Pirates Family Devotional* PowerPoint presentation
- ◆ Pirate hats/bandanas/scarves (one for each student)
- ◆ Two blue tablecloths or flat sheets
- ◆ Large cardboard anchor
- ◆ Permanent marker or large letter “F” to place on the map
- ◆ Name tags with a heart drawn on each—one with each child’s name
- ◆ Pom-poms (several)
- ◆ Masking tape
- ◆ Straws (one for each child)
- ◆ Preschool Fig. 10 coloring sheets (Anchor)—one copy for each child
- ◆ Strips of construction paper—at least one for each child

# Preschool Day 1



## Planned Grace

### Main Point:

**Planned Grace:** God mapped out salvation for his people. (Eph. 1:4–5)

### Scripture:

"For he chose us in him before the creation of the world. . . . In love he predestined us." Ephesians 1:4–5a

### Memory Work for the week:

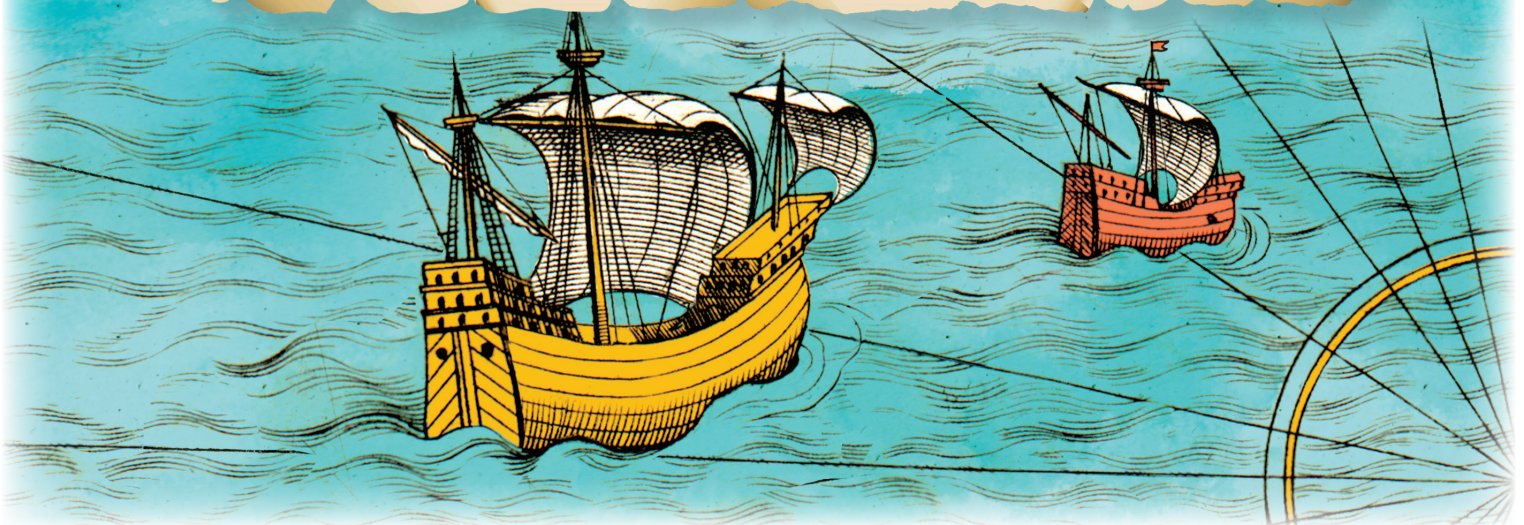
"For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God." Ephesians 2:8

✿ **Teachers:** Take this lesson, study it, and make it your own. Allow the truths of Scripture to sink into your own heart.

### Supplies:

- ◆ Treasure map coloring page (Preschool Fig. 1); tea bags; ribbon
- ◆ Pirate hats/bandanas/scarves
- ◆ Large pirate map. Draw your own map (or redraw the map from the *PROOF Pirates Family Devotional*) onto brown Kraft paper.
- ◆ Permanent marker or large letter P
- ◆ *PROOF Pirates Family Devotional* PowerPoint presentation
- ◆ Footprints (Preschool Fig. 3)
- ◆ Treasure plus non-treasure items (e.g., dirty sock, overripe banana)
- ◆ Map symbol page (Preschool Fig. 2)

*Note: For details, see body of lesson.*





## 1. Greeting/Tactile Activity (10 minutes)

Have treasure map coloring pages (Preschool Fig. 1) and wet tea bags and paper towels (or an array of colorful crayons if you prefer not to do the “painting” part of the craft) spread on a table when the children enter the classroom. Preschool children can be apprehensive about a new classroom, unfamiliar teachers, and unfamiliar kids. Be friendly and confident and direct them to the coloring table. Have another directed activity available for kids who aren’t interested in the craft.

**ASK:** If you are lost or searching for something special like a treasure, how can a map help you? *(Talk about this with the children while they work.)*

**SAY:** Today we are going to learn that from the beginning God mapped out a plan to save us.

After 15 minutes, bring the class together into circle time. Set painted maps aside to dry. Make sure the children’s names are on their maps so you can hand them out easily later on in the morning.

## 2. Opening Circle/Story Time (20 minutes)

Give each child a spot to sit—a carpet square, tile, taped “X” or shape on the floor. As you are reading and asking questions, have another teacher pass out the pirate hats, bandanas, and/or scarves and assist the children in putting them on.

**HOOK** *(Grab their attention)*

**SAY:** Ahoy, Mateys!! Welcome to our crew! You have been chosen to be a part of our class for Vacation Bible School this week! When I say, “Are you ready, Mateys?” you shout, “Aye aye, Captain!” *(Repeat a couple of times.)*

**ASK:** Who chooses the crew on a pirate ship? The captain! The captain chooses who will be a part of the crew. And the captain has a plan for the crew! Guess what? God is our captain and he has a plan to choose and save his people.

**SAY:** This week we get to be pirates. We are going on an adventure to search for the treasures that God wants to show us! God has given us his Word, the Bible *(hold up a Bible)*, and we will dig into his Word and see what he has in store for us! We are going to put on our map our first letter—the letter P. P stands for “planned grace” or “plan”! God had a plan to save his people. *(Show the children the map on the wall and explain that each day you will be adding a new letter, and at the end of the week, we will see PROOF of God’s grace!)*

- ◆ Treasure map coloring page (Preschool Fig. 1—one copy for each student); wet tea bags for “painting” map; paper towels



- ◆ Pirate hats/bandanas/scarves (one for each student)

- ◆ Large pirate map for the classroom wall. Draw your own pirate map (or redraw the map from the *PROOF Pirates Family Devotional*) onto a large sheet of brown Kraft paper. Be as creative as you want as far as adding decorations. Throughout the week you will be adding large letters to the map to spell out the word PROOF.
- ◆ Permanent marker for writing the letter P on the wall map or large letter P to affix to wall map

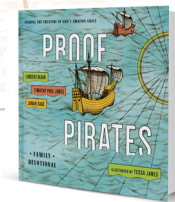
**BOOK** (Teaching time)

**SAY:** First, we are going to read a story about Jesse, a boy who goes on a pirate adventure and learns about God's love.

**ASK:** Have any of you ever disobeyed your parents? Jesse makes some bad choices and disobeys his parents in our story. Let's see what he learns through his mistake!

Read the story below from the *PROOF Pirates Family Devotional*. If the children begin to lose interest, or are younger preschoolers, it may be necessary to either abridge the reading or break it up into two parts in order to keep their attention. **Essential plot points are highlighted to aid in summarizing.**

◆ *PROOF Pirates Family Devotional PowerPoint presentation*



**Jesse, sword in hand, stepped into the living room. With its big open space in the middle and the ocean blue rug, it was a tempting place to play pirate.** He stopped and listened carefully; all was quiet. "Shiver me timbers, I have this part of the house to myself," he murmured with a mischievous grin. **"I know Mom doesn't want me to play in here . . . but it's raining outside. Aargh . . . today I'm a scallywag."**

**He lunged onto the deck of the Spanish brig, sword outstretched, yelling, "Avast ye buccaneers . . ." A grand sweep of his sword was followed by a crack and a crash. Jesse stared in horror at Mom's precious clock in pieces on the floor.** He had disobeyed, and now the clock was broken! **Jesse heard a gasp, and turned to see Mom and Dad standing in the archway behind him. They were not smiling.**

**Jesse apologized to his parents and asked for their forgiveness, but his disobedience still had consequences—an early bedtime. Jesse knew his parents had forgiven him. But he still felt awful.** As Jesse lay in bed, he opened his favorite pirate book. He thought, "I loved the idea of being a pirate, sword-fighting, and pretending to be a scallywag. It seemed like it would be fun. But now I'm suffering the consequences of being a scallywag. I disobeyed Mom and Dad—and now Mom's clock is broken. **I feel really bad. Why am I always doing the wrong thing?** Maybe there's no hope for me to anything BUT a scallywag." **Closing the book and turning off the light, Jesse closed his eyes, and prayed that tomorrow would be a better day.**

**The next morning, when Jesse came down for breakfast, Mom smiled and said, "Jesse, how would you like to go on a treasure hunt today?"**

**"Yes, yes, yes!" Jesse exclaimed jumping up and down in excitement.**



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pages 8–9



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**Dad said, “Get ready by putting on your pirate costume.”** Placing a gentle hand on Jesse’s arm, his father continued, “Son, one more thing: Just remember that we are all sinners—parents too. Even though we sometimes choose to disobey, God still loves us and has given us a gift to save us and help us. **This hunt will help you learn more about that gift. It will give you proof of God’s love and grace.” Jesse flew downstairs to the costume box in the family room. Mom and Dad were not far behind.**

**ASK:** How does Jesse feel when he breaks his mom’s special clock?  
*(He feels awful! Like a true scallywag! A scallywag is a pirate who behaves badly! A rascal!)*

**SAY:** We all know how Jesse feels, don’t we? Jesse’s parents remind him of what God says about him even when he has disobeyed.

**SAY:** Remember at the beginning of the lesson, we placed a P on our map. Remember that our P stands for plan. Just like Jesse’s parents said: Before God created the heavens and the earth, he had a plan. He mapped out the salvation plan for his people, and saves his people through his Son, Jesus Christ!

**LOOK** *(Look at your heart. What should you do?)*

**ASK:** In our story, how can Jesse know that God loves him even though he feels sad about breaking his mom’s clock? *(God shows his love for Jesse—and for us—by sending his Son, Jesus, to die on the cross for our sins. He loves us so much!)*

**ASK:** How do you feel when you make bad choices and disobey your parents? What kind of bad choices do you make? In what ways might you disobey? Do your parents still love you? Does God still love you? *(Allow time for the children to answer.)*

**SAY:** God loves us even when we make foolish decisions! He loves us so much that he reaches down to save scallywags like you and me! From the beginning, God had a plan to save you.

### **3. Snack** (20 minutes)

This would be a good time for a restroom break. Have children wash their hands and then sit for snack time. Pray together before eating. Play quiet music while they eat. Use this time to set up the footprints and hide the treasure used during Bible learning activity #3.

## 4. Bible Learning Activities (20 minutes)

**SAY:** We're learning a Bible verse this week. Let's say it together: "For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God." *Repeat two times.* Let's learn a song about our verse. Ready?

### \* Learning Activity 1: Sing "Grace (Ephesians 2:8)"

This song is recorded on the PROOF Pirates music CD. The hand motions will make the song more fun.



#### VERSE:

**For it is by grace** (*Hold out right hand extended below waist*)

**You have been saved** (*Now the left hand*)

**Through faith** (*Bring both extended hands straight up in front of you*)

**And this not from yourselves** (*Shake index finger, "no"*)

**It is the gift of God** (*Right hand extended straight over head*)

**It is the gift of God** (*Now the left hand*)

*Repeat Verse*

#### CHORUS:

**La-de-da, la-de-da** (*Wave hands side to side above head*)

**Oh, not from yourselves** (*Shake hand "no" with index finger extended*)

**It is the gift of God** (*Right hand extended straight over head*)

**It is the gift of God** (*Now the left hand*)

**La-de-da** (*Wave hands side to side above head*)

*Repeat Chorus*

*Repeat Verse (2x)*

*REPEAT CHORUS (2x)*

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### \* Learning Activity 2: Sing “A Hunting We Will Go”

**SAY:** God has a plan to save his people! Salvation is found in our treasure, Jesus Christ! We are going on a treasure hunt! Let's learn a song first! Come on, Mateys! Are you ready?

*(March around the room, singing:)*

**A hunting we will go, a hunting we will go,  
We're going on a treasure hunt,  
A hunting we will go!**

*(Pretend to hold a map while marching)*

**Our God, he has a plan, our God, he has a plan,  
He shows us where we need to go,  
Our God, he has a plan!**

*(Hold hands over your heart while continuing to march)*

**Our treasure is in Christ, our treasure is in Christ,  
Salvation is through Jesus Christ,  
Our treasure is in Christ!**

### \* Learning Activity 3: Go on a treasure hunt!

Have footprints leading to the treasure taped on the floor around the room. As you lead the children around the room on the footprints sing, “A Hunting We Will Go.” At the end of the treasure hunt, have hidden a small collection of treasures (chocolate coins or a small, child-safe toy). For humorous effect, hide a few non-treasure items to discover (e.g., an old sock or overripe banana).

**ASK:** Have you ever been on a treasure hunt?

**SAY:** We are going on a treasure hunt! The treasure is located somewhere in the classroom. In order to help you find the treasure, we have mapped out the way. Follow me and we will find the treasure! *(As you follow the footprints together, sing the song. Have the children follow you a couple of times around the footprints. Along the way, “discover” the non-treasure items too.)*

**SAY:** *(After you discover the treasure.)* This is a great treasure! Remember that Jesus is our treasure and we are his treasure. He had a plan and searched and found you.

## 5. Gross Motor Play (Indoor or Outdoor) (25 minutes)

This is the time for your class to have some active free play indoors or out. Before going to play, collect pirate hats/ bandanas/ scarves and set aside for tomorrow. Gather everyone together ten minutes before the end of this period for clean up.



- ◆ Footprints cut using template (at least two dozen pairs) (Preschool Fig. 3); tape
- ◆ Treasure for the end of the hunt, plus a few non-treasure items (e.g., dirty sock, overripe banana)



## 6. Craft Time (20 minutes)

### Make Your Own Map

Use the maps prepared earlier (“painted” with tea bags and set aside to dry). Pre-cut for each child, one sheet of map symbols (Preschool Fig. 2).

Have children color the map symbols and use glue sticks to paste the map symbols onto the map. After the glue dries, roll the maps and tie with a string or ribbon.



- ◆ Treasure map coloring pages (Preschool Fig. 1) worked on earlier
- ◆ Map symbol page (Preschool Fig. 2—one copy for each student); symbols pre-cut
- ◆ Ribbon for tying map (one 8-inch length for each student)



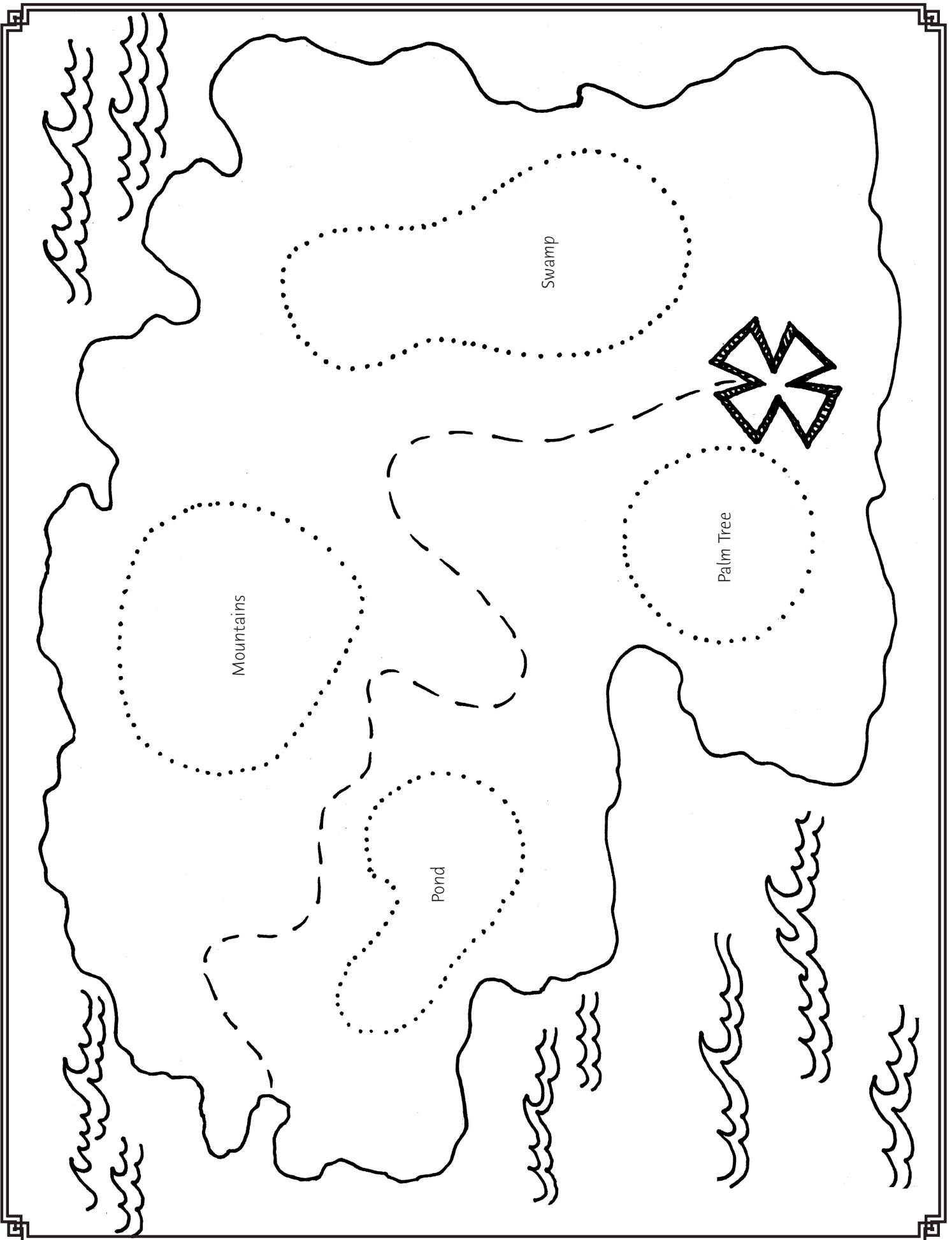
## 7. Closing Assembly or Circle (15 minutes)

If there is a closing assembly, line up and lead children back to the assembly room. Otherwise, bring the children back to the special spots where they sat during story time. When parents return for pick-up it is preferable to have the kids calm and seated. This makes the transition to home easier because children would rather get up and move, something they get to do when their parents arrive for them. It will keep things peaceful and orderly if children are dismissed as their parents arrive, as opposed to all the children getting up and running around when the first child leaves.

### Options for this closing time:

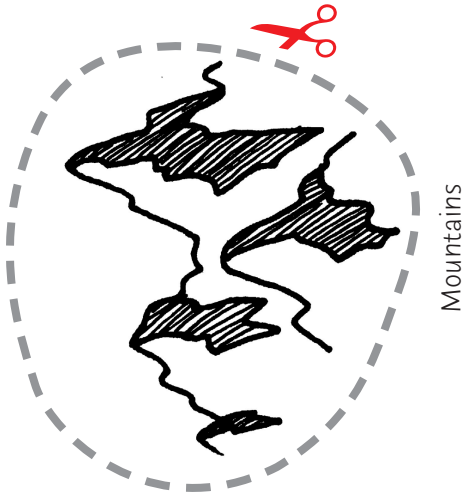
- ✿ **Recap the story**, using the illustrations.
- ✿ **Sing through today's songs.**
- ✿ **Review the memory passage.**
- ✿ **Play a hide-and-seek game.** Have a pirate-themed item, something small enough to fit into the hand of a preschooler. Call on one child to come and sit with their back to the rest of the group. Hand out the item to a child you choose and have them sit on it (or hide it however they choose). When it's hidden, have the child in the front of the group try to guess who is sitting on the item. When they guess correctly, have them return to their spot and have a new child come to be the “guesser.”







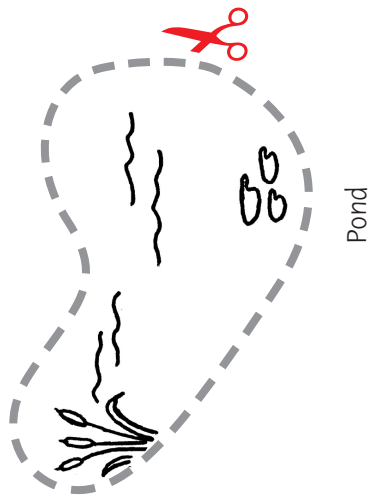
Swamp



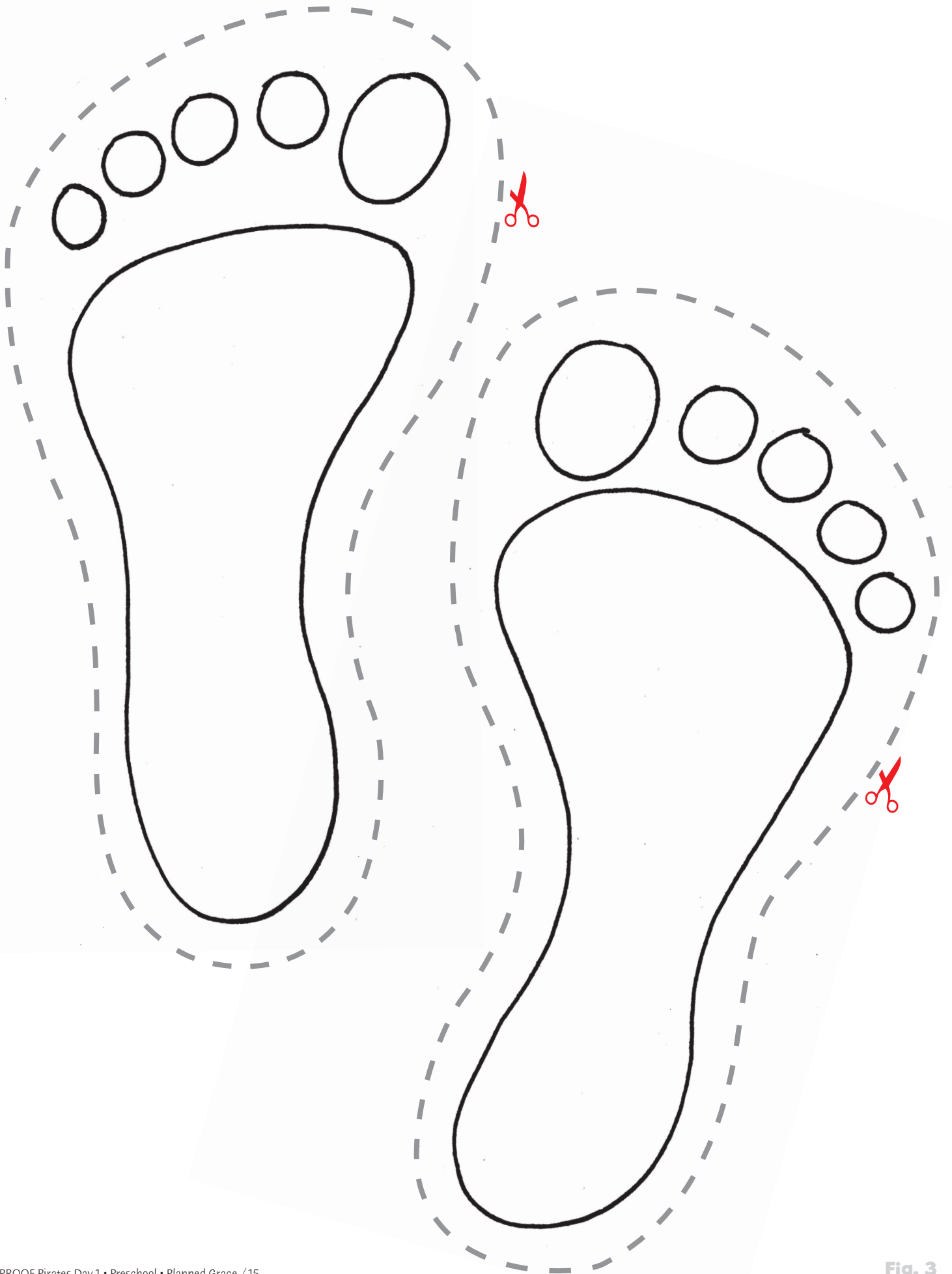
Mountains



Palm Tree



Pond



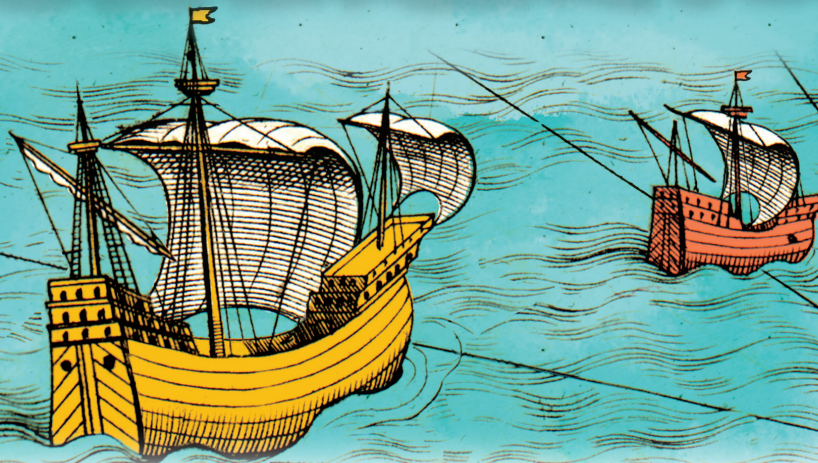
VBS CURRICULUM



FINDING THE TREASURE OF GOD'S AMAZING GRACE

# **Assembly—Music—Drama Leader Guide**

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# Introduction

**For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God—not by works, so that no one can boast. Ephesians 2:8–9**

So much in life tells us that it is our performance that makes us who we are. This is especially true for kids. Chore charts, report cards, standardized tests, recitals, and athletic banquets all give the overwhelming message that, “If you do well, you will be rewarded; if you do not do well, you will lose your reward, and you may even be punished.” Performance—work and reward—is one of the basic structures of our lives. As a result, kids grow up thinking, “I am what I am because of what I do . . . or because of what I’ve failed to do.”

Have you ever thought about how different this message of performance is from the Bible’s message of redemption? In 1 Corinthians 15:10, Paul says, “By the grace of God I am what I am.” In this *PROOF Pirates* curriculum, kids will explore Ephesians and learn about how God saves scallywags like you and me.

What better message for our children to hear than the *PROOF* of God’s grace! This exploration of Ephesians 1–2 reveals five never-to-be-forgotten elements of God’s grace:

- ✿ **God’s grace is Planned:** God mapped out salvation for his people (Ephesians 1:4–5).
- ✿ **God’s grace is Resurrecting:** When we were dead, God made us alive (Ephesians 2:4–5).
- ✿ **God’s grace is Outrageous:** God gives us Jesus as a free gift (Ephesians 1:7–8a).
- ✿ **God’s grace is Overcoming:** God changes our rebellion into surrender (Ephesians 1:13a).
- ✿ **God’s grace is Forever:** God’s people never drift away from his love (Ephesians 1:13b–14).

We want our kids to know their Savior—to know that it’s God’s grace that makes them who they are. We want to show kids that discovering God’s grace is a great adventure that should overwhelm them and fill them with a sense of wonder. Our hope is that our children will never cease to be amazed that God reached down and saved scallywags like us. We want them to know Jesus as their greatest treasure.

# **Your Job Description**

## **Worship Team**

As part of the Worship Team your job is to lead worship during VBS. This may include leading music during each day's opening and closing assemblies, leading music incorporated into the preschool and elementary schedule, and leading worship at a closing ceremony.

Please take time to review this entire book. It contains the opening and closing assembly scripts for each day, and chord charts/lead sheets for all of the VBS music. Songs are recorded on the PROOF Pirates CD. The lead sheets include hand motions for each song. Be sure to become familiar with these materials before your first rehearsal. Be prepared to introduce the project for which an offering will be collected each day.

Also, be praying now for the kids and families God will be bringing to your church. Pray for open doors for the gospel, and let your leaders know if you have any questions.

## **Drama Team**

As part of the Drama Team your job is to participate in some aspect of the dramas that accompany each day's opening assembly during VBS. This may include acting, preparing scenery, or gathering costumes and props. The dramas are very simple and have only one or two actors. Scenery used for skits can double as stage decorations throughout the VBS week. More details appear later in this manual.



# Day 1: Planned Grace

## Opening Assembly

### Main Point:

Planned Grace: God mapped out salvation for his people.

### Scripture:

Ephesians 1:4–5

### Song List *(Lead Sheets/Chord charts are at the back of this book.)*

1. "God Drew the Map"
2. "Grace (Ephesians 2:8)"
3. "We're No Skeletons"

**EMCEE:** Aaargh, Mateys, I'm Cap'n *(Your Name)*. Good Morning! Over the next few days, we'll be embarking on a pirate adventure across the deep oceans of God's grace. Since we're going to be pirates this week, let's practice acting like pirates. Let's say, "Aaargh, Mateys!" all together. *(As you say the greeting, make your pointer finger into a hook and swing it down and across your body. Encourage the kids to respond with the same.)*

**WORSHIP LEADER:** That sounds great! Thanks, Cap'n *(Name)*! Since we're the PROOF pirates, every day of VBS we're going to be learning about what one letter of PROOF stands for. Today, we're going to be learning that the P stands for Planned Grace. Say that with me. P is for . . . *(KIDS should respond "Planned Grace!" Repeat.)* "Planned Grace" means that God mapped out salvation for his people!

**EMCEE:** Who drew the map?

**KIDS:** God drew the map!

**EMCEE:** Who drew the map, kids? *(KIDS should respond, "God drew the map!")* Repeat until they are able to shout it out, "God drew the map!") **Great job!**  
Let's stand and sing this song together.

**\* Song: "God Drew the Map"**





**Drama for Day 1** *(See drama scripts at the back of this manual.)*

**WORSHIP LEADER:** Without a map, we would be completely lost!

**EMCEE:** I'm glad that God's given us friends to go with us on our pirate adventure. Coming along with us on our adventure this week is our pirate band. *(Have a great pirate band name ready, and then introduce the band members one by one.)* Now that we've met the band, let's stand and sing another song with them. This song is based on our memory verse for the week, Ephesians 2:8.

**\* Song: "Grace (Ephesians 2:8)"**

**EMCEE:** God drew out the plan of salvation for his people before time began. One of the ways that we show that we trust in God's plan is by giving to his mission. This week, you will have an opportunity to give.

Missions Offering Video, Testimony, or Explanation

**WORSHIP LEADER:** Now, let's sing one final pirate song.

**\* Song: "We're No Skeletons"**

**EMCEE:** *Introduce the staff member who will be praying to close the assembly.*

**STAFF MEMBER:** *(Suggested prayer)* Father, thank you for drawing the map of salvation for your people. Come with us this week and help us to learn about your amazing grace. Amen.

**EMCEE:** *Dismiss the classes one by one. Today, encourage them to "walk like a pirate" as they go. (Tell them to drag their peg leg as they walk.)*



## Closing Assembly

**Song List** *(Lead Sheets/Chord charts are at the back of this book.)*

1. "God Drew the Map"
2. "Grace (Ephesians 2:8)"
3. "We're No Skeletons"

**EMCEE:** **Aaargh, Mateys! Who had fun today at VBS?** *(Wait for a response. You can even encourage them to shout louder.)* **Can you tell me what the P in PROOF stands for?** *(Wait for a response.)* **That's right. Today we learned that God's grace is planned. God mapped out salvation for his people.**

**WORSHIP LEADER:** **Now let's all stand and sing about how God drew the map.**

**\* Song: "God Drew the Map"**

**EMCEE:** **Let's sing the song based on our memory verse for the week, Ephesians 2:8.**

**\* Song: "Grace (Ephesians 2:8)"**

**WORSHIP LEADER:** **Girls and boys, thank you so much for a great day at VBS! Be sure to come back and learn more tomorrow! Let's stand and sing and shout together!**

**\* Song: "We're No Skeletons"**

**EMCEE:** *Dismiss with prayer that everyone will come back safely tomorrow. Have kids remain sitting with their classes as parents come and pick them up. Be sure to ask workers who are not assigned to a class to stand at their assigned exit doors to check tags as kids leave.*

# Drama Overview

## Scenery:

Set up on stage (or at the front of the assembly room) is scenery to suggest a desert island: beach, ocean waves, palm trees, etc. The front of a pirate ship is visible.

## Cast:

**PIRATE PETE** is an experienced pirate captain with a dirty face and all of the pirate gear.

**BUCCANEER BOB** is a bit of a cut-up and jokester, but he's a loyal friend. He wears only a few pirate items, which are tattered and faded, having been stranded on the desert island for a long time.

## Props for the Week:

| Day 1:  | Day 2:  | Day 3:  | Day 4:   | Day 5:  |
|---|---|---|--|---|
| <ul style="list-style-type: none"> <li>◆ Treasure map on poster board labeled in large bold letters: "TREASURE MAP." It should also have a dotted line with a large X marked on it that is clearly visible to the audience.</li> <li>◆ Easel</li> <li>◆ Large duffel bag</li> <li>◆ Winter gear (e.g., coat, hat, mittens, scarf, boots)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Skeleton</li> <li>◆ Beach chair</li> <li>◆ Battered pirate hat</li> <li>◆ Coconut (or bananas, or any other food item)</li> <li>◆ Bucket with water</li> </ul> | <ul style="list-style-type: none"> <li>◆ Large letter X</li> <li>◆ Treasure chest</li> <li>◆ Bottles of water (several)</li> <li>◆ Sun hats (several)</li> <li>◆ Sunglasses (several pair)</li> <li>◆ Pirate treasure (e.g., shiny gold coins, beaded necklaces, jewels)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Empty water bottle</li> <li>◆ White flag (a T-shirt on a stick)</li> <li>◆ Goldfish crackers (four bags)</li> </ul> | <ul style="list-style-type: none"> <li>◆ Binoculars</li> <li>◆ Telescope</li> </ul> |





## Drama Day 1: Planned Grace

### Props/Materials:

Treasure map; easel; duffel bag; winter gear (e.g., coat, hat, mittens, scarf, boots)

### Scene:

A tropical island. Scenery suggests ocean waves, a sandy beach, and palm trees. The front of a pirate ship is visible in the background.

*(PIRATE PETE enters carrying duffel bag and map as if coming from the ship. Sets duffel bag down next to easel and stretches arms and legs dramatically, still holding map.)*

**PIRATE PETE:** *(In his best pirate accent)* **ARGH! What a long journey across the seven seas! It's a good thing I had this map with me. All I had to do was follow me handy map and it led me right here! By following this map, me hearties, I was able to plan for my journey and bring everything I'd need for my adventure.** *(Shows map to audience with gusto holding it clearly upside down. Sets upside-down map on easel.)* **I hope I have some things I can use around here . . . (worried) though it is a little warmer than I expected.**

*(Picks up duffel bag and carries it to center stage. He sets duffel bag down and opens it.)*

**PIRATE PETE:** *(Kneeling down in front of open duffel bag)* **By following my map, I knew just where to sail to reach this beautiful island destination! I'm going to start by getting my bathing suit on. It sure is hot; and this blue ocean is too much for these weary bones to resist!**

*(Bending over the duffel bag, and rummaging around inside, he pulls out a winter coat. Looks at audience surprised, then, dragging the coat, walks over to look at the map)*

**PIRATE PETE:** *(Studying map)* **What am I going to do with this? I was looking at the map just like this (held upside down) when I packed so I knew where I was going . . . Oh dear . . . this is not going to help me around here.** *(Tosses coat to the ground)*

*(Walks around examining the landscape—the palm trees, the ocean waves. Walks back to the map)*

**PIRATE PETE:** **Now if ye look here at me map, you'll see a big X—because X marks the spot of the treasure. I can't wait to start digging for it. It's pretty sunny out here on the island. Maybe I'll go get me sunglasses and hat so that I don't burn me skin in this hot, hot island sun.**

*(Returns to duffel bag, and rummages around muttering about hat and sunglasses)*

**PIRATE PETE:** *Ahoy! A hat! (Pulls out a winter hat, dismayed) Argh! This winter hat is NOT what I need here. And these! (Pulls out scarf and gloves) How come me map led me so far astray!?*

*(Continues pulling items out of the duffel bag—all cold weather items—and tossing them aside, naming the objects disdainfully. Then goes back to the map.)*

**PIRATE PETE:** *(Scratching his head in confusion) This map is all wrong! (Peers at map again) Wait. A. Minute. (Points at the word treasure) This here word does not look right to me! Argh! (Asks AUDIENCE) What's the matter with that word?? (AUDIENCE responds that it's upside down) Aha! Shiver me timbers! (Pointing) "Treasure Map," it says so right there!*

**PIRATE PETE:** *Oh no! When I packed, I was looking at me map all wrong! The map was upside down! I thought I was heading north to ice and snow when I should have packed to go south to the tropics! (With lots of dramatic flair, he rotates the map so that it can be read correctly.) The map got me to the right place, but I didn't bring the right gear!*

**PIRATE PETE:** *Oh well, the map got me here and now I have some things to do. I've got to find me matey Bob and I've got to find the treasure. Will ye help me!? (Wait for AUDIENCE to affirm) Come back tomorrow. I can't wait for you to meet me mate Bob. And that treasure . . . (Rubs hands together) I can't WAIT to find that! Fare thee well! (Exits waving)*



# GOD DREW THE MAP



## Planned Grace. Ephesians 1:4-6

Words & Music by Jeremy Quillo

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**Intro: D D | D A | D D | D A**

**D                      A              D                      D                      A              D**

Who wants to hunt for treasure? Who wants to find the prize?

**G                                  G/F#**

We're discovering God's plan

**A                                  A                                  A                      A7**

ARRR you ready?! ARRR you ready?! AAARRRRR!!!

**D                                  A              G                                  D              A              D**

*Come sail along! Out on the open sea! God drew the map for you and me!*

**(Modulate to Eb) Eb Eb | Eb Bb | x2**

**Eb                      Bb              Eb                                  Eb                      Bb              Eb**

Who wants to hunt for treasure? Who wants to find the prize?

**Ab                                  Ab/G**

We're discovering God's plan

**Bb                                  Bb                                  Bb                      Bb7**

ARRR you ready?! ARRR you ready?! AAARRRRR!!!

**Eb                                  Bb              Ab                                  Eb              Bb              Eb**

*Come sail along! Out on the open sea! God drew the map for you and me!*

**Bb                                  C**

Who drew the map? God drew the map!

**Ab                                  Eb**

Who drew the map? God drew the map!

**Eb                                  Bb              Ab                                  Eb              Bb              Eb**

*Come sail along! Out on the open sea! God drew the map for you and me!*

**Eb                                  Bb              Ab                                  Eb              Bb**

*Come sail along! Out on the open sea! God drew the map for you and,*

**Ab                                  Eb              Bb              Ab                                  Eb              Bb              Eb**

*God drew the map for me and, God drew the map for you and me!*



# GOD DREW THE MAP



Music & Lyrics by Jeremy Quillo

♩ = 110

D D(sus4) D D D(sus4) D G G/F#  
 Who wants to hunt for trea - sure? Who wants to find the prize? We're dis-co-ver-ing God's plan!

7 A A A A<sup>7</sup> D A  
 Arrr ya rea- dy? Arrr ya rea- dy? Arrrrrrrrrr!!!! Come sail a long! Out on the o - pen sea!

15 G D A D E<sup>b</sup> E<sup>b</sup>(sus4) E<sup>b</sup> E<sup>b</sup> E<sup>b</sup>(sus4) E<sup>b</sup>  
 God drew the map for you and me! Who wants to hunt for trea - sure? Who wants to find the prize?

23 A<sup>b</sup> A<sup>b</sup>/G B<sup>b</sup> B<sup>b</sup> B<sup>b</sup> B<sup>b</sup>  
 We're dis-co-ver-ing God's plan! Arrr ya rea- dy? Arrr ya rea- dy? Arrrrrrrrrr!!!!!!

29 E<sup>b</sup> B<sup>b</sup> A<sup>b</sup> E<sup>b</sup> B<sup>b</sup> E<sup>b</sup>  
 Come sail a - long! Out on the o - pen sea! God drew the map for you and me!

37 B<sup>b</sup> C A<sup>b</sup> E<sup>b</sup>  
 Who drew the map? God drew the map!! Who drew the map? God drew the map!!

41 E<sup>b</sup> B<sup>b</sup> A<sup>b</sup> E<sup>b</sup> B<sup>b</sup> E<sup>b</sup>  
 Come sail a - long! Out on the o - pen sea! God drew the map for you and me!

48 E<sup>b</sup> B<sup>b</sup> A<sup>b</sup> E<sup>b</sup> B<sup>b</sup>  
 Come sail a - long! Out on the o - pen sea! God drew the map for you and,

54 A<sup>b</sup> E<sup>b</sup> B<sup>b</sup> A<sup>b</sup> E<sup>b</sup> B<sup>b</sup> E<sup>b</sup>  
 God drew the map for me, and, God drew the map for you and me!

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# **GOD DREW THE MAP** (Hand Motions)

## **Planned Grace. Ephesians 1:4–6**

Words & Music by Jeremy Quillo

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### **Who wants to hunt for treasure?**

*Hands out to side, palms up, like asking What? Hand above eyes, like searching back and forth.*

### **Who wants to find the prize?**

*Open hands in front, palms up, offering the prize*

### **We're discovering God's plan**

*Tap temples of head, Point up to the sky*

### **ARRR you ready?! ARRR you ready?! AAARRRR!!!**

*Fisted hand swings in front (like a pirate) (Right, then left), then pump fist in air while turning in a circle*

### **Come sail along! Out on the open sea!**

*Left hand makes "waves" up and down toward the right, then left hand circles back in front with palm up*

### **God drew the map for you and me!**

*Point up, spread both hands from center to outside, palms down (like airplane), then point to "You" and "Me"*

### **Who drew the map? God drew the map!**

### **Who drew the map? God drew the map!**

*Hands out to sides, palms up, asking "What?", then point to the sky*