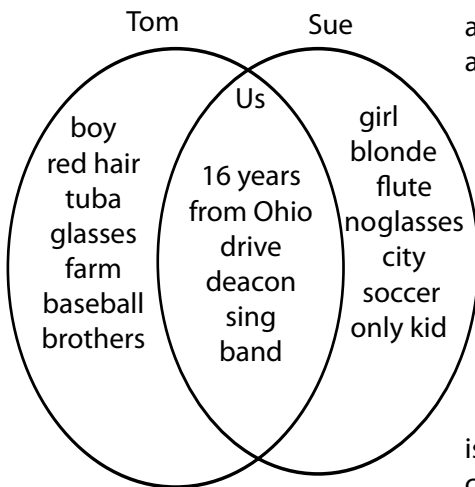


theme class

lesson 1: believe the message



Provide each camper with a copy of the "Faith and Beliefs" brochure available from the Communications Department of the Community of Christ and Seekers and Disciples available from Herald House.

Introduction: Our Mission

(Before class make a banner with the mission statement written on it and post where all can see to read.)

Divide the class into teams of two. Give each team a sheet of butcher paper or poster board and markers. Have them draw two circles that overlap, creating a space to write in the Center. (Venn diagram.)

Each person writes their name over the top of a circle and the overlap is labeled "us." To begin, have them write all the things that they have in common in the center space. Then each person writes things unique to themselves in the space below their name.

After five minutes bring everyone back together and display all work on the wall. Create another circle and fill it with things common to everyone in the group. Explain that camp is their Community of Christ for the week. Read the Mission Statement together from the banner on the wall. Look for items in the collective circle that can be used to support the words of the Mission Statement.

the message

Introduce the theme for the day, Believe the Message. Distribute sticky notes and pencils/pens. Ask each camper to write on their answer on sticky notes to the question, "What is the message of Jesus Christ?" Have everyone place their sticky notes on a wall. Review the answers; group like answers together. How are their answers different and similar?

believe

The Bible often refers to early Christians as the believers. But what does it really mean to believe? trust on faith, religious convictions of faith

Tell campers a story about your trip to camp. Base it on truth, but embellish the story as well. Ask the group to vote on whether or not they believe your story. Randomly ask for explanations of their vote. Discuss as a group what it means to believe and to live by those beliefs.

Read the following quote from the Community of Christ Faith and Beliefs brochure (available from Communications, World Church headquarters or on the web site at www.CofChrist.org).

Discuss how a group of people can have different beliefs and yet worship and live together as community.

the trinity

God

Before class begins collect enough items so each camper will be able to select one. Place them in a basket. Pass the basket around and instruct campers to select an item. When the basket has made the rounds, ask: "How does this item remind you of God?" As campers share, have them return the item to the basket. (Remember to make this a voluntary activity. If one chooses not to share, they may return the item to the basket then or after class.) Sing the song, "Awesome God," NS 4.

Jesus Christ

Using a flip chart or other large sheet of paper, have campers compile a lists of names for Jesus. Sing the song, "There's No One Like Jesus," NS 49.

The Spirit

Ask campers to turn to and face a neighbor. Hold hands up in front of chest, facing outward toward partner. Slowly bring hands toward partner's hands. Stop when you feel a force pushing between you. Explain that this force is like the Spirit which is always with us. You cannot see it, but it is always there. Sing the song, "Spirit of the Living God," SCR .

grace

Explain that God's grace is love without conditions. It is given to us freely, even when we make unwise choices. When we learn from experiencing God's grace, we're open to new opportunities. God's love will be with us always.

claiming grace

Discuss how items such as a coat or umbrella may be checked in at a restaurant or event, and a claim ticket is given to identify the item to get it back. Have each kid choose an item they have with them (shoe, watch, item in their pocket) and turn it in to an assistant who tags it with a ticket number and given kids a claim ticket.

Sing the song, "God Forgave My Sin in Jesus' Name," HS 382.

Following the song, have kids go back to reclaim their item. The claim agent returned what was already theirs! Explain that this is how grace works. God lets us claim what is already ours: love and grace.

alternate junior high/senior high grace activity

Show a clip from the movie, "Les Miserables" where Valjean, an ex-convict knocks on the door of a church. The bishop residing there offers him food and a place to sleep. Valjean can't resist the temptation of the silver candlesticks so he takes them and leaves. He is caught and returned to the bishop who reminds him of the silver he "forgot" to take. The bishop reminds Valjean of his promise to become a new person and that it must begin at that moment. (MCLI license information)

Processing

1. How would you respond as the bishop?
2. How would you respond as Valjean?
3. Compare this scripture story with the story of the prodigal son, Luke 15:11-32. How does this connect to our relationship with Jesus Christ?
4. Have the group describe unconditional love and create a group definition for grace.

Camp Helps
2003

Camp
Nauvoo
Celebrating
the 75th
Anniversary
of Camping in
the Church
Embrace the
Call, Live the
Message

○

**claim
ticket**

name:

item:

Lesson 2: embrace the call

On the second day of camp, discuss the call God has for us and the tools we bring to the task. Read Doctrine and Covenants 155:8.

The call is for workers in the cause of Zion; therefore, neither tarry, nor doubt that I am. I know your perplexities and I am aware of your uncertainties, but if you will call upon my name my Spirit will go before you into whatsoever place you are sent and I will continue to bless you as you have need.

Discuss:

What tools do you bring? What gifts do you have? How are you willing to respond when called? What difference can you make?

Copy the self-evaluation of gifts form (see next page). Give each camper an evaluation form and pencil. Let them scatter around the room to allow for individual space while answering these personal questions.

i am a gifted person

Give each kid a pencil or pen and three blank stickers (or mailing labels, or pieces of masking tape). Have kids form groups of at least three. Invite them to share the results of their self-evaluation, sharing strengths, talents, and gifts. Then ask them to think about the gifts each person in their group has and write one sticker per person. This should be something not listed on the form or recognized by the individual themselves. After they've taken quiet time to write these,

encourage campers to take turns explaining the gifts they saw in another and stick that sticky note to the person. They are indeed gifted people!

map making

This activity is a three-step process. Divide campers into small groups five or less. Give each group crayons or markers and large poster board or newsprint.

Step 1: Have each group make a map of the campgrounds on their poster board or paper.

Step 2: Each person needs to create a symbol or icon that represents them. This could be anything from a small stick person, to initials, or a baseball glove. Create a legend at the bottom of the map indicating each person's symbol and their name.

Step 3: Each camper should draw their symbol on the map wherever they believe they can share their gifts. Encourage everyone to add a brief caption of what gift they will share at that location. For instance, at the campfire site a person might draw their symbol and write that they could share a skit or testimony. At a lakeside bench, they could share listening skills with another friend. If they're gifted at sports, they could place their symbol on the volleyball court and write, "teach games," or "be a good sport."

Let groups display their maps around the class space. Ask a spokesperson from each group to summarize the gifts they can share at camp this year.

Challenge the campers: You each have many gifts to share, and you have already been sharing those gifts. Your call to build Zion—community of Christ—is to build it this week. Use your gifts this week to help where you see needs. Can you think of a person, or a place, or an event right now that you could help with this week? Turn to a neighbor and explain your answer.

Do you ever feel like you can't do share your gifts, even when you want to? What gets in the way? (age, gender, experience, personality, understanding, awareness of others) Allow small groups to share their answers to these questions.

scripture search

Write the reference to the following scriptures on a flip chart and have campers look them up. The first one to find each one may hold their place until everyone else finds it, then let them read aloud.

- 1 Timothy 4:12
- Zephaniah 3:17
- 1 Corinthians 1:4–8

pray for each other

Finish class by breaking into small groups of two to four campers. Have campers pray for each other, the gifts they have to share, and the community of campers.

Gifts of Ministry

a self-evaluation

Read through the list. Mark the ones that describe you.

- | | | |
|--|--|--|
| <input type="checkbox"/> I pray. | <input type="checkbox"/> I remember things. | <input type="checkbox"/> I am a good listener. |
| <input type="checkbox"/> I like to tell stories. | <input type="checkbox"/> I go to church. | <input type="checkbox"/> I speak two languages. |
| <input type="checkbox"/> I am good at math. | <input type="checkbox"/> I can dance. | <input type="checkbox"/> I know about animals. |
| <input type="checkbox"/> I play an instrument. | <input type="checkbox"/> I collect rocks. | <input type="checkbox"/> I like to act in plays. |
| <input type="checkbox"/> I play a sport. | <input type="checkbox"/> I run fast. | <input type="checkbox"/> I share my things. |
| <input type="checkbox"/> I draw pictures. | <input type="checkbox"/> I notice flowers. | <input type="checkbox"/> I care for my pet. |
| <input type="checkbox"/> I am patient. | <input type="checkbox"/> I help my parent. | <input type="checkbox"/> I like to make things. |
| <input type="checkbox"/> I use computers. | <input type="checkbox"/> I like to be outside. | <input type="checkbox"/> I like to sing. |
| <input type="checkbox"/> I speak up in class. | <input type="checkbox"/> I ride a bike. | <input type="checkbox"/> I write well. |
| <input type="checkbox"/> I am a good cook. | <input type="checkbox"/> I enjoy history. | <input type="checkbox"/> I have lots of energy. |
| <input type="checkbox"/> I enjoy science. | <input type="checkbox"/> I am friendly. | <input type="checkbox"/> I have a big smile. |
| <input type="checkbox"/> I like to read. | <input type="checkbox"/> I take things apart. | <input type="checkbox"/> I can rake leaves. |
| <input type="checkbox"/> I save my money. | <input type="checkbox"/> I like to color. | <input type="checkbox"/> I recycle. |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Lesson 3: respond with generosity

a meal for me or a meal for you

Set up a worship area with a hay bale. Some straw will need to be loose. Decorate the space with signs that have the following messages, one per sign.

- give till it hurts
- give till it feels good
- take a generous helping
- pass the plate
- pass the buck

Have available on a table assorted canned and fresh food. Include generic and brand names, fresh and wilted vegetables and fruit. Have at least one generic and one brand name jar of peanut butter, a can of beets, a can of spinach, a can of sardines, a can of sauerkraut or other items not usually found as top choices on kids' lists.

As campers arrive, hand each person one or two items. Explain that for today's meal, we will choose from the items assembled for the menu. But to be generous, we will only keep half for ourselves. The rest will be delivered to a food pantry.

Set up two tables and ask campers to decide where to put their contribution—on the table where camp meals will be created or on the food pantry table. Play a popular song while movement is happening.

When completed, discuss the results. Where did the "best" food end up? What makes it "best"? What items would they like to trade? Why? How did they decide what to keep and what to share? Who has the right to decide? What

are normal human responses? How might they be different from Christian responses? What difference does it make?

scripture search

What do the scriptures say about giving? Have campers look up and read the following scriptures.

- Mosiah 9:60-64
- Doctrine and Covenants 147:5
- Doctrine and Covenants 154:5
- Luke 6:38 NRSV
- Doctrine and Covenants 154:6

Discuss the readings. It can be hard to make choices when asked to give up something you value. For some a formula is needed to help decide portions. For children it may be helpful to let one divide the item to be shared and the other takes first choice. In the church, many plans have been tried. Some worked and some didn't.

mattress ticks

Provide each camper with a small pillowcase of fabric (about 8 inch by 12 inch) to stuff with straw while you share a little camp history. Ticks can be finished off by sewing the opening together or closing with safety pins. Mattress ticks can also be stuffed with leaves or pine needles. (Be sure to name the contents for those who might have allergies to the item.)

Family camping wasn't unusual in the early days of the church. People were used to traveling long distances with no indoor accommodations available for the night. So when the idea of getting together for

a week at a time to sing and pray and fellowship emerged, the people were ready.

However, taking everything you would need for a family in a week, including food was a challenge. With limited space in the wagon, many people took only what was called the mattress tick, planning to stuff it with items from nature when they got to the site. History tells us friendly farmers would leave straw from their grain harvest piled against the fences for use by the visiting saints.

Records from the first youth camp: 1928 Camp Nauvoo, reveal that these campers were still responsible for bringing their own tick to stuff and sleep on.

stewardship history

Information taken from *The Church Through the Years, Volume 1*, by Richard P. Howard, copyright 1992, Herald Publishing House.

When a decision was made to move the church from New York to Kirtland, Ohio, Joseph and Emma, Rigdon and Partridge were the first to arrive in January 1831. When Sidney Rigdon had been converted, he brought with him his own followers and their concept of communal living. Joseph began to see problems with that organizational structure, especially in the area of stewardship. The people asked him to check it out with God.

As a result, the "Law of the Lord" was presented in February 1831. (The revised and expanded version can be found in Doctrine and Covenants 42:8-10.) Richard Howard, in his book, *The Church Through the Years, Volume 1*, says, "In its original form this 'Law of the Lord' summoned a depth of generosity far beyond the standards of the competitive, capitalistic society of that day." The people were asked to consecrate all that they had to God, presenting the tangible things to the bishop of the church. In return, the bishop would give the head of the house what was needed for that family. Anything left over would go into a storehouse administered by the bishop, to be distributed as needed to the poor.

The goal focused on the scripture passage in the Book of Mormon, Mosiah 9:60-62, which described a world with no poor among them. The more wealthy Kirtland families consecrated their surplus land to the church so that new settlers would have a place to live.

It was not always easy for the saints. Sometimes they resented the rules. Sometimes people didn't feel they got an equal share. But giving and responding must come from the heart.

one tenth or more?

Show a long roll or loaf of French bread. Have ten divisions marked, but not cut through. Ask a camper to hold the bread. What would be a generous response if _____ shared this bread? What would a tenth of a share look like? (Break off one section of the ten.) What would your response be if sharing with a friend? With a rich person? With a homeless person? Why are our responses different? What has God shared with you?

generous response

For years, the church encouraged its members to share one-tenth of their surplus in tithes.

At World Conference 2002 the Presiding Bishopric introduced a new stewardship direction for the Church called Tithing: A Disciple's Generous Response. God showed extravagant generosity by giving us Jesus and promising that life never ends. He also gave us life, family, friends, food, shelter and virtually everything we have to be grateful for.

God does not require or demand anything from us but encourages us to be generous with our time, our energy and our finances. The question that generosity asks of each of us is how much can I hope to share. The habits (disciplines) you establish as a young person stay with you for the rest of your lives. We are encouraging you for the very first thing you do with the money you receive to share approximately ten percent for tithing which now includes money given to your local congregation, the World Church and to other worthy organizations such as Outreach International, Graceland University, Red Cross or others. We also recommend that you save approximately ten percent for the future and that you responsibly spend the remainder for food, clothing, personal development, and entertainment. We know that your behavior and habits are a testimony to a life of discipline and that your friends, parents, brothers and sisters watch you be responsive to God's great generosity. (Shared by presiding bishop Larry R. Norris in a Power & Light lesson for August 17, 2003.)

Jesus came to teach new ways of responding. Some of the people got it and others didn't. Our scriptures continue to encourage us to share the abundance of the earth.

joshua series

The following excerpt is taken from *Joshua in the City* by Joseph F. Girzone, copyright 1995, published by Doubleday. In this segment, the character, Joshua, is working with two young men who live in the inner city. They are frustrated about not having jobs. Not only do they need something to do, they want to help take the strain off their mother. Joshua works with them to repair and upholster furniture. It is the beginning of a business for Gordon and Elijah. Joshua offers these words of encouragement and advice:

"Don't be afraid! Have confidence in yourself! You now know you can do All you need is the practice until it becomes routine. I'll

One author writes about life today as if the character of Jesus was walking among us, unrecognized. Joseph F. Girzone has created the Joshua series. A passage from one of his books illustrates the concept of generous response. Get your own copy of the book and share the story. Have copies of Joshua books available for campers to look through and read.

stay for a while to show you other things you need to know and also how to take care of books. You're going to have to keep records and pay taxes. When you make money, you have to share and help others. That's the way families work. Be conscientious about that!"

Encourage campers to be aware of their own choices and decisions in responses they make during the day. Will anything change? Why or why not?

Close with "Lord I Give You" SN 32. This song is written in $\frac{3}{4}$ time and at first glance might appear to be sung slow and stately. Try it at kid/teen speed, with rhythm and flow that makes it fun to sing.

closing prayer*

Creator God, here is a question I ask of you...When two paths cross and neither will yield, what can we do?

When things aren't fair, and people don't share, what can we do? When choices are hard and peace can't be found, what can we do?

Creator God, here is a blessing I ask of you...Show us a third, and better path that is good for us all. Help us speak up for those who depend on us, as we depend on you. Cause us to remember the choice Christ made for us, for life, for peace. With your Spirit to empower us Lord, we will act in your stead; we will remember you. Amen. (Written as a prayer for peace by Linda Mountenay, Lamonj, IA.)

alternate activities

The act of generosity came naturally to some and was required of others. In Bible times, widows would suffer without someone to provide for them. The law said each farmer was to leave some grain for the hungry to harvest. See the footnote in Ruth 2 in the New Oxford Annotated Bible.

Israelite law made provision for the poor to provide for themselves by gleaning the fields after the reapers had finished their work. To ensure that there would be something for the poor, the law required farmers to leave a part of their harvest for gleaning by the poor (Lev 19.9-10; 23.22; Deut. 24.19-22).

Create (or let campers create) a simple drama to tell the story of Ruth and Naomi. Ruth 1:1-22 tells the story of the relationship between Ruth and Naomi. Ruth 2:1-14 tells the story of the gathering of grain. Choose the parts that fit your camp.

Song suggestions that focus thoughts on responding to needs of others:

"Gather Your Children," SP 3

"Gather Us In" SP 4 .

closing prayer

"Do not press me to leave you
or to turn back from following you!
Where you go, I will go;
where you lodge, I will lodge;
your people shall be my people,
and your God my God.—Ruth 1:16
NRSV

Lesson 4: create the peace

creating peaceful community

Divide campers into small groups of three to five. Give each group a grocery sack full of miscellaneous supplies: three toilet paper rolls, four sheets of paper, ten cards from an old decks, masking tape, one marker, several craft sticks, cotton balls, six paper clips, string or yarn, and one sheet of poster board.

Instruct groups to create a sculpture with the items in their bag that represents a community of peace. Everything they have been given must be included in the finished work. Scissors should be available, but are not required to be used in the sculpture. Give groups fifteen minutes to work on their projects.

When time is up, ask groups to explain their finished piece. After all groups have share, process the experience as a whole.

- How did they decide what to create?
- How did the group respond to each other during the project?
- What gifts emerged through the project? leaders? followers? workers? visionaries? designers? artists? listeners?
- How is this small experience like the big project of creating peaceful community every day?

defining peace

Create a long mural with newsprint on the wall or use chalk to create a mural on the sidewalk or floor. Provide campers with markers, crayons, or chalk. Ask them to use words or pictures to answer the question, "What does peace look

like?" Everyone should work on their answers at the same time. Due to time constraints, these responses should be simple, and not time consuming masterpieces.

When everyone has returned to their seats, take a walk through the mural. Interpret, summarize, and discuss the pictures and words with the help of the campers who contributed.

called to be a people of peace

Ask a camper to read Doctrine and Covenants 95:3d. Then sing the song, "Let There Be Peace on Earth."

Express the importance of each individual in the creation of peace. Divide campers into seven groups. Give each group a copy of one grouping of verses from Doctrine and Covenants 161.

- group 1: verses 1a–b
- group 2: verses 2a–b
- group 3: verses 3a–c
- group 4: verses 4a–b
- group 5: verses 5
- group 6: verses 6a–b
- group 7: verses 7

Instruct each group to read their verses then create a few second skit to explain the meaning to the rest of the camp. After each skit, read aloud the verses just expressed.

Following all the skits, discuss what it means for children and youth in today's world to be a disciple of Christ dedicated to peace and justice.

- How can the actions and beliefs of one person make a difference?
- What are some issues specific to this day and age that make this task difficult?
- What might make it easier for them as opposed to their grandparents generation?
- What are some of the specific issues facing them as they seek to find personal peace and justice? relational? world? planet?

senior high

Expand the discussion to address the issue of religion and politics. Should they mix? Why or why not?

peace in silence

In the hectic routine of life, the sounds of peace—provided by God through nature—are usually missed. Ask campers to sit silently and listen to the sounds of peace around them.

prayer for peace

Close class by asking four campers to prayer for peace: personal peace for each one present, peace for family and friends, peace for our world, and peace for our planet.

Lesson 5: Live the Witness

Campers should come to class prepared to go hiking. Remind them to spray for bugs, wear sturdy shoes, socks, jeans, and a hat. If you think it might get dark before returning, be sure they bring flashlights. If it looks like rain, take umbrellas, ponchos, or trash bags for wet weather cover. Plan the hiking route ahead to make sure that it is safe and has places where campers can stop along the way. If at all possible, the hike should cover varied terrain, have stretches that are easy and others that are more difficult. Prepare and print ahead instructions for each counselor to use at each stop along the way.

Campers at the 1928 Camp Nauvoo often hiked to special places for worship and study.

Before beginning, gather campers together. Discuss rules of the trail. Remind everyone of the day's theme: live the witness. Explain that as they progress through their hike, they will explore ways they can live their life, everyday, as a witness of God's message for all. At each stopping point, campers should gather into cabin groups and take about five minutes to respond to the questions already provided to the counselors.

Add a water stop along the trail.

Light the trail with luminaries, patio torches, or strings of Christmas lights.

stop 1:

How does the environment around you speak of God? What have you learned about God's message this week? What is one thing you would like to share with those at home about God?

stop 2:

As we walk along this hike, the path ahead is unknown. When you get home, what are some of the unknowns you will have to face?

stop 3:

There are a lot of us on this hike. Describe your encounters with each other along the way. What have you observed about the campers? Are there some who need more help than others? Do they ask for help? How are they being helped? How are you responding to their needs?

stop 4:

How is this hike like our everyday lives?

- sometimes easy, sometimes hard
- encounter many different people along the way
- everyone has different gifts to share
- the future is basically unknown
- what we do says volumes more than what we say
- the testimony of God's love is all around us if we just look and listen
- the more we help one another, the easier the journey

stop 5:

Sing together, "We Are One In the Spirit."

alternate hike ending

Rearrange the evening's schedule to allow time for a campfire and testimony service at a remote site along the hike. Continue with the evening's all-camp event after returning.