

## *To be used with Day One Theme Class (see page 40)*

<u>Scripture:</u>	<u>Action:</u>
<i>Love is patient</i>	Stand up and bow with your right arm outstretched, hold your posture until the next person reads and then sit down with him/her.
<i>love is kind</i>	Stand up and bow with your right arm outstretched, then sit down along with the first reader.
<i>love is not envious</i>	Stand up and begin twirling with your arms above your head like a ballet dancer. Say your lines as you twirl into the center of the circle and keep twirling until you hear the words “or rude.”
<i>or boastful</i>	Stand up and begin twirling with your arms above your head like a ballet dancer. Say your lines as you twirl into the center of the circle and keep twirling until you hear the words “or rude.”
<i>or arrogant</i>	Stand up and begin twirling with your arms above your head like a ballet dancer. Say your lines as you twirl into the center of the circle and keep twirling until you hear the words “or rude.”
<i>or rude</i>	Stand up and begin twirling with your arms above your head like a ballet dancer. Say your lines as you twirl into the center of the circle and then sit down with the other three twirlers.
<i>Love does not insist</i>	Stand up with your fists clenched and jump up and down in the circle center as if in an irritated tantrum. Say your line and keep jumping until two more people read.
<i>it is not irritable</i>	Stand up and point at the person jumping up and down as if you are scolding him/her, say your line, and keep standing and pointing until the next person goes.
<i>or resentful</i>	Stand up and put your hands on the shoulder of the person pointing and say your line in a consoling way, then sit down with the pointer and the Jumper.
<i>Love does not rejoice in wrong doing</i>	Stand up and move to the center of the circle. Crouch into a ball with your head down, then pop your head up and say your line. Tuck your head and stay there until the next person reads.
<i>but rejoices in the truth</i>	Run and jump around the person in the inside of the circle joyfully and say your line with a high-pitched singsong voice. Sit back down.
<i>Love bears all things</i>	Stand up and move to the center of the circle. Say your line in a very deep voice with your hands on your hips. Hold your position until the next three people read.
<i>believes all things</i>	Kneel next to the person in the center and raise your hands to the sky. Say your line in a high-pitched voice. Hold your position until the next two people read.
<i>hopes all things</i>	Skip around the circle clockwise with your hands clasped over your heart. Say your line wistfully and keep skipping until the next person reads.
<i>endures all things</i>	Skip around the circle counterclockwise with your hands stretched out like wings. Say your line and sit down with everyone still standing. You are the last reader.

## **Theme Class for Youth Theme Class Journal**

You will need a journal for each camper. Each day the campers will complete one or two journal entries as part of the theme class curriculum.

### **Day One: Wahabu**

*meaning: God of love*

*pronounced: "wa-ha-boo" with the accent on the second syllable*

### **Daily Theme Yell and Heart Wash (10 minutes)**

Each day theme class will begin with this activity:

1. Split the group into two equal lines facing each other, about two to three feet apart. One line will yell out the daily theme, and the other will echo back what it means. Example: One line will yell, "*Wahabu!*" and the other line will call back, "God of love." Repeat twice.
2. With the group still lined up, pick a couple of people to go through the HeartWash. Divide the number of theme classes by the number of campers to figure how many people should have a HeartWash each day. Make sure everyone has a chance to be included by the end of camp.

Here's how the HeartWash works. One camper at a time is sent between the lines of people, and everyone touches her/him and says kind words of affection and encouragement. They may choose one of the following: pat on the back, handshake, high five, or a hug. The camper emerges feeling happy, affirmed and sparkling clean. Encourage people to personalize their words for each camper and to be enthusiastic in their delivery. This activity should move rather quickly, but not so fast that the remarks are lost.

Note: One malicious remark will ruin the whole exercise, so caution campers to think positively even if that means pulling aside conflicts they have had with individuals. In fact, this game can be a chance to make up. A quick "Sorry I was mean to you" could turn a relationship around fast. Also, caution campers against inappropriate touch that is either physically painful or emotionally threatening. Pinches, hard slaps, trying to trip someone, or touching private areas are examples of inappropriate touch. Allow campers to participate by choice. Prior to the start of this activity explain to campers that they do not have to participate.

### **Journal and Discussion Activity: Love vs. Hate (for older campers) (20 minutes)**

Have everyone spread out around the room (or outside) and complete the "Love vs. Hate" journal entry. Questions/thought starters in this entry include:

- Evidence of love I see in my world...
- Evidence of hate I see in my world...
- Why is hate easier than love?
- My idea of a loving community is...

Bring everyone back together and discuss the entries. Discuss each question/thought starter one at a time, having a few people share their answers. Make space during the discussion

for anyone to share any other thoughts on love and hate that the worksheet brought up for them. During the discussion, have campers read John 13:34-35 and I John 4:16,20-21 NRSV and include them in your discussion.

### **Journal and Discussion Activity: What is Love? (for younger campers) (25 minutes)**

Have everyone spread out around the room (or outside) and complete the “What is Love?” journal entry. Questions/thought starters in this entry include:

What does it mean to say, “I love you”?

These are some things that love does and does not do...

This is how I experience the love of Jesus...

My idea of a loving community is...

Bring everyone back together and discuss the entries. Discuss each question/thought starter one at a time, having a few people share their answers. Make space during the discussion for anyone to share any other thoughts on love that the journal entry brought up for them,

### **Group Scripture Game (for younger campers) (15 minutes)**

#### *Preparation*

Break up the scripture into sections for each person, write sections on individual slips of paper, and write the accompanying action for each section. Number the slips in the correct order. You may need to adapt the exercise according to how many people you have.

*Option: Assign this task to a couple of campers with leadership skills to prepare before camp. See below for suggestions.*

#### *Instructions*

Have campers read and create actions for I Corinthians 13:4-7 NRSV. This is a fun way to read a scripture as a group while sitting in a circle. Each person has just a few words and an accompanying action. (Or, if your camp is large, consider assigning scripture segments to cabin groups.) You may want the first round to be a practice round, and then repeat it.

After the activity, the leader continues: “Love is considered the greatest of all the fruits of the Spirit. Jesus shared his love for us by giving his life for us. He demonstrated love. In everything he did. In fact, because God loves us, we are expected to love each other as brothers and sisters In Christ.”

Read or have a camper read 1 John 4:16, 20- 21 NRSV

### **Small Group Discussion: A Story of Hate (15 minutes)**

Read “Night riding with the Klan,” from *Us and Them: A History of intolerance in America* (New York: Oxford University Press, 1995), 103, available in bookstores or libraries. Create small groups with four to six campers in each group and have them answer the following questions:

1. Did Mrs. Donald’s compassionate reaction to Tiger surprise you? Explain.
2. Many supremacists would consider themselves good Christians doing God’s work. How do you think Jesus would respond to this claim?
3. What evidence of hate and racism have you witnessed in your community?
4. How do you think television, movies, and other media glorify participation in violent activities?
5. What do you think is the most important thing we can do to stop violence and hate?

Have the campers move back into one larger group. Have a member of each group share their answer to the last question. Make sure everyone is engaged and handling the discussion appropriately (not too light-heartedly, nor too emotive). Have the larger group focus on what can be done to spread love instead of hate,

### **Journal (for older campers) (10 minutes)**

Have campers complete the *Wahabu* journal entry for Day One. Have one or two share their answers and discuss briefly. The journal entry for today is:

*How does God's love challenge you to better love others and to keep hate from getting in your heart?*

### **Journal (for younger campers) (10 minutes)**

Leader: "Accepting others is not always an easy thing to do, but through God's love, we can accept everyone. That doesn't mean compromising our values or beliefs, it doesn't mean participating in activities we know we shouldn't, it just means having a loving attitude toward everyone."

Have campers complete the *Wahabu* journal entry for Day One. Time permitting, have a few share their answer and discuss it briefly. The journal question for today is:  
How does God's love challenge you to better love others and to keep hate from getting in your heart?

### **Closing (for younger campers)**

Have a camper close with a prayer on the theme of love and accepting others.

### **Closing (for older campers)**

Have a camper close with prayer on the theme of letting God's love motivate us instead of hate.

### **Day Two: Umoja**

meaning: unity, harmony pronounced:

"oo-mo-jah" with the accent on the second syllable

**Daily Theme Yell and Heart Wash (5 to 10 minutes)** See Day One Theme Class for instructions

1. One line will yell, "umoja!" and the other line will call back 'unity! harmony!' Repeat twice.
2. Send today's lucky campers through the HeartWash.
3. Everyone stands in a circle to start class.

### **Community Games (25 minutes)**

Leader: "How very good and pleasant it is when [people] live together in unity! That's from Psalm 133:1. We're going to play a series of games that will allow us to see and feel what it is like to be a unified group, and what it is like to not have unity."

#### **Game One: Open Palm Pass**

Materials: a small ball such as a tennis ball or racquetball

Directions: Everyone stands close together and the ball is passed around the circle as fast

as possible without dropping it. The trick is that the ball is passed with flat, open, palm-up hands. Start slower using two flat hands pressed together for a larger passing platform, then speed up and have each person use only one flat hand. Add more than one ball. At no time can anyone grab the ball or close their fingers to keep from dropping it. Between passes around the circle, ask for suggestions for Improvement for the group.

Debriefing: Standing In a circle after the game, discuss how it felt for the group and its individuals. Did it promote unity or separation? Did everyone feel connected with each other, accepted, included? Were there any ways you could have improved your teamwork?

### ***Game Two: Don't Touch Me!***

Materials: one hoop placed in the center of the circle

Directions: Standing in a circle, pair each person with a partner directly across the circle. Start by assigning each pair a number and then slowly counting through the numbers, having pairs exchange places across the circle. The object of the game is to cross the circle and have at least one foot touch down inside the hoop on the way to the other side. When two people meet in the center, they throw their hands up (bumper position with arms out in front, palms out, elbows slightly bent) and say, "Don't touch me, don't touch me!" There should be no eye contact and no touching. When they get the hang of it, have everyone turn their backs to each other and then, when you give the signal, turn and cross, all pairs exchanging places at the same time, same rules apply: One foot touches inside hoop during the crossing, saying "Don't touch me," throwing hands up, avoiding the touches of everyone, and no eye contact.

Debriefing: Standing In a circle after the game, discuss how it felt for the group and its individuals. Did it promote unity or separation? Did everyone feel connected with each other, accepted, Included? How did it feel to be in a mass of people yelling, "Don't touch me"? How important is eye contact and body language in communication?

### ***Game Three: Contracting Circles***

Materials: one circle of rope or plastic hoop for each group of six to eight campers.

Directions: Give each group their circle of rope or plastic. Explain that the goal of this activity is to get each one of their "group" inside the circle. Ask them to move into the circle. Explain that community building is like connecting with more and more people in what seems like a smaller and smaller world. Ask groups to pair up with another group. The goal is the same. Continue in this pattern until campers find it a challenge to get everyone into the circles. Be careful not to continue to the point campers may be injured,

Debriefing: Standing in a circle after the game, discuss how it felt for the group and its individuals. Did it promote unity, or separation? Did everyone feel connected with each other, accepted, included? How did it feel to work together, with more and more people moving into the circle? What worked, what didn't? What are the general components of a community that is working well together? After the last debrief, have everyone sit in a circle.

### **Scripture Study: A Model Community of Christ (20 minutes)**

Leader: "We have discussed components of our community when we were working well together. We can also look to the scriptures for an example of a community of Christ that worked well. The scripture we're going to focus on is from the second chapter of Acts. After Jesus was crucified, his disciples continued his teachings organizing the early

Christian church. This scripture gives us a picture of what their community was like. Here the disciple Peter was preaching and teaching about Jesus.”

Put the following paraphrased scripture on a poster board or projector (overhead or video) and have everyone follow along while you read aloud (or have a camper read it):

*Those who welcomed Peter’s message about Jesus were baptized. They devoted themselves to the apostles’ teaching, fellowship, sacraments, and prayers. All who believed were together and shared their things; they would sell their possessions and goods and give the proceeds to the poor. Every day they spent time together in the temple, and they shared their meals at home with glad and sincere hearts, praising God and having the goodwill of all the people. —adapted from Acts 2:41-42, 44-47*

Leave the overhead on and split the campers into small groups of four or five. Have them discuss the following questions. If your campers need some prompting in their discussions, include a staff member in each group to prompt as needed. Ideally your campers should have the discussion, but it is important to make sure the important points in parentheses are included.

How did the early Christian church promote a unified community? (They were very community focused, lived close together, shared meals, prayed together, shared possessions, gave to the poor, studied scriptures, played together, praised and worshiped God together, they had good attitudes, and got along with people.)

How do we structure our lives today so that this kind of unity is difficult? (We are very individual-focused; private property, hectic lifestyles, material pursuits and high cost of living, non-inclusive social cliques, discrimination, personal accomplishment, and people live spread out from each other/family/church friends.)

How can we restructure our lives to find this kind of unity? (This is a visioning question for campers so let them brainstorm. There’s no right/ wrong answer.)

Variation: Have each group make a word collage called “The Community” to hang up on a wall.

### ***Journal (10 minutes)***

Leader: “*How very good and pleasant it is when [people] live together in unity!* It’s a lot of working together and it can be hard at times, but when a group of people find unity, it is so rewarding. Think about it: sifting around just talking with a group of friends who really get along is so much more rewarding than playing video games by yourself. That is why the word ‘unity’ is such an Important part of the word community— people living together in unity.”

Have campers complete the umoja journal entry for Day Two, questions include:

How does God help you create unity with others?

Do you think it is also important to live in unity with our environment? Why?

Have a few campers share their answers and then discuss them briefly.

### ***Closing***

Have a camper say a prayer on the theme of unity.

### **Day Three: Jamii**

*meaning: one family*

*pronounced: "jah-mee" with the accent on the first syllable*

**Daily Theme Yell and Heart Wash (7 minutes)** See Day One Theme Class for instructions.

1. One line will yell, "jamii!" and the other line will call back "one family!" Repeat twice.
2. Send today's lucky campers through the HeartWash.
3. Everyone stands in a circle to start class.

#### ***Activity: No Matter What***

**(30-40 minutes depending on size of group)**

Materials: Make a burnable sign from cardboard or cardstock for each camper. Punch holes in the top two corners and make a hanger with cotton string or other natural fiber twine. The loop should be large enough to easily slip over head.

***SAFETY NOTE: Do not use any nylon, polyester, plastic, or plastic-coated material. Burning even small quantities of plastic products can release very dangerous fumes.***

Write a word in large letters on each sign, and in the lower right corner in small letter, write the healing action of that word. (These words will fill in the blanks of, "Where people feel \_\_\_\_\_, we will \_\_\_\_\_.") Use the following list of words. If necessary, use additional words that follow a similar theme.

<b><i>word</i></b>	<b><i>healing action</i></b>
lonely	fellowship
angry	soothe
guilty	forgive
impoverished	enrich
despised	befriend
outcast	include
disappointed	encourage
persecuted	protect
fearful	give safety
rejected	accept
hungry	feed
misunderstood	understand
neglected	give attention
abused	heal
imprisoned	give freedom
trapped	give direction
unloved	love
broken-hearted	mend
unlovely	beautify
hopeless	bring hope

## ***Directions***

Setting: This activity can be done in the classroom. It would also be appropriate to have it outside in a quiet, natural area.

Have a staff member hand each person a sign to hang around their neck. Have everyone scatter out around the room leaving the center of the room open. Ask campers to assume a physical posture that echoes the word on their sign and to freeze in that position until you come to them. No one should speak or make noise,

After everyone is in position, let there be a minute of silence while the weight of the words settles on the group. Then slowly walk around and take two campers by the hand. Lead them to the center of the room and begin creating a circle by joining their hands. Place your hand on an individual's shoulder and say an encouraging phrase to each camper beginning with, "In this family, you will ..." Make the phrase appropriate to each word. For example, to Lonely, "In this family, you will find fellowship;" to Angry, "In this family, you will be soothed;" to imprisoned, "In this family, you will be set free." Make eye contact with each camper as you say the phrase. Continue to bring campers to the circle one or two at a time, joining their hands with the others and saying a phrase to each.

When the circle is complete, move to the center of the circle and read the following scripture. Read it slowly, with a loud and passionate voice. In place of the brackets, turn around and read all the words in the circle.

*Open your hearts and feel the yearnings of your brothers and sisters who are [read signs here]. Reach out in understanding, clasp their hands, and invite all to share in the blessings of community created in the name of the One who suffered on behalf of all.*

—Doctrine and Covenants 161:3a

After reading the scripture, join the circle.

Leader: "In Christ we are all one family, Jesus loves and accepts us no matter what we have done or what our burdens are. Likewise, we are called to love and accept our brothers and sisters in Christ, no matter what they have done or what their burdens are. Now, we are going to move to a different location for the next part of our activity. We have a challenge on the way to remain one united family. We will carefully move as one body with our hands clasped. Please no rough pulling or shoving. You may notice that you need to speed up or slow down at points in order to keep everyone together. I will give directions along the way, so let's work together and don't let go!"

If you are inside, the hardest part will be all moving through the door together! This exercise will provide some giggles and comic relief during an otherwise serious activity. If your group is working particularly well together, try navigating them through some more challenging obstacles. Move the group to an area outside where a staff member will have a small fire burning. Two people will have to part briefly to encircle the fire. (If your camp is small, you may have to drop hands in order to get a comfortable distance from the fire.)

The burning of the signs is a symbolic commitment to reach out and help those who are hurting. To begin this part of the activity, have the group repeat after you, "We will open our hearts and feel the yearnings of our brothers and sisters."

Then go around the circle and each person will say the following phrase (filling in the blanks with the words on their sign) and then put their sign in the fire:

"Where people feel \_\_\_\_\_, we will \_\_\_\_\_."

(Example: “Where people feel lonely, we will fellowship.” “Where people feel angry, we will soothe.” “Where people feel Imprisoned, we will give freedom.”)

Close this activity by reading the following scripture loudly and triumphantly:

*Heed the urgent call to become a global family united in the name of the Christ, committed in love to one another, seeking the kingdom for which you yearn and to which you have always been summoned. That kingdom shall be a peaceable one and it shall be known as Zion.*

—Doctrine and Covenants 161:6b

Return to the classroom again as a united body.

### ***Journal (10 minutes)***

Have campers complete the *jamii* journal entry for Day Three, questions include:

What does it mean to you to be accepted by Jesus no matter what burdens you carry inside?

What are our responsibilities as members of God’s family?

Write about a time when a brother or sister in Christ reached out to you when you were hurting.

Have a few campers share their answers and then discuss them briefly.

### ***Game: Support Circle (optional)***

Split into groups of six to eight. Each group stands in a circle with shoulders together. One volunteer stands in the center, eyes closed, keeping feet together and legs straight, arms crossed over the chest, spotters put their hands up ready to catch the person in the center,

The faller asks, “spotters ready?” spotters answer, “spotters ready!” The faller says, “Ready to fall.” spotters say, “Fall away!” Finally, the faller says, “Falling!” and falls back into the arms of the group. Spotters gently push the faller around the circle. Repeat until everyone has chance who wants to.

Hard pushing and goofing around are not acceptable and will stop the activity immediately.

Process the game with the following questions:

How did it feel to have the support of the group? How did it feel to place your trust in the group?

What led you to go into the center, if you did?

How were you treating one another? Were you gentle with each other, or were some getting too rough? How did that help or hurt trust?

### ***Closing***

Leader: “As one family in Christ, we need to be gentle with each other and support each other. We need to be able to trust each other and reach out to those in need.”

Have a camper close with a prayer on the theme of God’s family.

## **Day Four Uzima**

*meaning: health, life, wholeness*

*pronounced: "oo-zee-mah" with the accent on the second syllable*

### **Daily Theme Yell and Heart Wash (7 minutes)**

*See Day One Theme Class for instructions*

1. One line will yell "uzima!" and the other line will call back "health! life! wholeness!"  
Repeat twice.
2. Send today's lucky campers through the HeartWash.
3. Everyone stands in a circle to start class.

### **Activity: Malnutrition—Dilemma of Rich and Poor (15 minutes)**

Materials: Number three tables with a sign and prepare them with the following food:

Table #1: meager portions of cooked rice and cabbage with no spices

Table #2: generous portions of raw vegetables and dip

Table #3; generous portions of junk food such as potato chips and small candy bars

Cover the food with a sheet so that only the numbered sign is visible.

Leader: 'Would you be surprised to hear that malnutrition is a challenge in poor countries? No, I think we have all heard about the starvation in developing countries as found on the African continent. Would you be surprised to hear that malnutrition is also a challenge in affluent, developed countries such as the United States? We're going to do an activity to discover a possible reason why malnutrition is a problem in both rich and poor countries.'

Split the campers into two groups. Group One can get food only from table #1, and everyone in the group must get some food (which means taking only a small portion). Group Two can choose from table #2 OR #3, not both. There should be enough food on these two tables so portion size is not restricted. Uncover the food, than ask them to get their food and return to their seats.

"So, Group One, what do you have to eat? If this was all you got to eat each day, do you think you would care how it tasted? Was there enough food available to food everyone up for a day? Clearly, you represent what might happen in a poor country

"Group Two, you had a choice to make. How many of you chose to eat from table #2? How many of you chose to eat from table #3? Regardless of your choice, was the quantity of food available enough to fill you up? You represent a typical affluent country.

"Let's discuss the challenges faced by each group. Group One, why might you be malnourished? (not enough quantity, not enough variety to supply sufficient nutrients) Group Two, why might you be malnourished? (too much choice —choosing bad food instead of good food, eating too much overly processed and refined food instead of fresh vegetables and whole grains).

"So it boils down to this: In poor countries, there is not enough food quantity and choices, so people are nutritionally deficient. In rich countries, there is too much choice, and people tend to be nutritionally deficient because they choose junk food or convenience food that is over processed. One difference is that in poor countries, the malnutrition tends to show up faster and more dramatically, with bulging bellies, diarrhea, and disease. in richer countries, it is more subtle. Because most people in these countries eat enough or even too much food, nutritional deficiencies contribute to general poor health, which could lead to any number of diseases and

conditions.”

At the end of the activity, you may choose to let the campers snack on the remaining food throughout class, or if it’s too close to mealtime, have the food removed and move on.

### ***Scripture Study/Living History: Daniel’s Food (10 minutes)***

Leader: “Why our emphasis on food today? Well, as we will learn in our scripture study, good nutrition for our bodies is necessary for God to bless us with abundant spiritual blessings. *Uzima* is health, life, and wholeness. We can’t fill our bodies and minds with garbage and expect to fully experience the wonders of God. Our bodies are sacred temples that house our soul and the Holy Spirit, and when we treat them as sacred, then that opens up greater opportunities for spiritual blessings.”

There are two options for this activity: small group study, or living history. Choose which one is most appropriate for your group,

#### ***Small Group Study***

Split the campers into smaller groups of about four. Give each group a copy of the story *Daniel’s Food* found at the end of this lesson. Each group is to read the story paraphrased from Daniel 1:1-20 and discuss the following:

According to Daniel, what is most nutritious?

What were the results of Daniel and his friends eating in this way?

How do you think this story applies to your life today?

#### ***Living History***

Have a group of about six people perform a living history skit prepared from the story *Daniel’s Food* which is paraphrased from Daniel 1:1-20. They can be staff or campers or a mix. The skit should be prepared one or two days ahead. Costumes and props should be used, and the skit should emphasize that Daniel and his friends were blessed with knowledge and spiritual blessings because of their good nutritional choices. Discuss the skit as a group.

#### ***Journal (10 minutes)***

Leader: “Daniel was blessed because he treated his body as sacred and ate only nutritious food. Not everyone has the privilege of having enough food or being able to choose what they eat. For those of us who do, it is important to use wisdom in what we eat.” Have campers complete the *uzima* journal entry for Day Four. Questions include:

What kind of food do you usually eat, and do you always have enough to eat?

In Daniel 1:3-19, what is the message for us today regarding food?

In more affluent countries, food often goes to waste because there is too much, while in poor countries, people starve because there is too little food. How do you think we can ensure more equal distribution of food around the world?

Have a few campers share their answers and then discuss them briefly.

#### ***Activity: Today’s Section 86 (20 minutes)***

The goal of this project is for campers to rewrite Section 86 of the Doctrine and Covenants in today’s language and context. Depending on how much time you have remaining; you can do this with the whole group, or in three small groups. Smaller groups could each rewrite one verse of Section 86 and then share in the larger group. Use the following thought

starters to guide the activity.

Keep in mind there is no right or wrong end to this activity. The campers can include what they feel is important for today and discard anything that is too confusing or doesn't feel applicable for their lives.

### ***Thought Starters***

Scriptures in general: There are many factors that shaped the writing of our holy scriptures. Because God works through humans to get the message across, scriptures may be incomplete or changed over time. Some scriptures were passed on orally without being written down for hundreds of years. The authors of the scriptures can be shaped by cultural influences that might not make sense decades or centuries later. Because of these reasons, sometimes the meaning may be obscured or the scripture could seem confusing. It is important to look for the broad message in scriptures, rather than clinging to and trying to understand each and every word. Ask yourself, how does this apply to me?

#### Section 86

Verse 1a. What do you think this verse is referring to? Could the corruption of the food chain play a part? What are some possible evils that exist in reference to our food? Do you worry about pesticide and other chemical residues in your food?

Verses 1 b, c, and d. What is the overall message about alcoholic drinks? What is the overall message about tobacco?

Verse 1e. Do you think we are supposed to refrain from all 'hot drinks' or those that are potentially bad for us? Consider this:

We know from medical studies, that coffee is a dangerous habit to pick up. The caffeine in coffee (and black tea and caffeinated sodas) is addictive and it is also full of toxins that are not good for the human body. One cup might not hurt you, but many cups per day may cause serious problems.

On the other hand, there are many medical studies telling us how good green tea is for us. It full of antioxidants that may help protect the body from cancer. Green tea has a little caffeine in it, about 25 percent of the level in coffee, and therefore is not generally addictive except in very large quantities.

Verse 2a. What is the overall message about herbs? Keep in mind, the word "herbs" here probably means herbs, vegetables, and fruits. What do you think is significant about eating them in their season?

Consider that many of the things we eat are shipped across the world to reach us. This transportation requires a huge amount of fossil fuel and causes pollution. If we ate locally grown food, it would have to be grown in a certain season because of weather. Eating locally grown foods in their season helps the environment by reducing pollution. It helps you by providing fresher food that does not need dangerous chemical preservatives, and it helps local farmers stay in business.

Verses 2b. and c. What is the overall message about meat? What do you think it means to eat meat 'sparingly'? What do you think it means that grain is the "staff of life"? What does that tell us about how often we should be eating grains?

Consider this: Raising animals for meat requires huge amounts of land, water, and other resources. Enough grain to adequately feed an equal number of people uses only a fraction of the land and resources. So, more food can be grown on less space if we eat lower on the food chain and only occasionally eat meat.

Verse 3a. What is the overall message here concerning grains and other plant food?

Verse 3b. Some people have tried to justify drinking beer with this verse. Is beer really “mild”? Would a mild drink get someone drunk and cause hundreds of drunk-driving deaths each year?

Consider that traditionally there have been many grains used to make beverages similar to coffee. Barley is one of the most common grains to roast and brew like coffee. Today there are many brands of coffee-substitute beverages made from barley and chicory. These mild drinks have no caffeine and often contain valuable nutrients.

Verses 3c and d. What is the promise for those who practice good nutrition?

### ***Closing***

Have campers stand in a circle and say one thing that makes their life whole.

Afterward, have one camper offer a prayer thanking God for health, happiness, and wholeness of life.

### ***Day Five: Heri***

*meaning: good wishes, good will,*

*blessings*

*pronounced: heh-ree, rolling the “r” sound, as in Spanish, with the accent on the first syllable*

***Daily Theme Yell and Heart Wash (7 minutes)*** See Day One Theme Class for instructions

1. One line will yell, “*heri!*” and the other line will call back “Good wishes! Good will! Blessings!” Repeat twice.
2. Send today’s lucky campers through the HeartWash.
3. Everyone sits in a circle to start class.

Leader: “This week we have focused on different aspects of *harambe*: the love of God; being a unified people; the family of God; and personal, community, and planetary health. Our camp is coming to a close, and it’s time to focus on taking the goodwill of *harambe* back home with us. First let’s play a game that demonstrates how our goodwill can have an impact in our community circle.”

### ***Game: Pass it on! (5 minutes)***

Materials: stopwatch

Have everyone stand in a circle around you. When you say “Go,” one person begins by sending a gesture of goodwill around the circle. It is repeated as quickly as possible around the circle. When the gesture arrives back at the person who started, that same person says “Stop” You time the group with the stopwatch. Repeat a few times to see how well the group can improve their time.

Next start two different gestures around opposite directions, and see if they make it all the way around.

Gestures can include a hand squeeze, hip bumps, whistles, stomps, or whatever. It’s important to frame this as symbolic of spreading goodwill, and include this important point: “When you spread goodwill, it always returns to you. In giving, we receive.”

When the game is finished, come back together sitting in a circle.

### **Scripture Discussion (15 minutes)**

Leader: (Select a camper and say) \_\_\_\_\_ is going to read a scripture. This is not just any old scripture that was written hundreds and hundreds of years ago. This is contemporary scripture, only a few years old. It is truly a scripture for your generation and I would encourage all of you to read and study it for yourselves. It is Section 161 of the Doctrine and Covenants. We've been hearing pieces of it throughout the week. Today we're going to read verses 3c and d, and then we'll do some activities."

Have the camper read the following scripture:

*Be patient with one another, for creating sacred community is arduous and even painful. But it is to loving community such as this that each is called. Be courageous and visionary, believing in the power of just a few vibrant witnesses to transform the world. Be assured that love will overcome the voices of fear, division, and deceit. Understand that the road to transformation travels both Inward and outward. The road to transformation is the path of the disciple.*

—Doctrine and Covenants 161:3c-d

"Let's look at this scripture a little at a time. '*Be patient with one another, for creating sacred community is arduous and even painful. But it is to loving community such as this that each is called.*' Why would we want to create sacred community if it is hard and painful to do?"

Encourage brief discussion about the merits of creating sacred community.

"*Be courageous and visionary, believing in the power of just a few vibrant witnesses to transform the world.*' What does it mean to you to be courageous and visionary?" (Take a few answers.)

"Do you believe that a few vibrant people can change the world for the better?"

"Who can think of one person who made a positive Impact on the world?"

Briefly discuss a few historical figures who brought positive change (i.e., Jesus, Gandhi, Mother Teresa, Oskar Schindler, others).

### **Activity: Envisioning Harambe Dream Circle (10 minutes)**

*Note: You will need a flat open space for this activity, as well as one or two staff helpers to encourage "peekers" or "gigglers" to keep their eyes shut and focused on the activity.*

Leader: "If one person can make that much of a difference, imagine what we can all do working to spread the good will of Harambe back home."

Have everyone (including the leader) lie on the floor/ground face up in a circle, heads toward the center, eyes closed. They should be close together, but not so close that it is uncomfortable.

"The way we are laying right now is called a dream circle. The positive energy that each person has is focused in the center of the circle. We can put all of our imagination together in this circle and come up with a vision of what it means to pull together in sacred community—what we can do to spread *harambe*"

"Let's focus in total silence for one minute. During this minute, think about the value of each person here and the good impact each of us can have on the world. Put all that positive energy into the center of the circle and think about one thing that you can do to spread *harambe* when you get home. We'll share them at the end of the minute. Focus for one minute, starting now."

“I’ll start and we’ll go around the circle. When you are finished, tap the person next to you. Share with us, in one sentence, something that you can do to spread *harambe* when you get home.”

*Note: Someone who wishes to pass can just lightly tap the next person.*

When everyone has shared, the group can sit back up in a circle.

### ***Journal and Discussion Activity: So What Are You Afraid Of? (10 minutes)***

Leader: “‘*Be assured that love will overcome the voices of fear division, and deceit*’ Fear can really hold us back from creating sacred Christ-centered community. There are many different fears, and each person’s may be a little different. It’s okay to have those fears—everyone does. What is important, though, is letting the strength of God’s love overcome your fears and doubts so that they don’t keep you from doing good things.”

Have each person complete the “So What Are You Afraid Of?” journal entry and then ask if anyone would like to share. If anyone is willing, have a few people share. Thought starters include:

*Harambe* sounds great, but I’m afraid that...

Sure others have made a big difference, but I fear...

My biggest fear of all is...

“Sometimes the hardest part of overcoming fear is admitting to yourself that you have the fear. Thank you all for being honest with yourselves. When the fears come we can pray to Jesus and he will help us overcome them through his love.”

*Options: Come up with a brief ritual to overcome the fears. Here are some to choose from: burn the worksheets at campfire; use water soluble ink pens and wash the fears away in tubs of water; crumple the sheets, blend them up with water, and make homemade paper with the pulp during crafts.*

### ***Journal (10 minutes)***

“*Understand that the road to transformation travels both inward and outward. The road to transformation is the path of the disciple.*” The message of the last line of today’s scripture is simple: We need to make changes on the inside that will help us be better disciples on the outside. Being open to grow and change is part of becoming more like Jesus.”

Have campers complete the heri journal entry for Day Five, questions include:

What changes do you think need to take place where you live in order to promote *harambe*?

What would you most like to change about yourself on the inside so that your outward actions are more Christ-like?

Have a few campers share their answers and then discuss them briefly.

### ***Closing***

Have a camper close with a prayer on the theme of spreading the goodwill of *harambe* back home.

## **Daniel's Food**

Nebuchadnezzar, king of Babylon, attacked the city of Jerusalem. The king ordered his chief official, Ashpenaz, to take some of the young, captured Jewish men who were of royal blood, intelligent, quick learning, and physically perfect. These men were taken to Babylon and put into a training program that would last three years. They were to be instructed in Babylonian language, culture, and in magic and sorcery. Then they would enter the service of the king.

Among the young men were Daniel and his three friends. They worked hard in their new home. The king provided daily rations of the royal food and wine, but Daniel did not wish to defile his body with the king's food. It is likely that the king's food was rich and heavy, including meat (probably pork, which Jews considered unclean) and cheese with alcoholic wine to drink. Daniel begged Ashpenaz for permission to not defile himself with such food. Ashpenaz responded, "But Daniel, the king would cut off my head if he discovered you in poorer health than the other young men."

Daniel proposed a test: for ten days, he and his three friends would eat only vegetables and drink water. At the end of ten days, Ashpenaz could compare them to the other young men who ate the royal food and he would decide if they could continue eating vegetables instead. Ashpenaz agreed.

Ten days later, they looked healthier and better nourished than any of the young men who ate the royal food. So, Ashpenaz let them continue eating vegetables.

God blessed Daniel and his friends with wisdom, knowledge, and understanding in all kinds of literature. Daniel was blessed with the gift of interpreting dreams and visions.

At the end of their training, all of the young men were sent before King Nebuchadnezzar to be evaluated. None were found to compare with Daniel and his three friends. God blessed them throughout their lives with knowledge and protection.