STAFF WEEK PLAN
June 14-20, 1981

	SATURDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	8:15 Breakfast 9:00 Clean & move 10:00 Day off begins 5:30 Cook out if here 7:00 Drive In?	7:50 Devotions - *Nancy Gable* 8:15 Breakfast 9:00 All Staff: "Communication" 10:30 Camp skills	c/o Breakfast Devotions - Day 1 BS/LE & Message Development	7:50 Devotions - *Cindie & Tom* 8:15 Breakfast 9:00 Day 3 BS/LE & Message Development	7:50 Devotions *Borneman and Bader* 8:15 Breakfast 9:00 Day 4 BS/LE - A & B Groups 11:00 Everyone together. Critique & A/C - Message Development	7:50 Devotions *Patty & Janet* 8:15 Breakfast 9:00 Day 5 BS/LE A & B Groups 11:00 Everyone together. Critique & A/C - Message Development
AFTERNOON	**SUNDAY** 6/14 All into Hogans 5:30 Supper	12:15 Lunch 1:30 Canoe trip Departure Camp Skills Cook Out Supper	12:15 c/o Lunch 1:30 Day 2 BS/LE at LOMC *Margaret Hallowell* with us 4:00 Pool 5:30 Supper	12:15 Lunch 1:00 Using the LOMC resources 1:30-2:30 Hike 3:00 Group Planning Time 4:00 Pool 5:30 Supper	12:15 Lunch-cook out 1:00 Round Robbin -Kitchen -A/C 1:30-2:30 -Pool Hike -Dorm cleaning -Volunteers 3:00 Independent Study time Week I assignments 4:00 Pool 5:30 Supper	12:15 Lunch 1:00 Staff Shirts & Staff Photo 1:30 Rainy days -group prayer process -Weekend plans -Resources available 3:00 Final lesson plans 4:00 Pool 5:30 Supper
EVENING	6:30 "Go Fish" Staff Game 7:30 Who are we, How do we work? -Review S.W. schedule 8:30 Snacks 9:00 Campfire w/Devotions *Charlie*	New Games "Curriculum Goals" & Message Development - *Jack* "Group Life" - *Charlie* Devotions-*Jack*	6:30 Stress/Challenge Course 8:00-8:30 Staff Rules and Regulations 8:30 "Typical Camp Weeks" -Pioneer -Conference -Confirmation Devotions - *Jeff & Karla*	6:30 New Games 7:30 Working with Campers, Camper characteristics & the problem camper 9:00 Group Planning Time Devotions - *Cheryl M. & Fernando*	6:30 Orienteering 8:00 Emergency Procedures and First Aid Devotions - *Isaac and Christie*	6:30 Tie up loose ends or the LOMC Game 7:30 Process Week 8:30 Communion Service

LONC STAFF TRAINING WEEK
June 14-20, 1981

Intentions:

1. Build a working staff team.

2. Familiarize staff with policies, regulations, and rules.

3. Become familiar with curriculum and personal feelings about the goals.

4. Appreciate learning and group processes.

5. Develop BS/LE plans: a. message
   b. process

6. Familiarize staff with routine and schedules of various programs.

7. Develop campcraft/canoeing skills.

8. Prepare to work with: Kitchen
   Maintenance
   Pool
   Pond
   A/C - barn

9. Get a handle on: Camp songs/canticles
   Group prayer life
   Resource materials available
   Campfires/festival preparation
   Campgrounds
   First Aid and Emergency procedures
   Rainy Day Activities
   Games

10. Discuss weekend plans.

SESSION I

Message: The Creator Spirit and the Christian person share the responsibility of helping all of creation function properly.

BS/LE

1. Let's talk about wind:
   a. What all does wind do? Let's look for evidence.
   b. Fly a leaf - OBIS
   c. What's so important about wind?

2. What do we need, like the wind, in order to live? Let's talk about breath.
   a. What does it do?
   b. Who can hold their breath the longest?
   c. Relay race with a drinking straw and leaves.

3. We need wind; we need breath what else do we need? Let's talk about God.
   a. Who can describe God? (Families take a few minutes and find one object that would help them describe God to everyone else.)
   b. There is one word, among many, we use for God - Spirit.
   c. What is important about this word is that the word of Spirit, wind, and breath are the same in Hebrew, Ruach, and Greek, Pneuma.
   d. Let's look at the Bible to see how the words are used:
      Genesis 1:2
      " 8:1
      John 3:8
      II Thessalonians 2:8

4. Look specifically at two passages.
   a. Psalm 104:30 - the Spirit of God creates and gives new life.
   b. Genesis 1:28 - dominion (RSV) means to help function properly.
   c. Note - the shared responsibility between God and the Christian person.

5. Let's look at a way we can symbolize our cooperation with God - the windmill.
   a. Make windmills.
   b. Talk about what they do.

SESSION II

Message: Community and a person's resourceful participation in it are necessary for wholeness.

BS/LE

1. Stress/Challenge Course or Helping Out - OBIS

2. Look for parasites and galls - discuss.
   Each family find an example and create a story about the object.

3. Knot tying games:

   a. One hand tie.
   b. Square knot gamble.

4. Note Psalm 104 (maybe it has been learned) and how it discusses dependency/community.

5. The family is a community - how does it work together?

   a. In each family decide upon one limitation for each person:
      blind,
      deaf,
      no hands,
      can't speak,
      no legs.
   b. Pretend that you must prepare a meal and eat it. How would you do it? Discuss as a family and act it out for everyone else.

6. We all need to provide our resources to make the community work.

SESSION III

Message: God has made a difference in my life, and I shall make a difference in this world.

BS/LE

1. Find some debris in the creek. Has it become a part of the creek life? Examine it carefully. Litter makes a difference. What is it here?

2. Look for a beaver dam. What difference do they make? How do they do it? (Need information of beaver behavior.)

3. Play - I am famous, who am I? Introduce with the idea that many people have made a difference.

4. Many people described in the Bible made a difference. They made a difference because they met God. Note Moses: Exodus 3:1-12
   Jacob: Genesis 32:22-32

5. These men had an experience of God in a place.

   TASK: Each family take a hike and find a place where they feel they could have a meeting with God. Be able to describe the place, what would happen at the time, and what they would do afterward. Report back.

   As a family talk about what difference you can make in the world because God has made a difference in your life.

6. Each family go to Arts & Craft barn and make a Kristkind for each person in the family.

SESSION IV

Message: God is pleased with us (prevenient grace) and we find pleasure in our world (unconditional thankfulness).

BS/LE

1. Play the Predator Game, alter and discuss.

2. Discussion of Romans 3:19-26.

   a. Read and discuss as a family. Talk about what it means.
   b. Is God's attitude different toward us than the predator game describes?
   c. Have a large group discussion.

3. Give each family a vegetable painted white and an item with which to camouflage it.

   a. Hide and seek with object.
   b. Talk about sin/forgiveness.

4. The big question - if God is graceful with us how can we be graceful with the world?

   a. Sit together as several families and say "thank you" to each person in the group for something specific. Go around the group as many times as you can.
   b. Give each group one object and ask them to treat it thankfully. Report back to group.
   c. Assign an environment to a group and ask them to make plans for how to treat the area with thankfulness.

SESSION V

Message: Back home are people with whom we have a special identity, and they are the Church.

BS/LE

1. Go on a fungus hike.

   a. How many can be found?
   b. Where are they found?
   c. What are they?
   d. What do they do?
   e. How do they procreate?

2. You are like a spore as you leave this place. When you get home where will you land? Will the Church be a host for you where you can grow?

3. Make sail boats from milk cartons and paper plates. Float them in pond or pool. Note the best place on the pond to cast off. Note when the wind takes the boat.

4. Read John 14:15-31. Jesus is saying goodbye. What does He promise to give to His followers.

5. However, like the spore there is a host. The Church is at home. It is a host.

   Note Ephesians 4:1-7 and 11-16.

6. Play Sardine.

SESSION:_____ CURRICULUM MESSAGE:_____

My message: Write in your own words the one message you wish to explore with your campers in this session.

The four parts of my BS/LE could include:

a) Games we can play that relate to the message:

b) Bible Studies: Opening the pages of the Bible to hearts and minds anxious to explore:

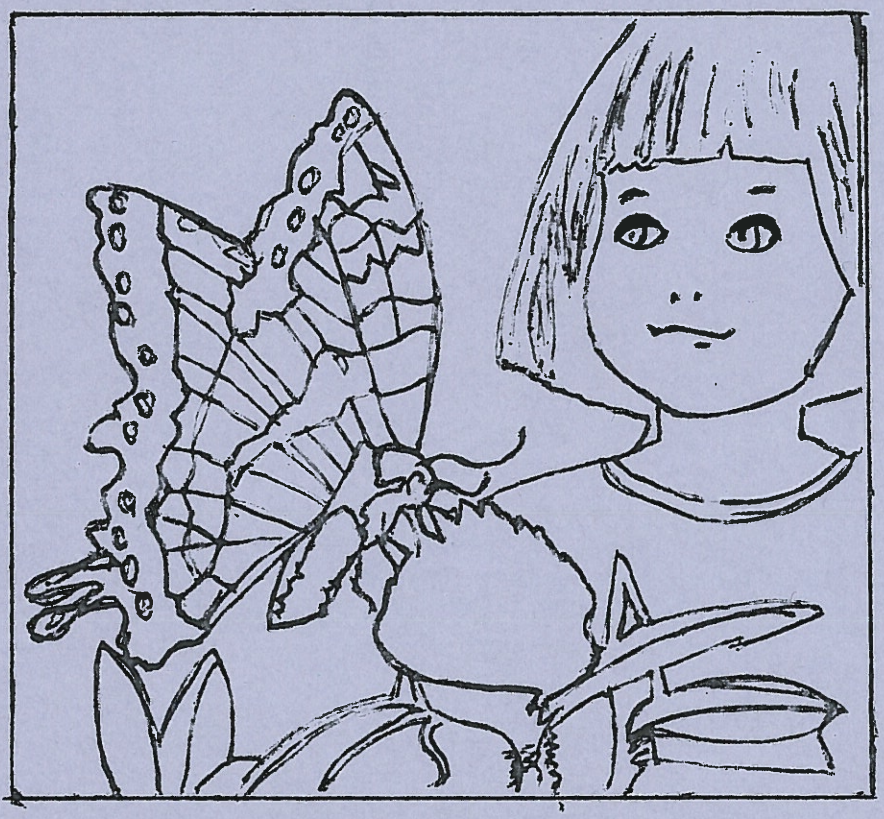
c) Environmental Lessons: As activities that give insight into my message and for gaining new knowledge:

d) Arts & Crafts: Projects to make concrete the abstract ideas we are dealing with:

BS/LE: Write in equence the various experiences and Bible studies you will use to present today's message (plan extra activities; you can always drop some):

1981 LOMC

SUMMER CURRICULUM



GIFT'S OF
GOD'S GRACE

GIFTS OF HIS GRACE

There is a choice a person can make that is of great importance to oneself and to others. One can choose to live entirely for oneself, seeking pleasure in every possible form for self-gratification (known in some circles as "hedonism"). Or a person can choose to live a life that is gratifying and pleasurable, but also makes possible the pleasure and the fulfilment of all others and everything around oneself.

The Christian puts it differently. One can live for ones own pleasure or can live in and by God's pleasure.

The Christian looks at what God has provided and is struck with the awesome reality that "I do not deserve it." Luther repeats this notion when he interprets the petitions of the Lord's Prayer:

> Fourth Petition - "God gives daily bread, even without our prayer, to all people, though sinful, but we ask in this prayer that he will help us to realize this and to receive our daily bread with thanks."
>
> Fifth Petition - "We ask in this prayer that our Father in heaven would not hold our sins against us and because of them refuse to hear our prayer. And we pray that he would give us everything by grace, for we sin every day and deserve nothing but punishment. So we on our part will heartily forgive and gladly do good to those who sin against us.

By a choice that God makes, which to say the least is not comprehendable to us, He in His favor or "pleasure" grants us gifts in abundance. We say He does it because He loves because He loves....

This camping recourse for 1981 is material to enable campers to reflect upon the presence of God in daily life and to acknowledge His gifts with the intention of drawing some conclusions about how to live with God, oneself, and the world.

First, let us talk briefly about our experience of God. We can describe direct encounters with others in physical ways. We shake hands, talk, observe, etc. With God the experience is less direct. Luther talks about the "hiddenness" of God, the "masks" of God. We experience Him through other media. "You remember the old (blanket stunt?) The one experience of God we want to tune in on this summer is the Spirit, the Third person of the Trinity.

The Holy Spirit has been described as God-near and God-at-work. In the Nicene Creed the Holy Spirit "proceeds from the Father and the Son and with the Father and the Son together is worshiped and

glorified." Henry Van Duese in his Book, Spirit, Son, and Father, notes that our developmental experience of God is in that order. Luther says in his explanation to the Third Article of the Apostles' Creed:

> I believe that I cannot by my own understanding or effort believe in Jesus Christ my Lord, or come to him. But the Holy Spirit has called me through the gospel, enlightened me with his gifts, and sanctified and kept me in true faith. In the same way he calls, gathers, enlightens, and sanctifies the whole Christian church on earth, and keeps it united with Jesus Christ in the one true faith. In this Christian church day after day he fully forgives my sins and the sins of all believers. On the last day he will raise me and all the dead and give me and all believers in Christ eternal life. This is most certainly true.

The Spirit is not a mystical being. This is a way to describe the unseen, ever-present God. We believe in a God who acts in history, in our daily lives. He is not remote!

We believe in a God who impacts us as a whole being (as well as "holy"). God encounters us as the power that creates, redeems, and makes holy all at the same time.

We believe in a God who encounters us first. God is not active only when we are conscious of His actions. The old hymn puts it this way:

> "I sought the Lord, and afterward I knew
> He moved my soul to seek him, seeking me;
> It was not I that found, O Savior true;
> No, I was found of thee."

God does respond to us. We live in a dialogical relationship with Him. This is most evident in prayer. But who begins the dialogue? Who initiates? Most certainly God does!

The experience of God is not simply ethereal, emotional, and unstructured. Though Scripture says that the Spirit, like the wind, blows where it wills, the Spirit does act in an obvious manner. The Spirit (as Pentecost attests and celebrates) gathers together the people who by the Spirit (I Corinthians 12:2) call Jesus Lord.

Describe how one comes to believe that Jesus is Lord. Somehow it happens! But it was not by ones doing!

The Spirit of God gathers believers together. There is a structure which is visible and obvious. This is the organism called the Church, Christ's Body in the world, ministering to the world and bringing His name to the ends of the earth. (Note the Church may gather in a building.)

It is in this visible, public community that the Spirit's work is most clearly perceived. God forgives. God gives hope. God gives new life. God gives His victory over all things that would do us in.

The standards of measurement are not the world's standards. Success is measured differently. Fulfilment is in pleasure with God.

Secondly let us talk briefly about what pleasure with God can be.

It is imperative that we recognize that God has accepted us in spite of ourselves, our dreadful sinful selves. This is His favor, His pleasure. In the Church we use the word "grace," God's divine favor, to describe this. This is the understanding behind and involved in God's choice to enter human history (to send His Son). Note the words of "God's Grace in Christmas:"

> The angels sang a song that blessed holy night.
> It's lyrics praised our God, exalted in the height.
> They sang with great assurance what God has done for man
> That God has sent His Son, that He is pleased with them.
>
> How can our God be pleased with men who 'gainst Him sin?
> How can our God so love us, rebels rejecting Him.
> 'Tis not that man's won favor to stand before his face.
> 'Tis God's own loving favor, His favor is His grace.
>
> To save a raging people and make them His own race;
> This is the good work of our God, the purpose of His grace.
> Glory to God in heaven, who sent His Son, our Lord;
> That we by faith in Him may to Him be restored.

In Luke (12:32) we read, ". . . it is your Father's good pleasure to give you the Kingdom." Interestingly, this verse follows Luke's versoin of Matthew 6 which is the LOMC entrance sign that talks about trust in God.

> "Look at the birds flying around: they do not plant seeds, gather or harvest and out it in barns; . . . Look how the wild flowers grow; they do not work or make clothes. . . so do not start worrying. . . your Father in heaven knows that you need these things. . . be concerned above everything else with the Kingdom of God

and with what he requires of you, and he will provide you with all these other things."

"Unrequited love," "prevenient grace," etc., have been other words to describe God's actions. We call Him "Father" in the Lord's Prayer.

Human pleasure is not normally thought of as an experience with God unless on is a mystic or a monk or unless one is a psalmist (note Pss. 1;37:4;40:8; 119:16; 24, 35,) or Camper Damon who wrote a thank you note to LOMC, "I had a great time having fun with God."

Not until we can discover that the gifts God has bestowed upon us are gifts of his favor we can't appreciate them in fullest measure. We will not use to the fullest the gifts of God and be thankful for them until we can take pleasure in God.

It is ironic that the word "grace" is rooted in words which also mean "favor," "pleasure," and "thankfulness." We refer to graciousness as a way of life. The athlete is "graceful." What about the negative notion of "gratification?" A key element in Lutheran theology and in Scripture is that God is graceful, and we are to respond to His grace gratuitously (i.e., with pleasure and thanksgiving).

Third, let us talk about a style of life that can reflect this type of attitude. The one being proposed is called "simple." To live graciously is to be satisfied with "simpler things."

"Simple" is an interesting word, running the gamut of meaning from "foolish" and "stupid" to "easy." Chances are the word comes from two words meaning "one fold." As soon as you add a second fold the piece of paper becomes complex.

In today's world the word "simple" used in reference to life styles does not mean less complex. People who advocate simple living vary greatly in their focus. Some try to deny technical acheivements and products that gives instant gratifications. Others seek to see these things for what they are in relationships with all things. Advocates like Carla Emery in The Old Fashioned Recipe Book, talk about making adjustments to the world. Her practices are:

1. Don't discuss the obvious.
2. Don't own a TV or radio. Read no wordly magazine and only the front and back pages of a newspaper.
3. Quit a job when you're losing efficiency.
4. Go to bed when you're tired.
5. Eat less salt, less sugar, and use less heat.
6. Keep records of things to do, things to buy.
7. Then get somebody else to do as much of that as possible.

8. Don't drink coffee, tea, colas, alcohol, smoke cigarettes, chew snuff or use drugs. Stay at home.
9. Sing a lot.
10. Pray a lot.

"Simple" or "simpler" lifestyles may be bad nomenclature. The emphasis on this notion is really the intention to celebrate the complexities of life and control them rather than to let the complexities of life control people.

When we bother to take time to take pleasure in the world, time, and people around us life doesn't become simpler. Duties in fact become harder. The simpler life for example, dictates that we grow our own apples and press our own cider. Do you realize how much time is invested in that process as well as thought and planning and sheer hard work? It would be simpler to buy a jug of cider at the store. However, the "joy and delight" of growing ones own apples and pressing ones own cider sensitizes a reason to things that are consumed. Ones attitude toward consumption can change.

A simper life style is when an individual becomes more a part of the process to achieve an end or to produce a product than the product or end becomes a part of the individual. Think about it!

We live in a consumer society, we take pleasure in comsumption. Look at one of the major causes of litter in any gathering of people - containers and wrappers for food and drink. Attention is given to the creature or the created, not to the Creator.

The source of life, of things, of being, is irrelevant in a consumer society. The attitude is that there is always "enough" and when there isn't enough there is something wrong. In fact, it is of common comment that we <u>deserve</u> enough! Right?

The amount of the resource is immaterial. As long as there is enough for me I can care less about others about me and about others in future generations.

The simpler life is not a religion, though it is for some. It isn't living cheaply. It isn't a denial of complexities. It isn't even less work.

It is an attempt to savor the pleasure of life as they are given in the raw. It is recognition of the interdependent community in which there is life and restoration of life wherein one can treat all of creation gracefully. From a Christian perspective it is taking pleasure in God's pleasure in us as we handle gratefully the gifts God has graciously given to us.

The sessions follow a progression:

Who Is in Charge?
There are three gifts that Christians recognize: God; the world (both living and nonliving, human and nonhuman); and oneself.

We celebrate a God who is near and at work. We call Him "Spirit." God is not a past tense God whom we carry around in pictures, in books, in crosses. He is a present tense God who moves and acts in the world. He is in charge.

There is a need, however, to recognize that we are not passive participants in this world of which God has charge. Human beings have responsibilities in it, especially with what each one does with oneself and one's world. In the Church this is called "Stewardship."

Human beings do not do this work independently of God. There is cooperation. Thus, in the dynamic of God and humankind working together we accept the promise of Jesus that the Spirit is in our midst as an everpresent reality and power.

What I Need:
The components of things for survival are very complex. In fact, to deny complexity is to court diaster and is folly. The more interdependent, interrelated things are, the better the chance for survival; the simpler, the more vulnerable.

Complexity and confusion are not the same thing.

In the Christian faith the basic need is met by community which is brought together by the work of the Spirit and is a gift of God's grace.

What we "need" is what makes possible living in community. This is not always what we "want." Self gratification and meeting the needs of the community can be conflicting.

To imagine that a power speed boat is crucial for our existence and survival is inane. In fact, it probably works against us more than for us when we consider the petroleum products it consumes, the water it polutes, the lack of physical exercise it promotes, and the number of unnecessary deaths it causes.

The community is not composed solely of people. It is made up of all things that are biotic and abiotic, living and nonliving, human and nonhuman. These things are limited in and of themselves are resources and have limits in terms of what they can do. One can describe this world in which we live as a web of life.

As consumers in this world community we are also resources. Our life styles should reflect participation in this world community. We have some very specific things to contribute.

Making a Difference:
In the Christian faith we recognize that people redeemed in Christ have a new life. The Spirit of Christ renews people from day to day. This begins in Baptism and continues through life. We affirm this in the resurrection. Each day we are a new creation.

As people with new life in whom a difference has been made we are people who make a difference in the world. This means two things:

1. The Christian has self-worth, and
2. The Christian makes a difference in God's plan.

As persons marked with the cross of Christ we bear that cross into the world as Stewards of God's creation. The Christian is a witness to God's favor.

Grace - Full:
As Christians are filled with the Spirit there is a sense of responsible action. With the human community there is the action of understanding, care, and love. We should love unconditionally. This is called forgiveness. Toward the nonhuman community there is the action of willing participation with all of life. This can be called thanksgiving - finding pleaaure in all the gifts God has given.

Issues to be dealt with are:

1. Relations with others.
2. Relations with the future.
3. Solutions to problems of consumption, waste and pollution.
4. Stewardship of resources.

There are contributions to be made. As God has given and renews so the Christian lives thankfully with the world, finding pleasure in it and with it. The Christian is directed to love the world, the people, and all things in it.

Not Alone:
When the Christian person lives out a life that seeks to be responsible there can be the feeling that one stands alone. But this isn't true. The Christian is a part of a victorious community!

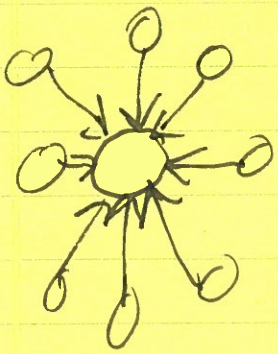
In the light of the resurrection the Christian is a winner. In the Christian community there is support. The winning is a result of Christ's resurrection. The support is the work of the Holy Spirit especially through the Church.

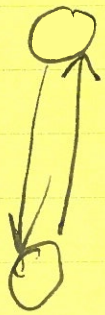
As they prepare to go home every effort should be made to help campers identify some things they will do when they go home that will be different. The camper needs to know that the support community back home is the church. This is an opportunity to help campers see the back home situation as a positive place.

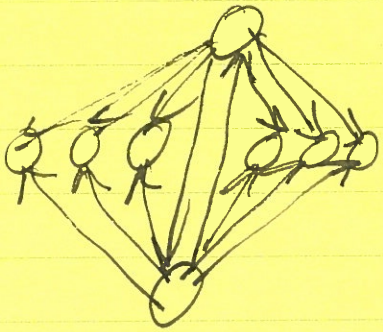
GIFTS of HIS GRACE

FROM GRATIFICATION TO ~~THANKSGIVING~~ GRATITUDE

	GRATIFICATION	GRACE	GRATITUDE
GRAT-	PLEASURE FROM	PLEASURE WITH	PLEASURE IN
	PLEASURE	FAVOR	THANKSGIVING







GOD IS HERE

SPIRIT OF PROMISE

by Kenneth D. Larkin

Because this is to be a theological experience, we need to state the theological assumptions on which rest this resource and the camping ministry growing from it.

1. God created every individual as a person of great worth with amazing talents, gifts, and abilities.

2. This God-given self-worth and personal awareness are realized best within a supportive community, where each person is committed to love and care for the others.

3. When ministering, it is very important to listen to the other person's life story. A certain amount of self-disclosure and history-giving is necessary before people can help each other grow in God. The ministry of listening is especially important for senior highs.

4. God's affirmation of us in Christ sets a pattern of love for us. We can call out the best in each person if we affirm their being, strengths and abilities rather than point out their weaknesses and faults.

5. Our real self cannot be realized without the spiritual dimension. Our true identity and value come through only when we see ourselves as important to God himself, delivered by God from our sin and given by God a new hope.

6. Our Lord Jesus Christ is the link between both God and humanity, between person and person. The shape of the cross symbolizes this by its vertical arm (to God) and its horizontal arm (to man).

7. The Holy Spirit is the enabling presence of God which energizes our spiritual life. The Spirit is that part of God that makes it possible for us sinful persons to say "I believe."

8. The presence of God's Holy Spirit becomes clear when two or three people are gathered together in honesty and in openness toward Jesus Christ and toward one another. The small group of young people with which you will be working has its own integrity, in which the Holy Spirit can and will be working.

9. The Bible presents us with a living account of the Holy Spirit's activities. In a real sense, new chapters in the drama of God's grace-filled initiatives are being written in the lives of our youth today, as well as in your own life.

10. Celebration is another word for worship. Celebration in Christ flows naturally when a concerned Christian community of people committed to Jesus Christ and to one another reflect God's love, trust and acceptance.

THROUGH THE DAY

During the day's activities, try to focus informal conversation on how we live related to Creation. Our life-style is a big part of our stewardship, and we know now how extravagant life-styles can overly deplete the resources God gave in Creation.

2. Ten reasons for choosing a simpler life-style. They were formulated by Jorgen Lissner, Secretary for Peace, Justice and Human Rights for the Lutheran World Federation.

1. As an act of faith performed for the sake of personal integrity, and as an expression of a personal commitment to a more equitable distribution of the world's resources.
2. As an act of self-defense against the mind- and body-polluting effects of over-consumption.
3. As an act of withdrawal from the achievement neurosis of our high-pressure, materialistic societies.
4. As an act of solidarity with the majority of humankind, who have no choice about life-style.
5. As an act of sharing with others what has been given to us, or of returning what was usurped by us through unjust social and economic structures.
6. As an act of celebration of the riches found in creativity, spirituality and community with others, rather than in mindless materialism.
7. As an act of provocation in the form of ostentatious under-consumption in order to arouse curiosity which leads to dialogue with others about affluence, alienation, poverty, and social justice.
8. As an act of anticipation of the era when the self-confidence and assertiveness of the underprivileged forces the formation of new power relationships and new patterns of resource allocation.
9. As an act of advocacy of legislative changes in present patterns of production and consumption, in the direction of a new international and economic order.
10. As an exercise of purchasing power to redirect production away from satisfying artificially created wants and towards supplying goods and services that meet genuine social needs.

SESSION I.

TITLE: Who's in Charge?

INTENTIONS:

1. Appreciate and acknowledge the living presence of the Creator Spirit in the world over which He is in charge.

2. Identify the shared responsibility people have with God in the dominion of the world.

3. Recognize personal responsibility toward
   a. ourselves
   b. our world

WORSHIP & DEVOTIONAL EXPERIENCES.

1. Daily Watch for Juniors. Read Psalm 147:7-11 either individually or as a group. Each camper move silently to a location with no one within 10 feet of them and no person in their line of vision.

   First, think on these words with your eyes closed: "God takes pleasure in me." Keep repeating several times.

   Second, open your eyes and look for "things" that tell you that God takes pleasure in you. List at least five.

   A prayer: Thank you God for enjoying me though I do not deserve it. And thank you for the gifts I see around me that show your pleasure.

2. Daily Watch for Junior Highs. See "Living with Care." pp.15-16 Based on Psalm 147:7-11. A worksheet to help focus on feelings about God's care of the earth.

3. Daily Watch for Senior Highs. See "Living for Tomorrow." pp. 13-14 Based on Psalm 8. A meditation with a worksheet.

4. Worship for Juniors. "My Life, God's Gift." pp. 31-32 Introduces the idea of a "Christ Rock," something special to be used throughout the week, Christ's presence in each life.

5. Worship for Junior Highs. "Living with Care." pp. 24-25 Service of Thanksgiving using Psalm 147 and a responsive reading.

6. Worship for Senior Highs. "Living for Tomorrow." p.20 Psalm 147 A sharing of things from the Senior High morning watch.

7. Introduce the hymn, "Creator Spirit." (LBW - 164) Might prefer the SBH tune or write a new one.

8. Prayer. Each evening with the small group take time to pray. The goal for the week is to have campers offering their own prayers outloud. For some groups this may begin the first night. For other groups a slower process may be necessary. Ifso, do the following:
   a. First night - Ask campers to suggest things for which to pray. The leader collects the thoughts and offers the prayer. The camper's names can be used with their ideas.
   b. Second night - Ask campers to talk about things for which they can pray. Then ask each camper to take one of the suggestions and write a prayer. Ask for the progress to be read aloud.
   c. Third night - Ask campers to offer a sentence prayer. It may be helpful to review some things for which to pray.
   d. Each night ask campers to offer more than a sentence. Let the progress be spontaneous.

BIBLE STUDIES

1. A Bible Study for Juniors. "My Life, God's Gift." pp. 25-28. Study of Genesis 1:1, 26-31. Several questions and answers to help clarify passage and understand "God's Plan."

2. A Bible Study for Junior Highs. "Living with Care." pp. 16-20. A study of Genesis 1:1, 26-31. Process focuses on helping campers see that God created the world and that God has given the responsibility of "dominion" to people. A play on the word dominion.

3. A Bible Study for Senior Highs. "Living for Tomorrow." pp. 14-16 Study of Genesis 1:1 26-31. An in-depth study of passage. Study goes on to look at Sin and Christ's work to restore relations. 4

4. A study of Psalm 8: 2

Pass out 3x5 cards to each one in the group. Ask one person to to be "God" and one person to be "person." Ask others to choose an animal, vegetable, mineral, or heavenly body. Make sure there is at least one in each category.

The participants are then asked to hold their cards in front of them and mill around the area without talking. Each person is to set oneself in relationship with all the others in the group based on what is on the card. They are to keep moving until they are satisfied with where they stand.

Once everyone has stopped moving ask the participants to put their cards on the floor and step back. Ask participants why they located themselves where they did. If the group does not agree with where a person has located oneself the card can move. Try to let the group shape the order of the cards that best demonstrates how the group envisions mankind's relationship with God and the rest of the world. Help the group arrive at a decision. Do not force your agenda on them as the leader.

For the next part of the exercise ask the participants to pick up their cards. Read Psalm 8 to them twice. Ask them to listen carefully. Tell them before you read the Psalm that when you are through reading the second time they are to mill around and try to relate themselves to each other in the way that best describes what Psalm 8 says. Again, no talking while milling.

Allow the group to mill around and locate themselves. When finished ask the participants to put down their cards. Talk about the location of crads. If the participants want to move cards let them. The leader may also need to do some adjusting. Focus on mankind's role in relationship to God and to the rest of the world. What is mankind's respnsibilities according to the Psalmist?

5. Bible Study - The Windmill Conspiracy, Part I

The intention of this study is to look at the cooperation necessary between the Creator Spirit and the Christian person to give new life to the earth. The windmill is an appropriate symbol since it is a technological item that is designed to live with a renewable resource. The Christ person must be prepared to translate the power and influence of the Spirit.

a. Do a study of wind and its effects.
   1. Select an area of 100', walk around it and through it and look for the influence of the wind in that area. A semi-wooded area would be best.
   2. What seeds are dispersed by the wind?
   3. How is the ground cover affected? Notice collections of debris, leaves.
   4. Trees. What's happened to them?
   5. Are there animal habitiats readily identifiable? Are they located because of the wind?
   6. Are there any plant adaptations for wind?

b. Fly a Leaf (See Obis material for details). Select a variety of leaves and attach them to a string with tape. Notice how the leaves respond to the wind.

c. Discuss how wind belongs to the creation plan. Is it necessary for the natural world to have wind? What is positive about it? What is negative? (Might get into the subject of tornadoes and hurricanes. Be ready to say something about their necessity.)

d. Discuss the role of breathing in human physiology. If you have time play a game with straws and tissue paper or blow a ping pong ball across a hard surface. What is the necessity of air/breath in the system? Identify its continued creative powers. You might even want to talk about the 3 B's of First Aid. How long can a person be without air?

e. List on a piece of paper all the creative charactoristics of air/wind/breath. Can one use this same list to describe the effects of the Creator Spirit? Which ones "yes" and which ones "no."

f. Teach campers the words for spirit in Hebrew (ruach) and Greek (pneuma). These words also mean wind and breath. You can see these words used in Genesis 1:2,6-17, 8:1, John 3:8 and II Thesalonians 2:8.

g. How does the Bible talk about Spirit?

Numbers 24:1-3a Power for the prophet to Speak
Isaiah 61:1-2
Luke 4:16-30
Nehemiah 9:16-25 Instruction
Psalm 139: God's constant presence
Isaiah 32:1-20 (Esp. vs 15) Anoints Messiah
Isaiah 63:10-14 Gives comfort
Matthew 1:18 Conceived by the Holy Spirit
Matthew 3:16 Baptism
Matthew 12:22-32 Power of Christ
John 14:26 & 16:4b-15 Promised by Jesus
II Corinthians 3:17 Spirit is Jesus Christ

Can the campers put into several simple phrases a definition or understanding of the Holy spirit?

h. Show the campers the phrase in the Nicene Creed which described the Spirit proceeding from the Father and the Son. Briefly state that the Spirit embodies the work of God the Creator and the works of God the Redeemer. Thus, the Spirit is the all powerful, living redeeming God at work in our midst.

i. If you wish and/or have the time look at the story of Pentecost, the birthday of the Church, in Acts 2. The Church has the presence of the Spirit. 2

Up to this point the idea is to deal with the Holy Spirit as inclusion of all God is. Remember Luther instructs that the Father is not the Son is not the Spirit is not the Father. However, God is Father, God is Son, and God is the Holy Spirit. All the Godhead is found in each person of the Trinity. Now the transition. The desire is to acknowledge God's continual creative activity as the activity of God being in charge daily of what is going on.

j. Study a quadrad. Mark off a large enough area for the group, about one square foot per person, all in one plot. Get down on hands and knees and look for all the life in the ground. If the area included a tree and/or water be sure you examine everything above and around. Also, check for anything "passing through" the quadrad. Observe all the things that can be observed. Try to determine how all the things are related. What relationships do things have with "future activity?" What value do these things have? Try to explore and discover as thoroughly as possible. If your group gets into this activity move to another location that is different.

Another approach is to play a web of life game. Or this can be played after the quadrad has been studied. To do this the leader gives each person a piece of paper. On each paper write one of the items discovered inthe quadrad.

Sit in a circle. Give a ball of string to one person. Holding one end the camper tosses the ball of string to someone else to which they are related. The group may need to offer ideas. Make a web that works. If someone gets left out begin the process again. Might need to start the game several times.

k. Settle down for a reading of Psalm 104. If you want to have some fun learning the song. As you read the Psalm out loud ask campers to interrupt the reading and give illustrations of the passage from the last experience.

The verse toward which to read is vs. 30. The RSV uses "Spirit" and the TEV uses"breath". Note the relationship with vs. 29. How does contemporary thinking relate to this primitive type of thinking? How primitive is it? (Could it be that we forget that God is in charge?)

vss. 31-35 are words to a refrain. They don't continue the same thoughts as vss. 1-30.

l. Open the Bible to Genesis and look at 1:1-2, 1:26-31 and 2:4b-7. Remember that chapters 1 & 2 are two different creation stories. These two stories are brought together here to show the connection betwwen the words Spirit (1:2) and breath (2:7) and God's call to us to steward (have dominion over) the land. (This attitude and understanding is a part of both stories.)

The following information may be helpful to understand 1:26-31. Robert Salzgeber writes it in "Living for Tomorrow:"

"The Hebrew word for multiply is vabah and it does not mean to multiply with so many people that we overwhelm our environment. Instead, the Hebrew word vabah means to grow in wisdom and sensitivity. The Hebrew word for fill is mahleh, and it doesn't mean to fill the air with pollution. Mahleh means to bring a gift to the earth. Cabash is the Hebrew word for subdue, and it doesn't mean to deplete the soil by overuse and erosion. Cabash means to put weight on, to rub tenderly as you would when you knead bread. Radah is the Hebrew word for dominion and it does not mean to make other people our slaves or to kill animals indiscriminately. Radah was the Hebrew word for "irrigation person," the one who controlled the locks on the precious irrigation dam. This was a very important job because this person made the precious irrigation water "function" and "flow" properly.

Therefore, a better translation of Genesis 1:28 might be: "Be fruitful and mature, grow in wisdom and sensitivity, bring a gift to the earth, rub the earth tenderly and make it function properly so

that the fish, and the seas, and the birds, and the air, and the animals, and the forests, and the lakes, rivers, and streams, and all people will continue to become tov!" (Tov is the Hebrew word for good.)

After a brief introduction divide the campers into two groups. One group is to generate a list of all the things people do who dominate the world and use the world for their own purposes. The second group is to generate a list of what people do to accomplish Salzgeber's translation of 1:28 above.

Have the group share and discuss. Some discussion questions can be:

Where do you feel most comfortable?
Can you change anything?
Does taking dominion mean God is no longer in charge?
How can God and people cooperate?

m. Ask campers if they know what it means to conspire. They might be able to give some illustrations. Be sure that "conspiracy" and "subversion" are not interchanged. They do not, in fact, mean the same.

Con-spire (with breath)
Sub-vert (under turn)

As the Creator Spirit works daily we are called to conspire with him. Note again Psalm 104:30. As (a) the Spirit makes it possible so we are to (b) act in giving new life to the earth.

The windmill is a good example for the above. It symbolizes two things. First, it shows that there is wind, and as it responds to the wind it makes possible the wind energy to do something: create energy; pump water. In this regard the Christian conspires with the Spirit as the windmill responds to the wind and has effect upon something.

Second, the windmill reminds is of the harnessing of a renewable resource to create energy. This is the symbol of simple life style, living with the creation rather than against it.

n. Terminate the study with something with windmills. Each person make one. Each camper list something the Spirit can generate them to do to give "new life to the earth." Be sure to note the dimensions of who is in charge of new life to the earth. It is shared between God and people.

6. Study the Creation Story with the Campers. Then study the environment for acts of renewal (dead trees decaying, photosynthesis, water purification, etc.) Finally search the Bible for stories of renewal of creation by God. Examples of this can be seen in Christ's teachings of forgiveness: "Go then and sin no more."

"Father forgive them for they do not know what they do."

7. Do a study in the garden discussing - Who is in charge? The gardener or Creaotr. This is a shared responsibility!

Gardens described in the Bible that can be used for analogies and to see Who is in Charge:

Genesis 2:8&9; 15-17; 19
Isaiah 58:6-11
Hosea 14:4-8
Mark 4:30-32
Matthew 13:24-30
John 18:1-11
John 19:40-42

LEARNING EXPERIENCES - GAMES

1. Group Game in "My Life, God's Gift." pp. 30-31. Natural Cover. An "IT" game, like Hide and Seek.

2. Group Activity in Living for Tomorrow." pp. 16-17. Two problem solving games. "Reverses" use of a log. "Sounds" - Animal sounds made by campers, involves cooperation and knowledge of nature.

3. Hold the Front. Nature Oriented Activities p. 79 A hiking game that includes nature identification.

4. Hare and Hound.
One player, the "Hare" is given a ten-minute start on the "hounds" and lays a trail by dropping corn, acorns, or leaves. The hounds attempt to trail and catch the hare.

5. Slave/Master. Form small groups into dyads. Each dyad decides which member will be the slave and the master. Round one - the master dictates the slave, telling the slave what to do for three minutes. Round two - the roles reverse.
When completed talk about the experience. Which role did the camper prefer? What were some temptations for the slave and master? Did they like having control or being controlled? Do they prefer dominating or being dominated?
What are some of the problems we face if they like to dominate? What are some of the problems we face if they like being dominated?
Relate this to the DOMINION idea in the Bible Study.

6. When a small gourp is first organizing there is a need for the group leader to learn the leadership capabilities of the members of the group. Other members of the group to see leadership skills in fellow members and individuals to identify their own leadership skills and practice them. (The issue here is "Who's in Charge?")

   Find various techniques for this.

7. Play Follow-the-Leader, varying the leaders and maybe other variables (silence, blindfolds, handicaps, etc.)

8. Mirroring exercises to develop questions of leadership - See handbook.

LEARNING EXPERIENCES - ENVIRONMENTAL

1. Camping Activities in "My Life, God's Gift." pp. 28-29. Plant identification and environmemtal awareness.

2. Camping Skill in "Living with Care." pp. 20-21. Identify plants used as food by animals and plants that are edible for humans.

3. Group Activity in "Living with Care." pp. 23-24. A nature treasure hunt.

4. "Fly a Leaf" See Obis Material. An activity that demonstrates how the design of a leaf functions with the wind.

5. Seed Dispersal. See Obis Material. A study of the various means seeds get around.

6. Who Goes There? See Obis Material. A discovery of animals that move around in the night. That is, what evidence do you look for when you can't see the animal moving around.

7. The sun is certainly in charge of what is happening in the world and has influence throughout the natural process. Sunship Earth by Steve Van Matre offers several environmental activities to look at this process:

   "Food Factory" pp. 112-116, 126-128
   "My Sun's Restaurant" pp. 83-87, 103-104
   "Choir Bang" pp. 136-141, 148

LEARNING EXPERIENCES - GENERAL

1. Through the Day in "Living for Tomorrow." pp. 18-19. A process for looking at 10 resons for choosing a simpler lifestyle.

2. Wellness - a life style for taking care of oneself. This is a good activity to begin on the first day and continue through the camping period.

   There are six dimensions to wellness:
   a. Exercise and physical fitness
   b. Nutirtion and weight control
   c. Tobacco, alcohol, and drug education
   d. Environmental sensitivity
   e. Enjoying life
   f. Relation to others.

   Activities for each of the above (add your own/let campers give some ideas.)
   a. Exercise and physical fitness
      1. Series of exercise activities
      2. Jogging
      3. Aerobic dancing

   b. Nutrition and weight control
      1. Learn to select types of food for best nutrition
      2. Pioneer campers select food on this basis
      3. Campers may have brought "goodies" with them. Are there some things not to be consumed during the week?
      4. Weigh in each day. Anyone want to lose weight? Two pounds a week is reasonable.

   c. Tobacco, alcohol, and drug education
      1. Find out what campers know about these items.
      2. Are there some things to research?
      3. Beside saying that these things are wrong, what can campers do to continue to say "no"?

   d. Environmental Sensitivity
      1. Involve in all the days some very special environmental studies
      2. Discuss ways campers can continue being sensitive to the natural environment when they get home.

   e. Enjoying Life
      1. Do a variety of valuing exercises that help campers focus on things they can do to enjoy life.
      2. Learn new games
      3. Practice with some new skills in some area that can bring fulfilment:

Music	Craft	Sports
Art	Knowledge in some area	
Drama	Mechanics	

4. Examine some ways to relieve stress. This may include talking about what stress is and when it is experienced.

f. Relating to Others
   1. Recognize the many opportunities in the whole camping program.
   2. Deal with differences in people - religiously, sexually, etc.
   3. Many physical/adventure activities provide relationship building.

3. "Planting Seeds in the Field of the Spirit" (This activity anticpates Session 5.)
   a. Select a regular time each day, a quiet time preferred. Ask the campers to think about what has happened during the day that might be important to do when they get done that is a change in their typical behavior.
   b. Write the thought on a piece of paper and put it into a natural object or a plastic container.
   c. The campers take their own seeds to a secret place and hide them.
   d. Emphasize that changes in ones behavior that are acts of loving and caring for others (people and things) are done by the power of the Holy Spirit.

4. Practicing new "Tasks and Habits"

This activity can tie in with building a group early in the camping experience.

Ask the campers to generate a list of new "habits" and a list of new "tasks" the campers could practice during the week. The items should be things that:

1. Have to do with enviornment and community (i.e. learning how to swim better would be acceptable.)
2. Are things the campers find difficult to do.

When each list is completed the campers identify the best choices and as many items as there are campers in the group. (including the group leader.)

Put each item on a piece of paper. Don't mix the two lists. Put each group into a seperate container. (You can be creative with the containers). Each person takes a piece of paper from each container. These "tasks" and "habits" become there's to do either for the day or for the week.

At the end of the day or week, you can talk about how succesful people were practicing their tasks and habits.

ARTS & CRAFTS

1. Creative Craft. "My Life, God's Gift." pp. 29-30.
   Splatter Painting with natural objects.

2. Creative Crafts. "Living with Care." pp. 21-23.
   Bird feeders, Clay pot for plants. T-Shirts.

3. Make a device for measuring wind. "Together in the Spirit." pp.17-19

4. Make Sailboats. "Together in the Spirit." pp. 19

5. Make an organic windmill. "Together in the Spirit." pp. 19-20

6. Make and fly kites, (if weather permits). There is a good book in the media center. Decorate for self and fly!! (maybe in the evening.)

7. Foilies, objects out of aluminum foil. "Odds and Ends," Activities for Your Christian Family. ~~pp. 12-17~~ pp 27-29.

LEARNINGS FROM VARIOUS CAMPS

RUSTIC

ATHIETIC

MUSIC/ARTS

SPECIALTY-
EQUESTRIAN

OTHERS

SESSION II

TITLE: What do I Need?

INTENTIONS

1. Recognize that one of the basic needs for all of life is community.
2. Distinguish between "wants" and "needs."
3. Understand what it means to be a "consumer" and a "resource", a "devourer" and "participant."
4. Develop an understanding of "happiness."
5. Identify what "my share" is.
6. Recognize how God's grace (acceptance) makes one whole.

WORSHIP & DEVOTIONAL EXPERIENCES

1. Morning Watch for Juniors. Read Isaiah 40:28-31 "My Life, God's Gifts" pp. 18-20. A word game with needs and wants - a chance to talk about both.

2. Below is a list of things you need. Find them.

A	E	C	E	D	P	O	O	F	L	F	I	D
A	E	G	G	V	M	O	D	C	R	B	A	R
C	L	R	E	S	O	U	R	C	E	H	T	E
E	O	A	F	H	C	L	B	A	S	K	I	T
F	H	C	O	M	M	U	N	I	T	Y	R	A
G	W	E	C	G	N	C	B	G	O	C	I	W
N	B	A	C	W	E	P	O	J	R	R	P	C
I	H	D	H	A	P	P	I	N	E	S	S	A
H	G	Y	U	C	R	Q	C	I	S	U	M	G
T	D	E	A	C	F	G	O	D	A	D	M	B
O	X	R	B	E	R	A	H	S	R	S	M	A
L	E	Z	U	P	T	H	G	I	L	E	N	E
C	B	S	T	T	A	F	R	I	E	N	D	S

Accept
Air
Care
Clothing
Consumer
Community
Food
Friends
Goal
God
Grace
Happiness
Light
Love
Music
Resource
Restores
Share
Spirit
Water
Whole

PRAYER: Dear God. Help me to be thankful for meeting my important needs.

3. Morning Watch for Junior Highs. "Living with Care." pp. 27 f. Isaiah 40:27-31. A guided study of the reading to do on own.

4. Morning Watch for Senior Highs. "Living for Tomorrow." pp. 21 f. Deuteronomy 6:10-13. A look at the types of gifts God gives.

5. "My Life, God's Gift." p. 40 Worship ideas. Based on Romans 12:3-6a, 9-13. A skit relating the ideas of Spirit and body. 3

6. Worship for Junior Highs. "Living with Care." pp. 34 ff. Romans 12:3-6a, 9-13. A look at contirbutions made by people in the group and an emphasis on Jesus the light of the world. 2

7. Worship for Senior Highs. "Living for Tomorrow." pp. 29 f. Romans 2:3-6a, 9-13. Appreciating the gifts that we have received. 1

8. "Gifts of the Spirit" is based on I Corinthians 12:1-11. 2

Design a worship experience using the outline of the traditional worship service. A word of introduction: many of the campers are familiar with the order of worship, but probably do not understand it. This service can serve two purposes: give the camper an experience with which they are familiar and give the campers a better understanding of the litergy.

Give an interpretation of what is happening as a transition between each step.

OUTLINE	TYPES OF EXPERIENCES
Invocation	Teach the campers to make the sign of the cross. Luther says this is to be done upon rising and going to bed. . . Select a song that celebrates the presence of the Holy Spirit. Explain that the Invocation is an affirmation and a confession of the presence of the God-near and God-at-work.
Confession of Sins	Campers suggest various things they are sorry for, incidents in paticular in which the environment has been mistreated, items for which we should seek forgiveness. Instruct the campers to respond to each suggestion with either "Father, we are sorry for our sins" or "Father, forgive us."
Absolution	Invite the campers to offer the message of forgiveness to each other with words such as, "God forgives you for all your sins."

Announcement of Daily Theme

Kyrie	Teach the campers the Greek phrase from which this word comes "Kyrie Eleison." Prepare several types of bids and have the campers respond singing Kyrie Eleison. A tune that can be used is:
Gloria in Excelsis	Introduce this portion with the idea that we usually sing a song of praise to God. However, in this instance we are going to ask how various natural objects praise God. The process is that each of the things that campers observe have one particular talent and that is to praise God. How do they praise God? Ask campers to select various items: animals, rocks, trees, etc. They are then to act out, non-verbally, how the object paraises God. Conclude with the idea that God gives gifts and talents to everyone and everything. The one gift that God gives all things are the necessary skills to praise God.
Prayer of the Day	Remind the campers that this is a prayer that collects the thoughts for the day. Suggest concerns for which to pray in a "collected prayer."
Lesson	Have a camper read I Corinthians 12:1-11.
Son can be sung	
Homily	Some brief comments about how the Spirit gives gifts to us as He gives gifts to campers. Ask the campers to help generate a list of talents. What talents are necessary in the life of the Church?
Creed	Say together and from memory the Apostles' Creed.
Offertory	Explain that this portion of the service is an opportunity for the campers to respond to the message of Jesus Christ. We usually contribute money as a fact or symbol of our response to God. In this service the campers write on a piece of paper what they individually feel their particular talent to be that God can use, i.e., what gift or gifts of the Spirit have they received? Paper can be dedicated in some way.

Prayer of the Church	This is the time we think beyond ourselves. Thus, we contemplate people and situations outside of the camp community that need our prayers. The leader introduces the prayer with "O Lord, our heavenly Father, this day we pray for . . . " Campers then complete the sentence.
Lord's Pryaer	Pray together.
Closing Hymn	
Benedition	Use original words of blessing.

9. Serendipity, by Lyman Coleman has many ideas on ways of approaching "What do I need" with a Biblical basis.

BIBLE STUDIES

1. For Juniors. "My Life, God's Gift." pp. 33 ff. II Corinthians 8:7-8. What I need to survive to be happy. What I can do without.

2. For Junior Highs. "Living with Care." pp. 28 ff. II Corinthians 8:7-8, 9:6-13. Distinguish betweens wants and needs.

3. For Senior Highs. "Living for Tomorrow." pp. 22 ff. II Corinthians 8:7-8, 9:6-13. An emphasis on the Grace of God.

4. Study - The Body of Christ - I Corinthians 12:12-31a.
   a. As an introduction do several activities that focus on community. Observe an ant community and ant behavior.

   b. Do some community building activities, e.g. from Cowstails & Cobras:
      All Aboard, pp. 67 f.
      Electric Fence, p. 71.
      Vertical Log and Tire, p. 76.
      Trolley, p. 82
      Four Pointer, p. 86

      New Games:
      Flying Dutchman, p. 45.
      Dragon's Tail, p. 47
      Go Tag, p. 53
      Pyramids, p. 57
      Standup, p. 65
      Knots, p. 69.

   c. Run a hashing course. For the items to be memorized use the explanation of the Third Article of the Creed.

   d. Campers find an object. The object doesn't need to have meaning, but it can. The object would be a symbol of how the camper sees himself as a member of the Church. You would want to discuss the object. One way to look for objects is to use a metal detector and do some "archeological hunting." Search in areas where farm buildings have stood.

   e. Campers sit down and read I Corinthians 12:12-31a. Campers identify various parts of the body Paul mentions (keep notes on a board) and clarify what the passage means. Ask the campers if they would add more parts of the body.

   f. Campers define what the parts of the body symbolize in terms of activities within the life of the Church. First, it may be necessary to talk briefly about the different functions within the Church; greeters, visitors, teachers, preachers, decision-makers, planners, leaders, lectors, liturgists, etc. Whatever

activity the campers associate with parts of the body is up to them. There is no absolute answer. The participants may use the following Bible passages for some clues for functions of various parts of the body (these may be mimeographed.):

Feet - Ephesians 6:15; Romans 10:15
Hands - Acts 20:32-35; Galatians 2:9
Eyes - Matthew 6:22-23; 13:16-17; 20:29-34
Ears - Matthew 11:15; James 1:22-25
Head - Ephesians 5:23
Nose - Genesis 2:7
Heart - Matthew 15:19; Romans 8:27; Ephesians 6:6
Mind - I Corinthians 2:16; Colossians 3:1-4

g. Once the campers have decided on activities of parts of the body, make the shape of a body with string on the floor or the ground. Ask campers to place their personal objects on the part of the body they think they belong as a part of the body of Christ.

5. Values and Faith by Larson and Larson - Values Clarification exercises that can be easily adapted to the age and setting. A good way to get at feelings. Biblical references with certain are helpful.

LEARNING EXPERIENCES - GAMES

1. Group Game. "My Life, God's Gift." pp. 38 f. Building a pyramid.

2. Group Activites. "Living with Care." p. 34. A group competition using a log or bench.

3. Group Activity. "Living for Tomorrow." p. 25 f. "Team on a T-Shirt" and "Meet a Tree." An appreciation of individualism in nature.

4. See other suggestions in Bible Study #4.

5. Variation Game - Obis. Demonstrate how campers have different physical skills.

6. Endless Rope - Nature Oriented Activities, p. 75. Knowing and using knots in a fun way.

7. One Hand Tie - Nature Oriented Activities, p. 77 Teams work to tie knots using only one hand each

8. Square Knot Gamble - Nature Oriented Activity, p. 77 Simple fun with whole group working on square knot safety line.

9. Kim's Game - Nature Oriented Activity, p. 84 Natural objects are examined and memory used to recall names.

LEARNING EXPERIENCES - ENVIRONMENTAL

1. Camping Activity. "My Life, God's Gift." p. 36 f. A food chain - an observation activity.

2. Food Chain Game - Obis. Use of popcorn, a preditor game.

3. Web Weavers - Obis. Reproduce a cob web with string art.

4. Water Breather - Obis. Currents created by fish.

5. Can fishing - Obis. Discover what kinds of aquatic organisms live in or on submerged cans.

6. Mystery marauders - Obis. Discuss plants being attacked by insects.

7. Swell Homes - Obis. A look at galls and parasites.

8. Sound Off - Obis. How animals sound. A preditor game.

9. Attention - Obis. Create a design that creates attention in a particular habitat. Adaptation is a process that improves the chances of an organism to survive.

10. Litter Critters - Obis. What type of community is under your feet in the forest?

11. Water Snails - Obis. Mark and recapture water snails to discover their preffered habitat.

12. Silent Stalking - Obis. A preditor - prey activity. Survival.

13. Shake it - Obis. Study a community or a tree or a shrub.

14. Ants - Obis. Discover the ant community.

15. Roots and Shoots - Obis. Relationship of plant with soil.

LEARNING EXPERIENCES - GENERAL ACTIVITIES

1. Camping Skills. "Living with Care," p. 31 f. Ecosystem, maps, and orienteering.

2. Group Activity. "Living with Care," p. 34. Cooperation game using a log.

3. Learn Knots. Check the media center for material.

4. A Spontaneous Activity. Peoples effect on LOMC.
   Objective: Any area can be used for only a limited time by people, for some the area will become "un" natural.

   a. Before entering an activity, ask campers to think about the the possibile affects they could have on the place, trails, etc. they will be on in the future activities.

   b. Have the campers keep this question in mind as they are walking along. Watch for signs of distruction from prior camper use.

   c. After the activity time: Ask the campers to share what effect they had on the area(s) they were in for activities. The leader can ask: What if each camper was allowed to walk anywhere he/she wished?
      How many people could do this before much of the plant life would be destroyed?
      What if students were allowed to take specimens away?
      How long would the activity area last, as it is, if campers could all make terrariums?

5. The Psychology of Consumption.
   a. Read the article.
   b. Put it into words and ideas your campers can understand.
   c. Ask the campers to develop a list of the following:
      1. All the things they purchase with their own money.
      2. Things they do that cost money to give them satisfaction.
      3. The types of gifts they give.
      4. Things they buy without thinking and planning - impulse buying.
      5. Mechanically operated devices.
      6. The things they do to make them feel good.
      7. The names of the industries that produce the things they buy.

      (The leader may want to generate just a few of these lists. Or their lists can be generated every once in a while through the day.)

   d. Review each list for #'s 1-6 and put a C-Consumer or R-Resource in front of each item.

Consumer is one who lets someone else make. Resource is when a person uses their own industriousness and/or ingenuity to produce the item or fulfill the task. Some items may be marginal, i.e. they have both a C and R. (One can note ~~their~~ there is a depending upon others.)

e. On the next day return to this exercise and note which C's can be changes to R's and how that can be done.

f. For #7 see if campers are aware of the companies behind their products. The necessary information isn't in the camp resources, but campers may want to check out the main industries when they get home.

6. Develop some home made instruments and organize a band.

7. Begin a major solar or wind project.

ARTS & CRAFTS

1. Creative Craft. "My Life, God's Gift." p. 37 f. Coat of Arms.

2. Creative Crafts. "Living with Care." p. 32 f. Shields and Candles.

3. Make soap. See other resources for materials and procedures.

4. Choose practicing with other "Home Industries" in the Old Fashioned Recipe Book by Carla Emery, pp. 464-501.
   - Cornhusks
   - Wool
   - Braided Rugs
   - Soap
   - Tanning
   - Candles
   - Gourds

5. Woven baskets, etc. from oak sapplings. See Fox Fire Book 1.

6. Patches, "Odds and Ends," Activities for Your Christian Family, pp. 50-55.

7. Seed pictures. Ibid. pp. 18-22

8. Make a project from Newspaper Everything.

LEARNINGS FROM VARIOUS CAMPS

RUSTIC

ATHIETIC

MUSIC/ARTS

SPECIALTY-
EQUESTRIAN

OTHERS

SESSION III

TITLE: Making a Difference

INTENTIONS.

1. Given the Christian person is a new creation each day identify how one makes a difference in the world.
2. Look at meaning of self-worth.
3. Understand the meaning of love as a way to make a difference.
4. Look at the types of choices one makes to affect the world in which we live.

WORSHIP & DEVOTIONAL EXPERIENCES

1. Morning Watch for Juniors. "My Life, God's Gift." p. 23 f.
   A study of Psalm 8 with a letter of thanks to God.

2. Worship for Juniors. "My Life, God's Gift." p. 77 ff.
   Several ideas for "Making A Difference." Need to adapt to mid-week use.

3. Morning Watch for Junior Highs. "Living with Care." p. 63 f.
   Ephesians 1:3-12, a look at God's "plan" for each one of us.

4. Worship for Junior Highs, "Living with Care." p. 72 f.
   Psalm 136 used with a litany.

5. Morning Watch for Senior High. "Living for Tomorrow." p. 53 ff.
   Ephesians 1:3-10, with Humpty Dumpty Story.

6. Worship for Senior High. "Living for Tomorrow." p. 61 ff.
   A litany and worship outlined for the theme.

7. Celebrate the impact that each person has already made in your group. Share "Warm Fuzzies" about each persons gifts to the group.

8. "Celebration for Butterflies": Based on II Corinthians 5:17-20.

The object of this experience is to celebrate that we have been made into new people through our union with Jesus Christ. This experience can be done several ways.

1. If a small group:
   a. Hunt for a butterfly cocoon or a gall. Gather around it. Talk about the various stages of a butterfly or gall: egg, caterpillar (larva); chrysalis (puppa); and winged animal. Talk about metamorphasis - movement from an old life to a new life.

   b. Sing "I Am the Resurrection and the Life."

   c. Read or paraphrase II Corinthians 5:17-20 using the images of the RSV. The TEV is helpful, too. Ask the campers to listen to how the Christian is described:
      New Creation
      Ministers of Reconciliation
      Ambassadors of Christ
      Help the campers discover these phrases by reading slowly, maybe several times.

   d. Give campers an opportunity to discover the meaning of these phrases:

      NEW CREATION - Lay down on the ground. Roll up into a tight ball, wrapping arms around leggs. Squeeze hard. Then gradually

release and let the body relax. Lie still and be silent for awhile. Can the campers describe their feelings? How do you think butterflies feel?

MINISTERS OF RECONCILIATION - Arrange a little skit in advance to be done by a couple of campers. It may be more fun to let the skit be a surprise to the rest of the campers. The skit could be an incident that could happen in a camper-group situation where two or more campers start fussing with each other, A third party would intervene and the problem settled. Talk about the skit and delve into the meaning of reconciliation. May need to talk about the courage it takes to be a minister of reconciliation. Risk taking - courage in Christ.

AMBASSADORS FOR CHRIST - Since we are a new creation, bring peace to others, we speak on Christ's behalf. Tell the campers they have been selected by Jesus to speak on His behalf to the rest of the group. Ask the campers to sit in silence and decide what they would say and how they would speak. Then the campers speak to the group, standing or sitting in front of or behind the group. Explain that this is what it means to be an ambassador.

2. If a large group:

a. Before going to the place for worship have the campers play "Break Out." They can start in their own groups. They can also play "Break In," with another group after breaking out of their group.

b. Ask everyone to find a partner. The dyads stand back-to-back and sing:

Refrain:

People need people in every small way
People need people to love everyday.
I'm on my island lonely at heart
I'm on my island oceans apart.

(Dyads turn and face each other, hold hands)

You cross your island, hold out your hand
I'll cross my island, we'll walk hand in hand.
Refrain.

While singing the Refrain the dyad finds another dyad. Everyone stands back to back and sings"

We're on our islands . . .

During the refrain, the quartet finds another quartet. They all stand back-to-back and sing:

We're on our islands . . .

This activity continues until there is ultimately one big circle.

c. A leader steps into the center of the circle and calls everyone to gather around. The leader speaks on behalf of Jesus calling the attention of the campers to the fact that God has given the Spirit to us to be new people.

d. Go to the site for the worship. Sing "I am the Resurrection and the Life."

e. Read II Corinthians 5:17-20.

f. Ask campers to lay down on the ground and roll up into a ball. See Id. Talk about butterflies feeling freedom. Then talk about being friends, and then the role of the Christian in speaking on Christ's behalf.

BIBLE STUDIES

1. For Juniors. "My Life, God's Gift. p. 69 ff.
Mark 4:35-41. The story of Jesus calming the storm and the idea of a "Kristkind."

2. For Junior Highs. "Living with Care." p. 64 ff.
Mark 4:35-41 and "secret sign" to communicate messages.

3. For Seniors. "Living for Tomorrow." p. 55 ff.
Colossians 1:15-20 with stories from other people of their struggle.

4. Paul's Conversion:

A study of Paul's conversion in Acts 9 is the study of a person whose life style was changed by an encounter with God-near and God-at-work. It is a dramatic story relating an experience that is not common to most Christians.

1. Introductory Experience. Take the campers on a long hike. As you walk along do several exercises that make use of the senses:

   Smell
   Taste
   Look (use a magnifying glass)
   Feel
   Listen

   Use this particular order. For suggestions for things to do refer to Steve Van Matre's Acclimatizing and Acclimatization.

2. Bible Study:
   a. Tell the campers that Bible characters have had experiences with God in the out-of-doors, e.g. Moses (Exodus 3:2) and Jacob (Genesis 32:22-32.) Paul is another person to have an experience with God as he walks the road to Damascus.
   b. As you walk along ask the campers to choose what places may be good for God to encounter a person. Tell why. Look at several possibilities.
   c. If you can select a place upon which most of the group can agree, where God may reveal Himself.
   d. Read Acts 9:1-19 together. Help the campers understand the story. Ask the campers to reconstruct the story.
   e. Talk about what happened to Paul. He lived one way and thus his life was changed.

3. In the process of adaptation the natural world is given things to enable blending into an environment to protect them. God in His grace has made it possible for us to be covered by forgiveness rather than exposed by the law.

As the Spirit's gift protects us so the Spirit gives us a distinctive life, a unique way of life.

To experience this do "attention" under Learning Experiences - Environmental . When completed ask the campers what makes a Christian person distinctive. Let the campers generate a list of the things that describe the character of the Christian person.

You can have the campers turn to Galatians 5:16-26 to observe the characteristics of the Spirit-filled life.

4. Van Matre, Steve, Acclimatization, 1974, American Camping Association, Martinsville, p. 80-81, 96-97.

LEARNING EXPERIENCES - GAMES

1. Group Game. "My Life, God's Gift." p. 77.
   Using relay games to show individual significance.

2. Create a _____, a machine that has everything intricrately related to complete a simple task.

3. Get your group together to put up a High-Tree-Mark. One person with a piece of marking tape is lifted upon the others to put the mark as high up as they can go with out breaking the link with the ground.

Bear Claw

LEARNING EXPERIENCES - ENVIRONMENTAL

1. Make attention designs. This is a craft each camper makes for someone else. Give each camper a card asking for this information:

   Name:

   Favorite color:

   Pick one of these patterns:

   --checks --spots --stripes --rectangles --triangles

   Choose a habitat:

   --grassy --leafy --rocky --other

   Place these in a hat. Each camper draws one, not his or her own name. They keep the name on their card secret. On sheets of paper, using felt-tip pens, campers make a design using the color and pattern on the card, plus one color of their own choosing. It should be as attention-getting as possible in the habitat indicated.

   When done, display the designs in thie intended habitats. Choose the most most attention-getting. Distribute them to the persons for whom they were made.

   For more details, see "Attention," Outdoor Biology Instructional Strategies, op. cit.

   You can discuss how Christians need to stand out from their habitat, through bright designs created of Love, hope, and caring.

2. Camping Skills. "Living with Care." p. 67 ff.
   PIanting a tree or plant and devising equipment to measure height of trees.

3. Group Activity. "Living with Care," p. 71 f.
   Animal noises point out variety and arranged by sizes.

4. Sticklers. Obis. Habitat and Distribution.

5. Too Many Mosquitoes. Obis. Alternatives to pesticides.

6. Sensory Hi-Lo. Obis. Using senses to investigate the physical factors of an area. Note all the things that affect an area.

7. Junk in th Box. Obis. Is man-made litter really pollution?

8. Curio Collection. Nature Oriented Activities. P. 82. Leader gives the group the name of something to be found, for example, a stump of a tree more than one hundred years old or a tree struck by lightning. The individuals scatter to find the object, the first person finding it calling the rest of the group to see the curio. The leader then names the next object to be searched for.

9. Love a Plant. Each camper selects a small plant. They are to spend time observing it, getting acquainted with it, etc. Take at least five minutes. Ask the campers if they want to take any special activities to express their love for the plant. Talk about feelings. What went through the campers' minds? Was there a change in attitude about the plant, other plants, people? Do they want to revisit their plant? What does love mean in this instance?

LEARNING EXPERIENCES - GENERAL ACTIVITIES

1. Camping Activities. "My Life, God's Gift." p. 74 f.
   Doing a conservation project and the learnings through it.

2. Group Activities. "Living for Tomorrow." p. 57 ff.
   An all night vigil (or late night) with definite goals in mind.

3. Through the Day. "Living for Tomorrow." p. 59 ff.
   Some interesting facts and figures on personally dealing responsibly with the environment.

4. Through the Day. "Living for Tomorrow." p. 27 ff.
   Personal Commitments "Shakertown Commitment."

5. Dealing with issues of the 80's, in Illinois. Review information on such topics as:

   Hazardous Waste
   Trails
   Clean Air
   Bottle Bill
   Nuclear Waste
   Water Resources
   Natural Areas
   Coal Mining
   Heavy Trucks
   Responsible Land Use
   Renewable sources of Energy
   Energy Conservation

   All these issues are future issues more so then they are present. What can campers do about these things? Talk about it.

ARTS & CRAFTS

1. Creative Craft. "My Life, God's Gift." p. 75 f.
   Kristkind gifts, suggests symbols from activities.

2. Creative Craft. "Living with Care." p. 70 f.
   Suggests several ways to proclaim learnings: funny rocks, stewardship reminders, leaf banners.

3. Piece of Junk. Find a piece of junk and decorate it; not necessarily to make it functional, but attractive. A tin can is often a fascinating object.

4. Make a pen from afeather and ink from one of the prevailing berries at the camp site. See instructions for a pen, below. Consult a book on dye making for directions for making ink. One such book is The Complete Illustrated Book of Dyes from Natural Sources, Arnold and Connie Krochmal, 1974, Doubleday & Company, Inc., Garden City, New York.

5. Litter Study. If one goes out intentionally to see what impact litter has had on the environment often interesting things can be seen. (Trees grow through cans, papers decompose into soil, etc.) Then you can pick it up.

LEARNINGS FROM VARIOUS CAMPS

RUSTIC

ATHLETIC

MUSIC/ARTS

SPECIALTY-
EQUESTRIAN

OTHERS

SESSION IV

TITIE: GRACE-FULL

INTENTIONS.

1. Finding pleasure in God's gifts the Christian lives thankfully in the world.
2. Learn to live in a forgiving matter with the human and non-human communities.
3. Identify some actions one can take to care for the resources of the land.
4. Become familiar with unconditional love.

WORSHIP & DEVOTIONAL EXPERIENCES

1. For Juniors. Morning Watch. "My Life, God's Gift." p. 20
   Psalm 12:7-8; Talking about caring for one another.

2. For Juniors. Morning Watch. "My Life, God's Gift." p.21
   I John 4:19-21; One gift from God is His love for us.

3. For Juniors. Worship, "My Life, God's Gift." p. 56 f.
   Ephesians 3:14-21; Our relationship to the world through our relationship to God.

4. For Juniors. Worship. "My Life, God's Gift." p. 66 ff.
   John 15:1-17; A backdrop for worship celebrating love for one another.

5. For Junior Highs. Daily Watch, "Living with Care." p. 37 f.
   Psalm 121; God gives confidence in troubled times, and helps us cope with our fears.

6. For Junior Highs. Daily Watch, "Living with Care." p. 51 f.
   I John 4:16-21; Remembering God's love for us.

7. For Junior Highs. Worship, "Living with Care." p. 46 ff.
   Ephesians 3:14-21; God's love cares for our world and the people in it.

8. For Junior Highs. Worship, "Living with Care." p. 61 f.
   Ephesians 2:4-10; the greatness of God's love as shown in His gift of salvation in Christ.

9. For Senior Highs. Daily Watch, "Living for Tomorrow." p. 31 f.
   Psalm 121; God works as a "protector."

10. For Senior Highs. Daily Watch, "Living for Tomorrow." p. 41 f.
    I John 4:16-21; God's love is like . . .

11. For Senior Highs. Worship, "Living for Tomorrow." p. 38 ff.
    Ephesians 3:14-21; Structure for worship based on responsible lifestyle.

12. For Senior Highs. Worship. "Living for Tomorrow." p. 49 ff.
    Mark 16:1-7; Spirit and Church alive in our lives.

13. "The Forgiveness Ball," based on Ephesians 4:25-32.

Assemble the campers in a circle. Sing a few songs. Talk about what it is like to live closely together especially with people you live with for only one week in your life. What are the joys? Sorrows? Good things? Difficult things? Have there been problems for the group in terms of life together? Can the campers identify what the problems are?

It is not necessary in this exercise to hang out dirty linen, but it is important that the group recognize the needs of forgiveness. Read or relate Ephesians 4:25-32. Does this passage mean anything to the campers.

Before hand, roll a skein of yarn into a ball. The ball is introduced at this point. The leader identifies it as a "Forgiveness Ball." Explain the process and object of this activity.

The first person holds the end of the yarn and tosses the ball to another person. The next person takes hold of the string and tosses the ball to someone else. This continues until everyone is "on the string."

Because this experience is non-verbal the leader might suggest that campers may want to ask each other when alone why they tossed the ball to the person they did.

When everyone is "on the string", look at the disign of the yarn. It may be opportune to pick up the notion from the previous day about interdependence and interaction. Forgivemess is one of the major ways the Christian community interacts within itself and with the world. If campers are familiar with the "web of life" you can talk about how forgiveness in the human community is what ties things together. Without it there is chaos, not order.

Sing a song of joy and carefully roll up the ball of yarn. Treat the experience with reverence.

Close with a benediction which expresses the desire that the Holy Spirit not be made unhappy by our behavior.

BIBLE STUDIES

1. For Juniors. Bible Study, "My Life, God's Gift." p. 43 ff.
   Ruth 2:1-12; Ruth's faith and action took courage and conviction.

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2. For Juniors. Bible Study, "My Life God's Gift." p. 59 ff.
   John 3:15 and I Corinthians 13:1, 4-7; a discussion on love.

3. For Junior Highs. Bible Study, "Living with Care." p. 38 ff.
   Ruth 2:1-12; discussion of gleaning, with a couple of conservation suggestions.

4. For Junior Highs. Bible Study, "Living with Care." p. 52 ff.
   John 3:16, I Corinthians 12:31-13:13.

5. For Senior Highs. Bible Study, "Living for Tomorrow." p. 42 ff.
   John 3:16 and I Corinthians 12:31-13:13; working with the word LOVE, and how it manifests itself.

6. For Senior Highs. Bible Study, "Living for Tomorrow." p. 32 ff.
   Ruth 2:1-12; Loving and caring relationships.

7. Bible Study., As an introductory activity, play the "Preditor Game."
   a. Some simple concepts --
      carrying capacity - the amount of life an area is capable of sustaining without depleting resources.
      food chain - who gets what and/or who eats who.
      habitat - ones home.
      niche - ones occupation (or how you make a living)
      energy units - invented for this game to show all energy comes originally from the sun, is transferred to plants, rabbits, man, etc. with a loss of energy in each transfer.
   b. Playing areas - large area surronded by trees.
   c. Playing time - 30 to 45 minutes (including discussion etc.)
   d

Players.	15 Players	22 Players	30 Plauers
2/3 Rabbits	10 Rabbits	14 Rabbits	20 Rabbits
	2 families of 4	3 families of 4	5 families of 4
	1 family of 2	1 fam ily of 2	
3/15 Foxes	3 foxes	5 Foxes	6 Foxes
	fam-2 adults	fam - 2 adults	fam - 2 adults
	1 pup	2 pups	2 pups
		1 adult	2 adults
2/14 Man	2 men-adults	3 men-adults	4 men-adults

e. Necessary equipment--
--slips of paper for players to draw.
--whistle
--Volleyballs or rubber balls
--Grass unit markers (possibly red flag tied to stakes)
Rabbit, fox, and men units--different color tails.
--Habitat markers--plastic flags in these colors for rabbits, foxes and men. The habitat markers should match their grass unit markers in color.

f. Available energy units.

15 Players	22 Players	30 Players
40	60	80
26 grass units	38 grass units	50 grass units
10 rabbit units	14 rabbit units	20 rabbit units
3 fox units	5 fox units	6 fox units
1 man unit	3 man unit	4 man unit

Game instructions.
a. Explanation of concepts - 5 minutes
b. Draw slips and group into families - 2 minutes
c. Pass out or verbally give instructions for the three groups - rabbit, fox, man - 3-5 minutes
d. Send families out with marking tape to tape habitat.
e. Blow whistle to begin game.
f. Blow whistle to end game.
g. Discussion.

Rabbit INstructions

a. Your family has 3 minutes to find and mark your habitat (in your case a habitat is a burrow) in the prairie. Rabbit burrows often have several entrances (remeber Watership Down?) and are built in areas allowing movement on all sides so you can come and go quickly in case of emergencies. Your natural enemy, the fox, may not come into your burrow. You will be safe there. However, the fox may wait outside of your entrance.

b. When the whistle blows your family mambers may go to work collecting grass energy units in the prairie. Your niche (occupation) is to collect these units and to return to the burrow with each unit you collect.

c. Each rabbit in your family needs 2 units to survive and each rabbit may gather units only for himself. Your goal is to have each rabbit get the 2 units needed for survival

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plus one additional unit. Members of your family who get three or more units are considered winners. Those who get tow units a piece are considered survivors. Those who get less than two have not survived.

d. While collecting your grassy energy units in the prairie beware of your natural preditor (enemy) the fox. If the fox tags you, you must surrender your rabbit energy unit to him and return to the meeting place until the end of the game. Grass energy units that you are carrying at the time you are caught should be left on the prairie. Those that are safe in the family burrow are not returnable to the field, but they should be picked up and saved by you.

e. Also beware of man who may put you out of the game by hitting you below the waist with a ball. The same rule applies to the energy units as with the fox.

f. The game ends when the whistle blows. All players return to the meeting place.

Fox Instructions.

a. Your family has three minutes to find and mark your habitat (in your case the habitat is a den) on the edge of the forest. In deciding where to put your remember that you do not want to be highly visible to man (whom you do not trust) and that you may need several entrances and exits to your den. You are safe in your den, but man may wait outside your den for you.

b. When the whistle blows the game begins.
   1. Your niche (or occupation) during the game is to collect rabbit energy units by tagging rabbits and collecting their markers.
   2. You may collect 2 rabbit energy units for yourself and for each of your pups to make sure that you will survive.
   3. One parent must be home with the pups at all times.
   4. You must return to the den after each rabbit unit collected. Each family member must have one unit designated to him before any family member goes on to two.
   5. When all family members have 2 units the pups are considered adults and may do theor own hunting.
   6. Your goal is to collect 3 units a piece to win or 2 units a piece to survive. Those having less than 2 do not survive.
   7. While hunting rabbits beware of man who may be hunting you. If he hits you below the waist with a ball you

have not survived and are out of the game. You should surrender your fox energy unit marker to him, collect any rabbit units designated to you at your family den and return to the meeting place.

8. The game ends when the whistle blows and all players should return immediately to the meeting place.

Man Instructions.

a. You have three minutes to find and mark your habitat (in your case your home, vacation trailor, tent, motel, etc.). You need not take any other animals into consideration as you have no fear of them. Each man builds his own habitat.

b. When the whistle blows the game begins.

c. Your niche (or occupation) during the game is to compete against each other and try to get as much of the natural resources for yourself. You can do this in the following ways:
   1. Gather grass energy units.
   2. Collect rabbit and fox energy units by hitting rabbits and foxes below the waist with a ball and collecting their markers.
   3. Collect all kinds of energy unit markers by tagging your fellowman and putting him out of the game and taking his markers.

d. Your goals are:
   1. To build a large parking lot on this prairie by collecting 10 grassy energy units.
   2. To collect at least 3 rabbit units to prove what a good hunter you are.
   3. To collect at least one fox unit so that you can have a fox hat.
   4. To take whatever measures necessary to see that you have more that your fellow man. Winning is everything.
   5. If you are put out of the game by another man or the whistle blows signalling the end of the game go immediately to the meeting place.

2. When the game is over talk about the experience. What happened? What can be learned about predators? Is the game true to life? If not, what rules shoudl be changed to make the game true to life? If and when the game is true to life, is this the way life should be? If not, how would the campers change the rules to make the game the way life should be? (It may be necessary to change the goals of the man, though rules may need to be changed, too.).

3. Find a quiet place to sit down. Talk about the intention of God to deal with our sinfulness. There are two responses God has made to man. Ask the campers to read Romans 3:19-26 and answer what God's two reponses are to sin (Law and forgiveness).
Look at the passage more closely:

verse 20 -- What does the law show? (our sin)
verse 22 -- How does God put people right with himself? (through the death of Jesus)
verse 23 -- What has everyone done? 9sinned)
verse 24-26 -- How are people put right with God? (through the death of Jesus)
What does it mean to be set right with God? (to be forgiven.)

It may be necessary to discuss the meaning of sin. Two definitions that can be experienced are: missing the mark (do some archery) and disobedience or rebellion (certainly there have been illustrations of this during the week so far).
Summarize: the law shows us our sin and forgiveness covers us.

3. Reenforcement experience:

a. Each camper finds a natural object <u>or</u> give them a vegtable <u>or</u> develop some interesting plaster casts a day or two in advance. Paint the objects with white acrylic. While waiting for the objects to dry note how the white makes the objects stand out. How sucessfully can these objects be hidden? Law is like the white paint. It shows us our sins.
b. Tell the campers these objects are to be used to make an animal that can survive in a particular habitat. Give them paint, toothpicks, cotton, etc. Divide the campers into groups of 4 or less. They are to go to a particular area as a small group and study the habitat and the type of animals found there. The campers are to take the materials and create and animal that properly shaped and coloered can be camouflaged in this particular habitat. When the groups are through, they are to go to each other's areas to try to find their "invented animals." The camouflage is like God's forgiveness; it covers us to protect us.
c. When the discoveries have been made, ask the campers if there are any parellels between the way God camouflages animals so they can be protected and the reason God forgives people.
d. Is it obedience to the rules that keeps the group together or is it the spirit of forgiveness?

LEARNING EXPERIENCE - GAMES

1. For Juniors. Group Games, "My Life, God's Gift." p. 66.
   "Love Tag" - maybe use the Hocker ball instead of a Frisbee.

2. For Junior Highs. Group Activty, "Living with Care." p. 45 f.
   "Trailing" a game for teams to learn tracking and observation skills.

3. For Junior Highs. Camping Skill, "Living with Care." p. 57
   Cooperation activities: Hold a cookout, do tam orienteering.

4. For Junior Highs. Group Activity, "Living with Care." p. 59 ff.
   Activities encouraging cooperation and teamwork.

LEARNING EXPERIENCE - ENVIRONMENTAL

1. For Juniors. Camping Activity, "My Life, God's Gift." p. 47 ff. Foraging meal, sun tea.

2. For Juniors. Group Games, "My Life, God's Gift." p. 51 ff Food chain Game - fun and learning - some preperation needed.

3. Silent Stalking - See Session II

4. Hold It. OBIS. Structures of animals that allow them to survive in running water.

5. Adaptation - Preditor - Prey. OBIS Preditor devices

6. A Better Fly Trap. OBIS. One method for controlling flies. Does preying have a place?

7. Crawdad Grab. OBIS. Fishing. A preditor activity.

8. Attract a Fish. OBIS Same as above.

LEARNING EXPERIENCES - GENERAL ACTIVITIES

1. For Juniors. Camping Activity, "My Life, God's Gift." p. 63
   Campout Activity as an exercise in cooperation.

2. For Junior Highs. Camping Skill, "Living with Care." p. 41 f.
   Campout with a little structure to make it a real lesson in getting by with less and determining necessities.

3. For Junior Highs. Creative Craft, "Living with Care." p. 43 ff.
   Several items to create; Crafts from recycled cans, solar tea, beans sprouts, experiment with solar cooking.

4. For Senior Highs. Group Activity, "Living for Tomorrow." p. 35 f.
   "Food for Work" concept

5. For Senior Highs. Group Activity, "Living for Tomorrow." p. 36 ff.
   Unfinished sentences, fantasies and rankings - food for thought, reflection and growth.

6. For Senior Highs. Group Activity, "Living for Tomorrow." p. 45 f.
   "Mock Advertisements." - be fun and creative. Make ads for differing lifestyles and life options.

7. For Senior Highs. Through the Day, "Living for Tomorrow." p. 46 ff.
   "Gift giving" and exploring its meaning. Also Worksheet on some interesting have/have not facts about the world.

ARTS & CRAFTS

1. For Juniors. Creative Craft, "My Life, God's Gift." p. 49 ff. "Junk Mobiles" and "Sand painting candles."

2. For Juniors. Creative Craft, "My Life, God's Gift." p. 63 ff. "God's Eyes" - some history and directions.

3. For Junior Highs. Creative Craft, "Living with Care." p. 57 ff. Symbols of God's love - "Luther's Rose" discussed.

IEARNINGS FROM VARIOUS CAMPS

RUSTIC

ATHIETIC

MUSIC/ARTS

SPECIALTY-
EQUESTRIAN

OTHERS

SESSION V

TITIE: Not Alone.

INTENTIONS.

1. Given that the Christian is a part of a victorious community, give campers an opportunity to sense each as a winner.
2. Identify that the Christian stands with the risen Christ and fellow Christians and does not stand alone, (though some actions one takes makes one feel lonely.)
3. Prepare to go home with
   a. new insights about self
   b. plans to change ones life style (a little)
   c. an understanding that the Church back home is a viable support system.

WORSHIP & DEVOTIONAL EXPERIENCES.

1. "Be Aglow with the Spirit," based on Romans 12:11 (RSV)
There is an opportunity as you come to the end of the week to celebrate what has been happening within the camp community. The worship experience can be done one of those unique opportunites.

Several methods can be used:

a. Prepare the campers for the worship experience by asking them to write a short poem that summarizes the week. To assist the campers tell them to write a list of things about which they feel excited from this week. Using this as raw data they write their poems.

b. Do the same as above but by dyads, triads, etc. Work on a poem.

c. Sit around the campfire and share the things that happened this week.

d. Ask the campers to vote on:
The best thing that happened in camp
The most meaningful thing that happened
The most important learning from the Bible.

e. Each camper is to bring a small "memory" stick to the closing campfire. Sit quietly around the fire and think through the week. The leader guides the campers with general and specific questions and statements so the campers can relive the week. When this is over the campers are to think about the highlight for the week for themselves for which they would like to thank God. As each camper thinks of a highlight he/she walks to the fire and tosses in the memory stick. The campers prayer of thanksgiving for many good memories.

f. A more elaborate experience can be planned with some of the above elements. Candles can be used in a processional. Groups can begin at various locations and converge at one place.

g. A campfire service can conclude with a candle light processional.

h. A song fest with candles, flashlights, or torches can be done.

2. Daily Watch, "Living for Tomorrow." p. 41.
I John 4:16-21; sharing and reflection sentences on love. They can be turned into action statements: "When I love someone I . . ." "I can love people at home by . . ."

3. Have kids start to talk about being at home. Has camp been a good experience? What has made it good? Do they know that LOMC is an extension of their home churches? A Christian community is waiting there for them, too. The Church is alive through Christ's Spirit: Matthew 28:18-20.

4. Fantasy. As individuals and then in small groups, have campers do the following fantasy exercise:

   After a medical checkup, your doctor tells you he discovered a disease which gives you no more than 6 months to live. That same day you receive in the mail word that a distant relative died and has left you $10,000. Plan your next 6 months.

   After sharing in small groups, have each person look at his plans from the following perspectives:

   -- What does this say about what I value most?
   -- What does it say about my belief in life after death?
   -- What does it say about my life -- right now?

5. Design the ideal Community. Divide your group into smaller teams of four or five members. On a sheet of paper, ask each team member to write five things he or she believes to be the most desirable traits in a congregation. (Be sure to keep them thinking in terms of attitudes and climate, rather than material things, such as a gymnasium or comfortable pews). Have individuals share their work in teams and develop a team list. Later, share the team lists. Discuss what elements of the ideal communities are found at home.

6. "Celebration for Butterflies."
   Based on II Corinthians 5:17-20, this experience celebrates God's act of making us new people through our baptismal union with Jesus Christ.

   Hunt for a butterfly cocoon or a gall. Gather around it. Talk about the various stages of a butterfly or gall; egg, caterpillar (larva), chrysalis (pupa), and winged insect. Talk about metamorphosis - movement from an old life to a new life.

   Sing "I Am the Resurrection and the Life," or a similar song.

   Follow up by reading or paraphrasing II Corinthinas 5:17-20 from the RSV or TEV. Ask the campers to listen to how the Christian is described as a new creation, as a minister of reconciliation, and as an ambassador of Christ. Read slowly, perhaps two or three times, and give clues to help campers capture these images.

   Next, explore the meaning of these images. Here are some experiences to illuminate each image.

   New Creation -- Lie down on the ground. Roll up into a tight ball, wrapping arms around legs. Squeeze hard. Then gradually release and let the body relax. Lie still and be silent for awhile. Can the campers describe their feelings? How do you think butterflies feel?

   Ministers of Reconciliation - Arrange a little skit in advance, to be performed by a couple of campers. Let the skit be a surprise

to the rest of the campers. The skit could portray an incident in a camper-group situation where two or more campers start arguing with each other. A third party intervines to settle the problem. Talk about the skit and delve into the meaning of reconciliation and the courage it takes to be a minister of reconciliation. Explain risk-taking as courage in Christ, given us by God's Spirit.

Ambassadors for Christ - Since we are a new creation, bringing peace to others, we speak on Christ's behalf. Tell the campers they have been selected by Jesus to speak on his behalf to the rest of the group. Ask the campers to sit in silence and decide what they would say and how they would speak. Then let each camper speak their message to the group, standing or sitting either in front of or behind the group. Explain that this is what it means to be an ambassador.

Close the worship by having campers offer sentence prayers while holding hands in a prayer arch.

BIBLE STUDIES

1. Find the seeds planted in the "Field of the Spirit." On the last day tell the campers to "harvest" their seeds. It may take a while to find them. When the seeds are found the campers look at their own messages. Tell them to put their messages in the order of importance to them.

   Read Galatians 6:7-10, preferably from the TEV. What in this passage speaks to the experience of "Planting Seeds in the Field of the Spirit.? Look at these passages carefully:
   1. What does reap mean?
   2. What happens when you plant in the field of the Spirit?
   3. What do you reap from the field of the Spirit?
   4. What are the seeds that we plant?
   5. What is the opposite of the field of the Spirit?

2. FUNGUS AND US.

   a. Wander in places preidentified by the SGL to find various types of fungi. Discover at least four types, especially ones that are different because of where the fungi are located. (It may be interesting to find as many different types of fungi as there are participants in the group.)

   b. If ther is no great disruption, try to collect the specimans and note where the various fungi are found, (host, in shade, on a hill, which side of hill, other charactoristics of the area).

   c. Be sure that the group understands such things as:
      spore
      moisture
      host, etc.
      (Conditions must be right in terms of humidity and tempurature as well as the planting of spores in the "right" type of host for fungi to grow. It may be necessary for the SGL to become familiar with fungi. Be sure to know the difference between fungi and lichen.

   d. Talk in whatever depth you can and whatever depth your campers can understand about how the spores that emit from one fungus are enough for growing billions of fungus. (To demonstrate spores, the SGL can put a piece of fungus on a piece of black paper and cover with a glass jar for several hours.) Note that only some of the spores borne in the air and water find the right humidity and tempurature to develop.

   e. (Optional: If you have one fungus for each person in the group, have each person in the group select one fungus that represents who they are, and then show why the fungus was chosen.)

f. Note that your small group is like a fungus and each member of the group os like a spore set free to be planted elsewhere when they leave camp. Based on the camping experience up to this point, what would the campers consider to be the "host" and the type of "climate" necessary for them to survive and grow when they return home? Who can help them be a responsible Christian Steward in their home situation? List the possibilities. Which of the possibilities has the best potential? (Hopefully someone said the "Church". This is where we are pointing with this experience. If it is not mentioned, the SGL may need to say it. For some the church and stewardship of life have no connection emotionally nor intellectually.)

g. A game: Breakout. This can be played at any point for the sake of fun or now to deepen the learning or both.

The campers form a circle by locking arms. One person stands in the center of the circle and attempts to break out. The person can use paaive techniques by asking the group to let him/her out or can actively force oneself out. Once everyone who wants to has tried it, you can play "breakout" which is simply the reverse.

Talk about the game individuals preferred and why. Did the campers know what to do once they broke out? Though they felt free did they have anywhere to go? If they did, where would they go? Can we always feel free by not being related to anything? Was there comfort when a person was able to break into the group and be a part of it?

If your group is large enough you can divide in to two groups. The person who is to break out of the group must also break into the other group.

h. Read Ephesians 4:1-7 and 11-16 in depth. Use one of the appropriate Bible Study processes in the handbook. Note several things:

vs. 1 = To what did God call you? (The community of faithful, the church)
vs. 2 - How does one show love in the Church? What is another word for tolerance? (understanding)
vs. 3 - The peace that binds together is not wartime pacifism but active reconciliation.
vs. 4 - The chruch is an organism (body) and the embodiment of the Spirit,
vs. 5,6- These are components of the Church
vs.7 - Each person has been given a talent.
vs. 8-10- Can be omitted without loeing any meaning. If anything the verses tend to confuse.

vs. 11 - What are the gifts?
vs. 12 - Why does God give these gifts?
vs. 13 - The church at mission and ministry is a group of people who do Christ's work in the world.
vs. 14 - This community is like a solid fortress.
vs. 15 - How do the people within the community treat each other?
vs. 16 - The Church is the body of Christ and is nurtured by love.

Help the campers see this passage as a description of what the local congregation is intended to be like.

Campers may not feel the local congregation to which they belong is like this description. It is the SGL's task to help the camper make positive statements about the Church and develop a positive understanding about their congregation. The campers might also talk about positive steps that they might take when they return home.

(If a group wants to talk about how their congregation is not like the one in Ephesians, ask the campers to compose a list of all their "complaints". Group these "complaints" together to compose maybe three or four major ones and then ask the campers what to do to change these negatives to positives. What should the camper do.)

i. Play "Sardine". One person goes off to hide while the rest of the group covers their eyes. A perimeter might be established. The group looks for the hidden person and hides with her/him in the same spot. Game is over when everyone has found the hidden group.

You can play this for fun or as a learning game. What does the game say about: The Church?
Attitudes in the group toward those who found the group last?
Rejection/acceptance?
Etc.

j. Sit down with the group and talk about the fact campers are going home and there may be somethings that pwoplw would like to say to each other as words of departure. Maybe they'd like to write a note to the group.

To get into this you can ask the group to reflect on all the activities done up to this point since everything has had something to do with going away and going back home.

k. Read John 14:15-31. Describe this passage as words of Jesus as He anticipates departing from His disciples. Note several things: First, He is sending the Spirit.
(what words does He use?)
Second, If you <u>love</u> Him you will <u>obey</u> Him and He will <u>disclose</u> Himself to you. (Note the order of the underlined words.)

You have someone with you, the Spirit. However, to know His direction for you, you must continue to <u>love</u> Jesus Christ and <u>obey</u> Him. This is best done in the life of the Church.

l. Some ideas campers can explore for things to do when they get home are found in the article from Learning With, "Educational Ministry - The Entire Community Is Involved", by Hawkins. Reflect upon the entire week and help the campers decide upon a commitments to some type of positive action in the Church.

"Our task is to find ways where the whole body of Christ can function so that members are not separated."

Educational Ministry:

JEFFREY L. HAWKINS

■ One summer I was asked to preach in a church where the pastor was on vacation. After preaching I was invited to the youth education class. The first thing they did was discuss their "projects" for the week. Each week, each person was to choose one or two things they did during the week which they considered mission or ministry. The projects were discussed and affirmed, and were related to the work of the church and to the gospel of Jesus Christ. Though I was not forewarned, it was assumed that as a Christian I was certainly involved in the mission and ministry of the church on a daily basis, and I was also asked to share a "project" from the past week. I wasn't sure what to say, but I said something anyway. And my project was affirmed and celebrated. We used ourselves as timely resources along with the important traditional resources of the faith in order that our growth in the body of Christ might continue. We used ourselves as a part of the pastoral and educational ministry of the church in which the entire community is involved.

If we agree that a fundamental resource for teaching Christian life and faith is the people of God, and if we are willing to accept that this implies that teaching and learning occur even outside the classroom, we leave ourselves open to consider a confirmation program which takes on the broader dimensions of a pastoral and educational ministry of the church.

Learning-by-Doing Mission

We learn best by doing. Confirmation students and all people in the church need to grow in learning in faith by doing the things that the church is called by God to do. Yet so many confirmation experiences encourage the participation of youth only in youth activities, particularly those activities oriented toward schooling. The church as the body

of Christ, however, suggests that youth be encouraged to participate meaningfully in other areas as well, the emphasis being on service and interaction with other Christian people. These people will mutually encourage growth as they pass on their faith in the living of their lives and the every day doing of their tasks. For teaching and learning occur at every moment in our lives.

Pastoral ministry suggests that it is the responsibility of the community to encourage individual participation, rather than waiting for the individual to come to the community. The need is to determine in what way the community can meet the student on the student's home ground as a way of inviting true interactive participation for the benefit of all concerned toward the building of the body of Christ. Certainly this means that our efforts not be limited to an hour a week in class and a bowling-and-pizza party once a month. Nor must the community's investment in and interaction with youth be limited to one or two youth "sponsors" to keep the youth occupied. Ours is the task to find ways where the whole body of Christ can function so that members are not separated. This is especially true if such separation comes about only arbitrarily due to age. Ours is the task of reaching out to youth in order to teach *them* to reach out to others.

Learning-by-Doing Worship

We learn by doing the things that God calls us to do. The primary task centers around Word and Sacrament, which means participation in the worship life of the congregation. What makes us Christians is faith in Jesus Christ which is provided by the Holy Spirit through the Word of God. The experiences of the Gospel of love and forgiveness is primary and in need of daily renewal. The emphasis is on hearing and telling the biblical story, meditating, worshiping, praying, and participating in the ritual of the community which passes on its memory and its hope.

Doing one's faith does not limit one to the gathering of the people of God. Faith's nature is to burst forth from the gathering in order to reach out in ministry and mission to the entire world. What is the daily ministry and mission of each individual who is a member of the body of Christ? Should not these actions be identified and celebrated as the body of Christ gathers? Particularly in the case of youth, what is their daily mission and ministry as a part of the mission of the whole church? What can be learned from their experience? And what is the timely word of the Lord which addresses this experience and this learning? Christian worship addresses all of these questions as "the work of the people" in praise of their Lord.

Learning-by-Doing Ministry

Doing must always go hand-in-hand with thinking about what we are doing. Sometimes the brainwork is done before acting, sometimes during, sometimes after. It is necessary to have a sound intellectual and theological base from which to act, otherwise action may be useless, or worse, destructive. Such a base comes from the study of the distinctive and authoritative Christian scriptures and traditions.

Traditional approaches to confirmation which involve the memorization of the catechism and the study of the Bible are important. But, without an attempt to integrate them into daily life, they may be useless. The need for integration means that teachers must understand and be willing to deal with many dimensions of Christian faith and life. The primary resource for such a task is the Christian faith and life nearest to us—our own. Insofar as we are able to come to terms with

the struggles and the celebrations of our own Christian journeys will we be able to encourage others to come to terms with the Christian faith and life that is uniquely their own. Such an approach goes beyond personal testimony. It involves a willingness to continue learning from the Bible and the catechism along with all other students. It involves a willingness to understand the lives of the students outside the classroom, and a willingness to allow them to understand our lives outside the classroom as well. To seriously engage the questions of life and its meaning which are shared by all people including youth is crucial. This must be done in their own terms and on their own ground. This is an important aspect of Christian education which seeks to address sincere questions faithfully with the sure answer of Jesus Christ.

Christian education is learning from and about the people of God by doing the things that Christians are called to do. Confirmation education calls us to use the unique resources of that particular ministry—the Bible, the tradition, the people—that our witness continue to build the church in his name.

3. This study is based on Acts 6:1-15; Acts 7:51-61. In today's Bible Study we want to see how the Holy Spirit working in Stephen's life enabled him to produce good fruits or actions.

   The Spiritual presence Jesus promised was quickly fulfilled in the lives of the disciples and other early Christians. In these passages we find one example of someone whom the Holy Spirit helped. Follow these steps in your group study.

   1. Have each individual read the passage silently.
   2. Read the passage aloud using a different person for each charactor and a narator for the background material.
   3. Ask the group to identify the emotions or feelings running through this story (such as anger, peace, and so on).
   4. What enabled Stephen to act differently from the others?
   5. Paul, writing to the Galatians, said that a person who is indwelt by the Holy Spirit can be:

loving	kind	faithful
joyful	patient	gentle
at peace	good	self-controlled

   Have each camper write out this list of the fruits of the Spirit.

   Now discuss which "fruits of the Spirit" Stephen demonstrated in this Bible passage.

   6. Disperse the group, asking each individual to go off alone for fifteen minutes and think about three things:
      a). How many of these fruits or actions of the Spirit do they see in their own lives?
      b). Which fruits are their strengths in relating to other persons?
      c). Which fruits do they find the most difficult to produce?
   7. Come together in groups of four or five. Begin with one person in each group and have the others in the group tell which fruits of the Spirit they see most in this person. (This may be quite superficial coming this eary in the week, but perhaps not.) Then let that person tell if he or she saw these fruits in themselves. After all have shared, let each one talk about the most difficult fruit for them to produce.

   Close the Bible Study with prayer, asking God to strengthen the Spirit's presence in our lives and for His presence to be with us.

4. A study of Paul's conversion in Acts 9 reveals a person whose life was changed dramatically by an encounter with God-near and God-at-work, an experience that is not common to most young Christians.

Introduce the experience with a long hike. As you walk along, do several exercises that make use of the senses: smell, taste, look, (using magnifying glasses) feel, and listen. Follow this order. For specific suggestions on sense exercises, refer to Steve Van Matre's Acclimatizing and Acclimatization (Matinsville: American Camping Association, 1974).

While on the hike, do the Bible Study after the sense experiences.

Tell the campers that Bible charators had experiences with God in the out-of-doors, too. For example, Moses (Exodus 3:2) and Jacob (Genesis 3:22-32). Paul is another person who had an experience with God as he walked the road to Damascus.

As you walk along, ask the campers to choose what places they see that may be good spots for God to encounter a person. Ask them to explain why.

If you can select a place upon which most of the group can agree, sit together and read Acts 9:1-4. Help campers understand the story by retelling it in your own words. Let campers reconstruct how Paul felt. Discuss what happened to Paul. Identify the (less dramatic) changes God is working in the campers' lives.

Dicuss the process of adaptation. God gives creatures ways to blend into an environment to protect themselves. God in his grace has given us the covering of forgiveness, so we aren't exposed by the law. As God protects us, so God's Spirit also gives us a distinctive life, a unique way of life. You can have the campers turn to Galatians 5:16-26 to observe the charactoristics of the Spirit-filled life.

LEARNING EXPERIENCES - GAMES

1. "Community" games are fun and could be compared to how these games were played earlier in the week. Try Stress/Challenge again, this time stressing the community of campers.

2. Circle Game. (See "Fungus and Us") or (Breaking Out)
Even though the Holy Spirit calls people into the community of faith, people often feel rejected and unwanted in certain churches. Have the group form a circle with two persons outside. As the group locks arms, the two outside persons try to break into the circle. They may use force, persuasion, or appeals for team work. After a few times, switch to two different outsiders. After two or three teams have made attempts to enter, discuss the feelings of those in the circle as well as those outside. What seemed the most effective way to get in? Discuss how this activity relates to real life situations. What needs to be done when an attitude of rejection prevails?

3. Play group games and enjoy them as a celebration of your glorious community. Try more New Games where everyone is a winner. Have each camper lead a New Game that they learned this week and that they could teach to friends or fellow Church kids when they get home.

LEARNING EXPERIENCES - ENVIRONMENTAL

In addition to items in Bible Study #2, some Obis experiments can be used that relate to adaptation.

Camping Skills:

1. Make a micro-trail. Divide into pairs. Give each pair fifty feet of string. They are to create a trail with the string, working on hands and knees. Along this trail, they observe and try to identify small things, creatures and material objects of interest. With papers or sticks, they mark interesting points along their micro-trail. Pairs then show their trails to each other. For more details, see Steve Van Matre, Acclimatization, ibid., pages 80-81, 96-97.

2. Make water carriers. Have individuals or pairs make some means for carrying water. They can only use natural materials, either finding a natural object that is hollow or fashioning a bucket or cup from twigs and bark. Tell them to create a vessel that carries as much water as possible. When finished, form two teams. Take two buckets of equal size and place one before each team. In a relay race, they are to get water from a lake or other source, carry it to the bucket in their vessel, empty it, return to the line. The winner is the team which fills their bucket first. Afterwards, talk about how well their vessels worked and problems they encountered. Relate this to our being vessels for God's Spirit, carrying the waters of new life to others. How can we be better vessels for God's Spirit?

3. Build a mason jar anthouse. This project can be used as one of the exercises in the Bible Study or as a camping skill.

   You need a quart-size mason-type jar without a lid, a 9-inch soup bowl (disposable plasitic will work) and a 10-inch pie plate, 2-inch deep.

   Fill the mason-type jar two-thirds full of soil. Also fill the soup bowl with soil. Set the mason type jar in the bowl. Place both in pie pan and add an inch of water to pan for a moat.

   The ant home needs about 100 ants. Collect ants by letting them crawl up a pencil, then deposit them in a jar. Without a queen, your colony of workers will survive for four to six weeks.

   Feed the ants slices of soft fruit dipped in sugar or honey. Suspend the food above the soil in the jar by tying it to a string and attaching the other end of the string to a pencil across the mouth of the jar. Thus, food can be removed without disturbing the ants.
   Observe their explorations and organization. The water mote keeps them from getting away, so no lid is necessary on the jar.

LEARNING EXPERIENCES - GENERAL

This story of Stephen and the Holy Spirit, Acts 6:1-15; Acts 7:51-61, readily develops into a dramatic interpretation. Follow these steps:

1. Challenge the group members to compose a play or drama which communicates the facts and truths revealed in this passage.

2. Assign your campers to three groups. Give each group a task. Group One will make a list of essential charactoristics by type and number. Group Two will outline the flow of action and the settings. Group Three decides which ideas and words need special emphasis. Before dividing up, discuss whether the drama should be set in biblical times or modern. This will have a bearing on the report of Group One whose charactors will have to assume different roles.

3. Give the groups time to work on thier tasks.

4. Come together and hear the report of each group. Work out a strategy for putting the play together. Assemble the cast and the flow of action and main ideas into a script.

5. Rehearse the finished drama. Discuss whether it serves as a good means of getting the main idea across. Make improvements.

6. You may want to present this drama to the camp community during the drama night or for evening devotions or campfire.

ARTS & CRAFTS

1. Make a Butterfly of Hope. The butterfly has often been used as a symbol of Christian hope and life after death. In this craft, a butterfly is put on a cross to represent Jesus retuning from death and the hope which he gives us.

You will need the following things:

--One piece of heavy wire 24-inches long (a coat hanger will do)
--Scraps of cloth, 6-inch squares
--Liquid glue
--One round clothespin
--Two 3/8-inch dowels or sticks, 12-inches and 6-inches long.
--String for tying cross together.
--Sequins and other decorations.

Bend the wire together into a butterfly shape and lay it on a flat surface. Apply glue all around the wire shape. Lay the wire, glue side down, on the 6-inch square material. When dry, trim the material close to the wire. Decorate with sequins and glitter. Slide the clothespin on the center, to make the butterfly body. The clothespin may be colored with magic markers, if desired. Tie the sticks together to form a cross. Glue or tie the butterfly on the cross.

2. Make a family candle. Give each camper a clean can the size of a tuna can. In this they will mold wax segments for a candle. Each camper chooses his or her color. They can add rocks or other decorative items. (Be sure to help them melt and pour the wax.) You can use blocks of candle wax and dyes, or melt down old candles. When each is finished, stack the segments to make one big candle. Pierce each segment in the center and thread it on wick materials as you stack them. Add bits of melted wax to fill in uneven spots or to stick segments together. The idea is that everyone's segment contributes to the whole flame.

3. Make a quill pen. These are tools for giving messages as ambassadors, besides being fun to make. Use large feathers - turkey or even crow feathers. Feathers with tapered tips, are preferable to open tips. Clean pith from dent on back of shaft; Clean off transparent cuticle. Cut off tip. Make a cut halfway through the underside of the shaft, about 1/2 inch from the tip. Cut horizontally from tip to the cut previously made. This forms the nib. Clean out pith and slit nib lengthwise in center, as evenly and straight as possible. Carefully taper both sides of nib to meet at center slit. Finish off by sanding with an emery board or fine sandpaper. For ink, dilute watercolor paints or make inks from berries and other natural dyes in your area. For information on dyes, consult Arnold and Connie Krochmel, The Complete Illustrated Book of Dyes from Natural Sources

(New York: Doubleday and Company, Inc., 1974). For more details on the fine points of quill making, see The Family Creative Workshop, vol. 7, (New York: Plenary Publications International, Inc., 1975), pages 1684-1687.

4. Make "The Monkey's Fist." This is a knot explained in most macrame books. Note how this not interwines itself so that each part is necessary to bind it all together. The knot isn't easy to do, but it's a great object to wear around the neck. Use jute or leather.

5. Make a group art project. Choose a subject and execute a design in some available media. Try natural media, like drawing in sand, decorating with stones and bits of bark, or making banners by placing natural items onto burlap. Form teams of two. Each team is responsible for one section of the total picture, collage, or whatever they choose to create. Let teams consult. They will see how cooperation is necessary to complete a group project.

LEARNINGS FROM VARIOUS CAMPS

RUSTIC

ATHIETIC

MUSIC/ARTS

SPECIALTY-
EQUESTRIAN

OTHERS