



NEW EARTH

Christian Resources for the Outdoors

**HANDLE
WITH
CARE**



Introduction

Dear Camp Leaders,

You, your staff, and your campers will be able to respond to God’s call to care for creation in this summer’s theme. Campers and staff will consider the biblical mandate to be stewards of creation and will learn specific ways to “Handle with Care.” All of us involved in creating these resources pray that they will enrich and enable your ministry as you reach out to campers with the good news of Jesus Christ.

If you are a returning user, welcome back! We appreciate your continuing choice of these materials. If you are a new user, please take a few minutes to read the “Using These Resources to Design a Curriculum for Your Camp” section in order to become familiar with the format of the curriculum. It is our intention that you choose from this collection of resources to create your own curriculum matched to the particular needs of your camp and campers.

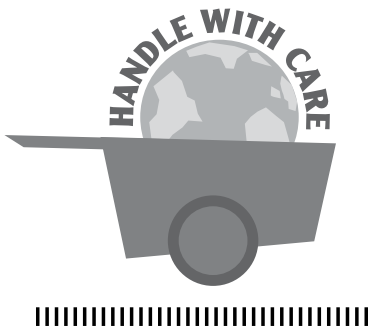
By purchasing these materials, you bought a license to use them at a given camp site for the whole summer. Open and edit files from the Word and RTF files on the CD-ROM, make copies of the CD-ROM, or make photocopies from the printed pages or PDF file. Governing bodies owning more than one camp site are expected to purchase a copy of the curriculum for each site.

“Handle with Care” is the eighth title of New Earth: Christian Resources for the Outdoors. This curriculum is developed by the New Earth Publishers, a cooperative group of denominational publishing houses, in cooperation with the Committee on Outdoor Ministry (COM) of the National Council of the Churches of Christ. Christian Board of Publication has published these resources on behalf of the other denominational partners and COM. The ecumenical team that developed the outlines for this curriculum and the writers are committed to outdoor ministry and to providing the best possible resources for this ministry.

A BONUS SECTION is included this year for facility directors and managing boards of camps. **“Greening for Outdoor Ministry Facilities”** provides a rich resource of policies and practices for camps that wish to be faithful stewards of the portion of creation entrusted to them.

Your comments are valuable and important to the future development of these materials. Please visit http://www.surveymonkey.com/s.aspx?sm=PXT5UK_2bJj7nrMy6sMdrqEg_3d_3d <http://www.surveymonkey.com/s.aspx?sm=PXT5UK_2bJj7nrMy6sMdrqEg_3d_3d> to send an evaluation of the curriculum. I am always glad to hear from you directly with comments and questions.

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Week-at-a-Glance

Daily Discovery	Title	Scripture	Environmental Connection	Focus
Discovery 1	It's about Relationship	Genesis 2:4b–23	Sustainability	Campers will hear and explore the story of God's creating the first garden and be invited into relationship with God and with each other and to learn to care for God's creation.
Discovery 2	It's All Good	Genesis 1:1–25	Web of Life	Today, campers will explore the way in which God created order out of chaos and hear about the goodness of God's creation.
Discovery 3	It's a Matter of Choice	Genesis 6:11—9:17	Conservation	Today, campers will explore ways they keep and break promises with God, creation, and others
Discovery 4	It's about Trust	Luke 12:13–32	Simplicity	Today, campers will explore the barriers to trusting in God's provision for all creation and how these fears affect their lives of faith.
Discovery 5	It's What We Do	Matthew 25:14–30	Stewardship	Campers will identify the gifts God has given them and they will consider ways they can be faithful stewards in caring for creation.
Discovery 6	It's Good News	Mark 16:9–20	Eco-Justice	Campers will explore ways to proclaim, in word and action, the new life revealed to us in Christ, which is good news for all of creation.



Biblical and Theological Reflections



God hovered over
the void ➤

God made us for relationship – with God, with each other and with creation. The call to relationship echoes throughout the biblical witness. Campers will deepen their understanding of what it means to live in loving relationship with God, each other, and creation with an emphasis on how they can “Handle with Care” the relationship with creation. They will examine what the Bible has to say about their role in God’s creation and consider what it means to handle the creation with care.

The Old Testament story begins with God hovering over the void and bringing order to the chaos. God then creates out of nothing: the heavens and earth, the sky and sun and stars, the day and the night, the green of the plants and the blue of the water, and all creatures—including the human creature—to walk and fly and swim in creation. And all of it was good! This biblical story begins by declaring that God is the Creator. Campers will have opportunities to respond to the Creator God with awe, wonder, and praise.

The second account of creation tells us that God made *adam* (creature of the earth) out of the *adamah* (the earth) and made a companion for that creature because it was not good for *adam* to be alone. God put the two humans in a garden and told them to till and care for what God had made. God also told them to not to touch the tree of the knowledge of good and evil. But like all humans after them, they wanted to be like God, so they ate from the tree. And they broke the perfect relationship God had made with them. Campers will consider the call to till and care for relationships and what that call requires of them.

God became angry ➤

As time went on, the behavior of humans did not change. God became angry at the human creatures and decided to destroy the creation through a flood that covered the entire world. However, God decided to preserve Noah and his family and pairs of animals so not everything would be lost. At the end of the flood story, campers will hear God’s promise, sealed with the rainbow, never to destroy the creation with water again. They will also consider the ways in which the continued behavior of humans has damaged what God has created.

God sent Jesus with the good news that despite human disobedience, God was already redeeming the world. Jesus invited his listeners to look at the creation around them and see both its

Discovery 1: It's about Relationship

Scripture: Genesis 2:4b–23

THE STORY

Genesis 2 begins with a dry, barren landscape with no signs of life. God made a stream to rise from below the earth. With the simple elements of earth, water, and air, God formed the first earth creature. That creature was called *adam* because he was formed from the earth, *adamah*. God breathed into the creature, giving him life.

God made luscious plant life—fragrant fruit trees, flowering shrubs, herbs, and bushes - to spring forth from the watered earth. God placed two majestic trees in the garden, the tree of life and the tree of the knowledge of good and evil. A river flowed from the garden, splitting into four waterways that nourished life all around.

God placed *adam* in that beautiful place to care for the garden and to sustain it. God gave *adam* the freedom to eat all the fruits and vegetables he liked, but God forbade *adam* to eat from the tree of the knowledge of good and evil.

God longed for relationships from the start and decided it was not good for *adam* to be alone. So God formed a companion for *adam*, a helper, and differentiated them as man and woman. Then God formed all the living creatures of the world and gave *adam* the responsibility to name each one.

God longed for relationship ➤

BACKGROUND

This is the second of the two creation stories in Genesis. This story focuses on relationships—the relationship between God and the human creatures, the relationship between the humans, and the relationship between humans and all the other parts of creation.

Immediately before this story comes the first version of the creation story that starts, “In the beginning ...” In this version, the creation is described one day at a time. Following the Genesis 2 version of creation, we find the story of humanity’s first temptation and disobedience of God’s rules, leading to the consequence of having to leave the garden. The first eleven chapters of Genesis set the stage for the story of God’s people, responding to the questions about what it means to live in the midst of all these relationships. These chapters provide the foundation for the later history of the Israelites and their covenantal relationship with God.

This version of the creation story was taught and shared verbally for many generations before it was written down. Creation stories were told by different Israelites in different periods of history, demonstrating how they understood themselves as people of God and people of the earth.

Creation stories shared verbally ➤

It is interesting to note that other cultures of the ancient Near East also have similar creation stories. Because these stories were shared orally and were part of the cultural context of the ancient Israelites, they probably influenced the Israelites’ interpretation of their own story. The Israelite story differs from those of the Mesopotamians and the Egyptians in that it defined a particular



Discovery 1: It's about Relationships

Scripture Genesis 2:4b–23

Focus

Campers will hear and explore the story of God creating the first garden and will be invited into relationship with God, each other, and creation.

Campers will:

- be introduced to ways they can grow in a relationship with God
- discover connectedness within camp and settle in
- explore ways they can care for creation at camp

Connection to Campers

Children this age will come to camp with a variety of feelings about being away from home and, for some, it may be an anxious time. The story of God creating the first garden will assure them God is near them and will care for them even as they are away from home.

Suggested Songs

“Garden Song” (Row by Row), “Morning Has Broken,” “God of the Sparrow,” “Touch the Earth Lightly,” “This Is My Father’s World” (This Is God’s Wondrous World), “Creation Doo Wah Ditty,” “Thank You, God Song,” “If I Were a Butterfly,” “O Great Earth,” “This Pretty Planet”

Environmental Connections—Sustainability

Sustainability is living in a way that provides for the needs of today’s people while at the same time assuring that future generations have all they need to lead fulfilling lives. Sustainability involves simultaneous environmental, economic, and community needs. When we consume more resources than we need, we deplete those resources, sometimes to the point where they become unusable. As God’s gardeners, we are called to sustain creation in such a way that our relationship with the earth and its inhabitants is preserved. That means finding a balance between consumption and conservation by reducing environmental impact, maintaining natural resources, and using resources more efficiently.

in large and small groups (see More Activities: Group Building and Recreation) As campers get to know one another, learn where things are at camp and the schedule, and understand appropriate behavior, they will relax into the community.

MULTIPLE INTELLIGENCES: Bodily / Kinesthetic, Interpersonal

MATERIALS: None

4. Tour the Camp Community

Line up campers with a counselor at the front and end of the group. Travel around the camp, visiting the different locations the group will use throughout the week. As you tour the camp, introduce those who work in different areas—such as the director, health care manager, lifeguards, and others—and discuss their roles in the camp community. Include on the tour some of the natural settings of the camp, such as the lake or woods or a wildflower field. Encourage campers to find one thing in the setting for which they are thankful. Conclude the tour by saying a prayer of thanksgiving for all the friendships at camp.

MULTIPLE INTELLIGENCES: Bodily / Kinesthetic, Naturalist

MATERIALS: None

5. Think about Sustainability

Introduce the concept of sustainability. First, fill a plastic gallon jug with water. Explain that the average person in the United States or Canada will use forty of these gallons of water each day by taking a shower, flushing the toilet, washing their hands, brushing their teeth, and cooking. Remind campers that most of that water goes down the drain. Next, fill a grocery bag with food and explain that the average person in the United States or Canada eats a whole bag of food in a week. Finally, place five pounds of trash in a garbage bag and explain that the average person in the United States or Canada creates five pounds of garbage every day. Ask a few volunteers to come and try to pick up the water jug, bag of food, and bag of trash at the same time.

Remind campers that in today’s story they heard that God created the earth garden for

humans to enjoy and to take care of. But just as it was difficult for the camper to hold all the food, water, and garbage, the earth has trouble sustaining all humans on the earth because of our demands for food and water and the waste we add. Encourage campers to name ways they can use less water, eat more wisely, and create less trash.

MULTIPLE INTELLIGENCES: Spatial, Intrapersonal

MATERIALS: Bible, one-gallon jug, grocery bag full of food, garbage bag full of trash

6. Play Nature Bingo

Make bingo cards for your group prior to the arrival of the campers. In each square, write an item from nature such as a spider’s web, wildflower, tree, moss, fern, or animal that exists close to the cabin. Have campers work in pairs to find as many items on their card as they can. Gather campers back together and have each pair say what they found. Remind campers about the environmental concept, sustainability. Ask them how they might act within the area during camp so that everything in nature will be the same when they leave as when they arrived. How can we sustain it for the campers who come after us? Record campers’ suggestions and post the list where they can see it during camp.

MULTIPLE INTELLIGENCES: Naturalist, Linguistic

MATERIALS: Bingo cards, paper, marker

7. Make Clay Art

If there is a clay field within your camp, take campers there. Have them gather a golf ball-sized amount of clay. Divide the clay and put it on pieces of screen placed over a bowl. Have campers rub the clay back and forth over the screens to remove pebbles, sticks, clumps of dirt, and other debris. Throw the debris away and repeat this step until the clay is free of unwanted objects. If there is no natural clay at your camp, provide purchased clay. Have campers mold the clay into the shape of a creature of their imagination. Add drops of water if needed. Bake the clay art at 400 degrees for 15–20 minutes if necessary.

MULTIPLE INTELLIGENCES: Naturalist

MATERIALS: Bowls, screens, water, clay

▲▼▲▼▲▼ **WORSHIP RESOURCES** ▲▼▲▼▲▼

Morning Watch

Explain to the campers that each morning they will gather at a designated spot for Morning Watch. Begin with a song. Teach them the Psalm response for the day. It should be said very slowly as simple body movements are performed.

Psalm response:

I will sing a happy song (*place both hands on mouth and move outward*)

To God my Creator (*lift hands in the air and look upward*)

My whole life long (*keep arms raised and swing upper body in a circle*)

Read Psalm 104:24–34, pausing after each verse or phrase and saying, “Let us praise God.” Invite campers to listen as the Psalm is read and to give the response when they hear, “Let us praise God.” Announce the creation care concept for the day: Sustainability. Have campers repeat the word and tell them they will learn more about it throughout the day. Give out the Camper Page 1 and a pencil. Invite campers to sit alone for a few minutes and read through the list. Have them circle actions they would be willing to do to take care of the earth. Gather the campers around to share the ways they responded to the list.

End with a song, if time allows.

MULTIPLE INTELLIGENCES: Bodily/Kinesthetic, Interpersonal

MATERIALS: Bible, Camper Page 1, pencils

Evening Worship

Sing: Sing several songs from your camp’s tradition or the list of Suggested Songs.

Psalm reading: Read Psalm 104:24–34 again, using the spoken response and body movements from Morning Watch.

Read the scripture: Genesis 2:15, 20–23

Engage the scripture: Before worship, have someone prepare a skit to illustrate the creation story for today. Have them invite campers to gather up dirt, wet it with water, and blow on it like God did. Encourage

campers to think about the friendships in the story. What was God’s friendship with the humans? What kind of friendship did the humans have with each other? What friendship did God ask the humans to have with creation? How can we be good gardeners in God’s creation during camp?

Closing Prayer: Give a prayer of thanks for the friendships within the camp community and for creation as a gift of God.

Sing: Introduce a theme song, “O Great Earth”.

MULTIPLE INTELLIGENCES: Intrapersonal, Interpersonal

MATERIALS: Bible, dirt, water

Cabin Devotions

As a way of concluding the day, ask campers to each share one thing he or she learned about friendships with God, others, and creation today. Invite each camper to say one friendship he or she liked especially on this first day of camp. Always be sensitive to those who do not wish to share, but make sure everyone feels welcome to do so. Close this time with a prayer thanking God for new friendships here at camp.

Consider reading from a novel or short book each night while the campers go to sleep. Choose an age-appropriate, read-aloud book that has nature as a theme. See Resources You May Need for suggestions.

MULTIPLE INTELLIGENCES: Interpersonal

MATERIALS: Book to read (optional)



Discovery 2: It's All Good

Scripture Genesis 1:1–25



Focus Today, campers will explore the way in which God created order out of chaos and hear about the goodness of God's creation.

Campers will:

- continue to discover order within camp life
- celebrate the goodness of creation
- appreciate the variety of creation within camp



Connection to Campers

Older children are active and ready to explore and learn. They are still filled with a sense of wonder, so they will be more than ready to celebrate the goodness of creation. Since they think literally, they may question how so many things can be created in one day. Although they can understand the goodness of creation, they may also want to talk about natural disasters and how they fit into the goodness.



Suggested Songs

“Called By Earth and Sky,” “On Holy Ground,” “Trees of the Field,” “All Things Bright and Beautiful,” “Like a Rock,” “O Great Earth,” “All Things Bright and Beautiful,” “Lord of Creation”, “Have You Seen Jesus My Lord”, “A Place in the Choir,” “This Pretty Planet,” “Take Off Your Shoes,” “It Is Good”



Environmental Connections—Web of Life

“Web of life” is another way of talking about biodiversity—the interconnection and interdependence within ecosystems and between all of life. We depend on biodiversity in our everyday lives to supply us with a healthy environment and the natural materials for food, medicine, and other economically important products. When the habitat of one creature is destroyed, it affects not only that creature and its habitats but all the other creatures and habitats connected with that creature. We can support the web of life by understanding the relationships between species and their habitats and being informed about the connections between ecosystems.

DISCOVERY ACTIVITIES

NOTE TO LEADERS: To prepare for leading campers, read through the Biblical and Theological Reflections for Discovery 2. Begin with “Tell the Bible Story.” Then use an additional Bible study and the other activities to interpret the story throughout the day.

1. Tell the Bible Story

Invite campers to talk about something they have invented or created that nobody else has ever made. Ask: What did you make? What did you enjoy about making it? What did it feel like when you were finished? Explain that today they are going to hear about how God created the world out of nothing. Ask campers to look around and imagine what camp would look like without any trees, water, grass, or creatures. What would it feel like if there were nothing here?

Have campers open their Bibles to Genesis 1:1—2:4 and have different campers read what was created on each day. Ask the campers what they noticed most about the story. Point out that when God created, everything that was made was called “good.” Have campers make a list of all things God created and called “good” each day. Ask: What does “good” mean to you? What is good about the creation? How can we respond to the goodness of the creation God has made?

Explain to the campers that today is a day to celebrate the goodness of God’s creation. Invite them to suggest ways they can celebrate such as jump up and down, shout “Hurrah”, etc. Close with a prayer of thanksgiving for the goodness of God’s creation.

MULTIPLE INTELLIGENCES: Spatial, Naturalist, Linguistic, Interpersonal

MATERIALS: Bibles, paper, and markers

2. Retell the Story

Tell the campers you need their help. As a whole group, they will have to figure out a way to tell the creation story they have just heard using each person from the group. Instruct the campers to decide what kind of props would be needed for each day of

creation and list them on paper, with one page for each day. Assign the days of creation to the groups, and explain that each group will present a skit about its day of creation. Instruct the campers to gather the proper materials for their skits, and give them time to prepare. Tell them to make sure they are good stewards when collecting their materials (They should use only things that are dead, down, and brown for all props from nature. Have them be creative with any items they have brought from home). Direct the campers to remain in their small groups but to arrange themselves in order from day one to day seven in a large circle around you. Explain that respecting each group as it presents its day of creation is a responsible and caring way to increase the joy of creating our own community.

MULTIPLE INTELLIGENCES: Spatial, Interpersonal

MATERIALS: Bibles, various props from home and camp

3. Find the Web of Life

Tell campers they are going to go for a walk and each person will have the chance to adopt something found in nature. Walk out to a natural area of the camp and point out a major element of nature such as a body of water, a large tree, a field of flowers, and so forth. Tell campers they are to identify another part of creation that is related to that thing you have pointed out. Remind them that the relationship has to be one in which the parts of creation help each other, such as the soil holding the tree and giving it nutrients. Have campers explore the area and identify those natural elements that are related. Encourage them to use plant identification books. Then give campers cards to write nametags for the things they have found. Finally, connect all the identified items that have been marked with a piece of yarn or twine.

Have campers sit down and talk about all the connections they have found in the web of life they made. Ask: What did you discover? What new things did you learn? Remind

them that God called all of creation “good..” Ask them to say what is good about the connections in their web. Close with a prayer thanking God for all the relationships they have found.

ACTIVITY MODES: Naturalist, Intrapersonal, Bodily/Kinesthetic

MATERIALS: Blank cards, markers, plant identification books.

4. Make a Web

Explain to campers they can make a web to remind them of the web of life. Give each camper a natural or purchased wooden hoop. Show campers how to glue one end of a piece of suede/leather/cloth to the hoop and how to wrap the fabric around the hoop. When the hoop is wrapped tie on some embroidery thread and criss-cross it across the inside of the hoop to make a web. Campers can then collect items from nature and weave them into the web. Remind them they can hang the webs at home as a reminder that all of creation is interconnected.

MULTIPLE INTELLIGENCES: Bodily/Kinesthetic, Spatial

MATERIALS: For each web, a bendable piece of birch or other slender and supple stick that measures twelve inches in diameter when bent (or a purchased hoop), half a yard of suede cloth, fabric glue, fake sinew or embroidery thread, feathers or objects from nature.

5. Find the Seeds

Explain to campers that most plants and trees provide seeds for the next generation of those plants and trees. Spend some time in a natural setting where there are a variety of plants, flowers, shrubs, and trees. Explain to campers they are to walk around the space and find as many seeds as they can. Remind them not to collect any seeds. They are only to locate them. Remind them to look for dry seed heads, pinecones or acorns from the year before, and that seeds are already forming in flowers.

When they have had a chance to explore the area and have located a variety of seeds,

gather them back together. Invite them to talk about what kind of seeds they found. Then take a tour of the area and have campers show the seeds they found. Encourage campers to consider all the different shapes and sizes of seeds.

After the tour, sit down and encourage campers to talk about the seeds. Ask: How are the flowers connected to the seeds? How are the roots connected to the leaves? What do the leaves of trees produce that we humans need to live? What good things do plants, trees and flowers provide for humans? What would happen to growing things if someone collected all the seeds and destroyed them? Remind the campers that all of creation is connected like a web and each part depends on the other parts.

MULTIPLE INTELLIGENCES: Naturalist, Logical/Mathematical

MATERIALS: None

6. Learn about Water

Take campers to the shore of a river, lake, or pond. Have a nature guide available to help identify what campers see. Have campers wear water shoes or shoes they can get wet. Explain that they are going to explore the camp’s river, lake, or pond. Have them walk into the water until they are ankle deep and spread out from one another. Encourage them to put their hands in the water, disturb the water, and think about how the water feels on their skin. Then have them stand completely still until the water is quiet. Invite them to look down into the water to see the plants and creatures that live there. Gather the group on shore again and invite them to share and draw what they observed. Ask: What was the most surprising thing you saw? What lives in the water? What was most amazing? Invite campers to tell what they know about threats to animals and plants that live in the water and what they can do to protect them.

MULTIPLE INTELLIGENCES: Naturalist, Interpersonal, Linguistic

MATERIALS: Nature guide for shore life in your area, paper, pencils

▲▼▲▼▲▼ **WORSHIP RESOURCES** ▲▼▲▼▲▼

Morning Watch

Invite campers to bring their Bibles, a notebook, and pencil to Morning Watch. Have them spread out so they cannot touch or talk to one another. Explain to them that they can sit quietly, write, or draw in their notebooks, or complete Camper Page 2. Remind them this is a time for thinking about God. Gather for a few minutes at the end and invite those who wish to share about their experience to speak.

MULTIPLE INTELLIGENCES: Intrapersonal
MATERIALS: Bibles, notebooks, Camper Page 2, pens/pencils

Evening Worship

Open with prayer.

Sing: Sing several songs from your camp’s tradition or from the Suggested Songs.

Read the scripture: Genesis 1:1–25

Reflect on the scripture: Have campers stand in a large circle or in circles with their groups. Give one camper in each circle a ball of string or yarn. Encourage them each to think of a favorite part of creation. Tell the campers that when you say, “and God said,” they are to respond: “It is good, very, very good.” Practice this response a few times. Explain that they will toss the ball of yarn around the circle as they respond.

Begin by saying, “When God brought the earth to life, God created the ... (have the camper with the yarn call out his or her favorite part of creation). “And God said ...” (campers’ response).” Tell the camper with the string to hold onto the end of the string and toss the ball to another camper across the circle. Again say, “When God brought the earth to life, God created the ...” (the next camper names his or her favorite thing). “And God said ...” (campers’ response). The second camper holds onto the

yarn and throws the ball across the circle to another camper. Continue this pattern until a web is created.

Encourage campers to talk about what a web of life has to say about creation. Invite them to talk about how everything is connected.

Closing prayer: Give thanks for the day and the ways in which creation is connected.

Sing: Sing songs from your camp’s tradition or from the Suggested Songs. Multiple

INTELLIGENCES: Interpersonal
MATERIALS: Yarn or string

Cabin Devotions

Ask: What did you like best about camp today? What friendships did you make today? What did you learn about God? What did you learn about caring for creation? When they are finished, have each camper say something he or she is thankful for and end with prayer. Turn out the lights and read to campers by a single lantern or flashlight. Select one of the books from Resources You May Need or one of your favorites.

MULTIPLE INTELLIGENCES: Interpersonal, Intrapersonal

MATERIALS: Children’s book, flashlight or lantern





Discovery 4: It’s about Trust

Scripture Luke 12:13–32

Focus

Today, campers will explore the things that make it hard for us to trust in God’s provision for all creation. They also will learn how these fears affect their faith.

Campers will:

- identify ways to deepen their trust in God and others
- explore consumption and its impact on creation
- recognize the abundance of God’s grace revealed in the natural world at camp

Connection to Campers

Younger youth are beginning to be concerned about social status and are very familiar with worrying about it. Personal possessions are really important to them and are easily equated with personal identity. Younger youth want approval from trusted adults, including camp counselors. They can be open to this day’s themes of reducing anxiety and fear and replacing them with positive actions if they are helped with the specifics of the practices.

Suggested Songs

“Seek Ye First,” “Bullfrogs and Butterflies,” “If I Were a Butterfly,” “As the Deer,” “Come to the Water,” “Be Not Afraid,” “And When Afraid,” “Fill My Cup,” “’Tis a Gift to Be Simple,” “Simple Song of Freedom,” “I’ll Fly Away,” “Jesus Loves Me,” “Lord of Creation,” “The Thank You, God Song,” “Blessed Be the Lord”

Environmental Connections– Simplicity

Simplicity emphasizes slowing down and places less focus on the culture’s outward signs of success. People who live simply hope to have more time and energy to be attentive to their spiritual lives, family, and the earth. Living simply places less value on material possessions, accomplishments, success, or wealth and gives more attention to the beauty and rhythm of creation and the sacredness of life. The definition of simplicity is different for every person. Examples of living simply include driving cars less, getting rid of cell phones, cutting down on television watching or Internet surfing, or eating out less.

DISCOVERY ACTIVITIES

NOTE TO LEADERS: To prepare for leading campers, read through the Biblical and Theological Reflections for Discovery 4. Begin with “Tell the Bible Story.” Then use an additional Bible study and the other activities to interpret the story throughout the day.

1. Tell the Story

Have campers open their Bibles to Luke 12:13–32. Explain that this passage contains two related stories. The first is a parable, a special kind of story that Jesus told. Parables are about common, ordinary things, but they help us to think about difficult ideas. Have someone read Luke 12:13–21. Ask questions such as: What caused the rich man to tear down his old barns and build bigger ones? Do you think the farmer was already rich or not? What do you think he was going to do with all the extra grain and harvest? What else could the rich man have done with the surplus crops? How would you describe his behavior? What did God say about the man?

Explain that the second part of the passage is a teaching session Jesus had with his disciples. Ask three different people to read the different teachings in verses 22–26, 27–28, and 29–31. After each reading, invite campers to talk about what the verses say. Ask: What surprises you? What disturbs you? What is most exciting? What does Jesus say at the end?

MULTIPLE INTELLIGENCES: Interpersonal, Linguistic

MATERIALS: Bibles

2. Retell the Story

Invite campers to retell the biblical story of the rich man in a modern setting. Ask them to work in pairs or small groups to create a story about a modern teenager who wanted to own lots and lots of things. What would the teenager do? What would she or he buy? What would she or he do with it? Then have them read verses 20–21 and write a modern statement to end their stories. Gather the campers back together and have them present their stories. Invite the whole group to talk

about the things they want and what this parable has to say about having lots of things.

MULTIPLE INTELLIGENCES: Intrapersonal, Interpersonal

MATERIALS: Bibles, paper and pens/pencils

3. Talk about Simplicity

Remind campers that one way to live simply is to have fewer belongings. Have the campers sit quietly in a natural setting and make a list in their journals of things they own. Invite campers to read the items on their lists. Ask: What do you think it would be like not to have these things? How would you feel if you gave some of them away? Encourage campers to decide which three items on their list they would be willing to give away. Have them think about whom they would give their things to. What would be hardest to give away? What would be easiest? Would there be some things that you just couldn’t give away? What would those things be? Encourage them to write a poem, a song, or a story about giving things away. When the campers are finished, ask them to share what they have written.

MULTIPLE INTELLIGENCES: Intrapersonal, Musical, Linguistic

MATERIALS: Journal, paper, pencils

4. Make Vegetable Soup

Arrange for the group to have a cookout dinner or to cook soup in the camp kitchen. Explain to the campers that they are going to make a simple pot of soup for dinner. Look for fresh, locally grown vegetables. If you can pick vegetables from the camp garden, use them. If there is a vegetable stand or farmer’s market close to camp, make arrangements to get the vegetables there. Here is a simple soup recipe you can use:

- One cup of water and one cup of tomato juice for each person
- One cup of chopped vegetable mix for each person
- Spices such as salt, pepper, parsley, bay leaf, to taste

Have campers chop and cut the vegetables. Bring liquids to a simmer and then add vegetables and simmer until cooked. Add a loaf of whole grain bread and some cheese to the menu to make a complete meal.

MULTIPLE INTELLIGENCES: Bodily/Kinesthetic, Logical/Mathematical, Interpersonal

MATERIALS: Vegetables, paring knives, measuring cup, soup pot, bowls, spoons, bread knife

5. Climb with Trust

If your camp has a climbing structure, such as a tower, wall, or giant’s ladder, arrange a time for the properly trained site staff to lead your campers in scaling it. Follow the belay methods practiced by your camp. Debrief at the end about trusting your team. Use the activity and debriefing time to springboard to talk about trusting God and one another with our spiritual walks, as well as physical walks. Lead the campers in a trust walk back to the main camp from the ropes course. Have them keep their eyes shut. Be sure there is a leader who can see at the front and back of the line.

MULTIPLE INTELLIGENCES: Bodily/Kinesthetic, Interpersonal

MATERIALS: Climbing structure, trained staff member

6. Design Your Own Hikes

Take a hike on one of the camp’s trails. Locate a straight section of about fifty yards where all of the campers can spread out along the trail and still be seen. Place a visible marker such as a bandana or a backpack to designate the end of the trail. Give each camper an index card with one of the following phrases:

- Something in the shape of a circle
- Something in the shape of a square
- Something in the shape of a triangle
- Something in the shape of a heart
- Something that would be a good home for a snail
- Something that is very old
- Something that is new

- Something that is helping something else
- Something that shows an animal has been here
- Something that an insect would eat
- Something that an animal would eat

Have the campers walk along the trail and find something that corresponds to their card. Tell the campers that once they find a match for their card to leave the card next to the matching item (plant, rock, stump, etc.). Once all the nature cards have been placed, walk along the trail together as a group and have the campers point out where they placed their cards. Each camper can share with the group why he or she felt this was a match. This hike can be repeated on another section of trail.

MULTIPLE INTELLIGENCES: Spatial, Naturalist

MATERIALS: Index cards

7. Watch Birds

Take the campers to a wooded area. Have them sit down to watch for birds and to listen for the sounds of birds. Then encourage them to choose one bird to observe. Encourage them to see if they can figure out what sound their bird is making. Ask them to note the bird’s color, size, and behavior. Take along a book about the birds in your area and invite them to find their bird in the book. After they have observed their bird for a while, invite the campers to introduce their bird to the others in the group.

MULTIPLE INTELLIGENCES: Naturalist

MATERIALS: A book about birds



▲▼▲▼▲▼ **WORSHIP RESOURCES** ▲▼▲▼▲▼

Morning Watch

Tell campers they will need to bring their Bibles, a notebook, and a pencil to Morning Watch. Explain that campers are to spread apart but stay within sight. They can sit against a tree, near the lake, or overlooking a beautiful view of the outdoors. Explain that they may want to read the Bible, write or draw in their notebooks, or complete the Camper Page 4. After five to ten minutes, call campers back together and invite those who wish to share their thoughts or experiences to speak. A leader may close with a morning prayer.

MULTIPLE INTELLIGENCES: Musical, Intrapersonal, Linguistic

MATERIALS: Bibles, notebooks, pen/pencil, Camper Page 4

Evening Worship

Sing: Sing songs from your camp’s tradition or the list of Suggested Songs.

Call to Worship:

Leader: What is the Theme for the Day?

Campers: It’s About Trust

Read the scripture: Luke 12:13–32

Reflect on the scripture:

Hand out blank index cards or slips of paper and pencils. Ask campers to write something that they worry about. Assure them no one will see what they write. Be mindful that for some campers, having their basic needs met when they return home is a real worry. Then ask them to come forward and put the paper in the campfire or in a #10 can with fire in it as a way of symbolizing that they are trusting God with their worries. As campers are returning to their seats, give each camper a pony bead and a piece of leather thong. Explain that worry beads/stones are used to help people when they are anxious about something. Help campers string their worry bead on the leather and then tie the ends together. Explain that the bead is a reminder that God loves them and will always take care of their needs. Tell them

whenever they feel worried they can hold or look at the bead.

Closing prayer: Give a thanks prayer for the abundance of creation, for God’s caring for our needs, for forgiveness when we become greedy and self centered.

MODES: Musical, Body/Kinesthetic, Interpersonal

MATERIALS: index cards or pieces of paper, pens/pencils, beads, pieces of leather

Cabin Devotions

Invite campers to talk about what was interesting or different at camp today. What was the best thing that happened today? What was the most beautiful part of creation you saw today? What did you learn about caring for creation today? What did you learn about God today? Conclude with a simple prayer of thanksgiving. Begin by thanking God for this camp by name, for the community of friends of campers and counselors; then ask campers to offer sentence prayers for one thing they are thankful for tonight. Turn the lights out and use a flashlight or lantern to read the day’s Bible story again.

MULTIPLE INTELLIGENCES: Intrapersonal, Interpersonal

MATERIALS: Bible, flashlight





Discovery 3: It's a Matter of Choice

Scripture Genesis 6:11—9:17



Focus Today, campers will explore ways they keep and break promises with God, creation, and others.
Campers will:

- explore how they make choices
- explore ways they keep and break promises with creation and others
- celebrate God's faithfulness



Connection to Campers This age group is ready and able to accept their brokenness and equally eager to hear the promise of redemption. God's covenant with Noah as a promise that they can truly trust will also resonate with this age group. Highlighting differences between the Noah story of their childhood and this new interpretation will appeal to many who have critical thinking skills. Campers are ripe for new analyses of old stories.



Suggested Songs "Rise and Shine," "All God's Critters Got a Place in the Choir," "We Are a Rainbow," "It's Not Easy Being Green," "Change My Heart, O God," "Thank You, God Song," "Create in Me a Clean Heart," "Let's Get Together," "I'm Gonna' Live So God Can Use Me," "Take Off Your Shoes," "The Earth Does Not Belong to Us," "Who Built the Ark?," "Rain On, Little Rain"



Environmental Connections—Conservation Conservation is the work of preserving and protecting the habitats of plants and animals representing the diversity of creation. By protecting diversity, we protect not only individual creatures, but also ecosystems—communities of plants and animals that depend on one another. Conservation is devoted to saving and restoring species, habitats, and ecosystems. Therefore, the first step of any conservation effort is to observe the species, habitat, or ecosystem that is threatened and to recognize ways it can be saved or restored.

DISCOVERY ACTIVITIES

NOTE TO LEADERS: To prepare for leading campers, read through the Biblical and Theological Reflections for Discovery 3. Begin with “Tell the Bible Story.” Then use an additional Bible study and the other activities to interpret the story throughout the day.

1. Tell the Story

Ask your campers what they remember about the Noah’s ark story from their childhood. Ask a camper to read Genesis 6:11–18. Ask: How does this contrast with your previous impressions of the Noah story? Why did God cause the flood? What does this tell you about God?

Explain that it is important today to acknowledge our human brokenness. It is important to admit to ourselves that we are indeed capable of damaging our relationships with God, with others, and with God’s creation. Ask your campers if they can think of examples of modern-day brokenness.

Ask campers to read Genesis 6:19—7:5 by sections. Encourage them to paraphrase the passage. Ask: What is God’s relationship to Noah? Why did God save Noah? What were Noah’s responsibilities as God’s partner?

Have campers continue with the reading of Genesis 7:6-8:14. Encourage campers to consider what is going on outside of the ark during this passage. Ask: What do you think it felt like to be shut up in the ark while the rain fell? What exactly is happening to the good creation while Noah is inside the ark? Finally, have campers read Genesis 8:15—9:17. Ask questions such as, What are the instructions God gave to the birds, animals, and to Noah and his sons? Where have we heard these instructions before? What instruction did God give to Adam and Eve in Genesis 1 that God does not give to Noah and his descendants? God enters into a covenantal relationship with Noah and his descendants and promises never to destroy the creation again. Ask your campers what “our end of the bargain” might be in this covenant. Ask campers how they might live out their covenant with God in their everyday lives? Close with prayer.

MULTIPLE INTELLIGENCES: Interpersonal

MATERIALS: Bibles

2. Retell the Story

Ask campers what popular images of Noah and the flood they have seen in stores. What are the ideas suggested by these images? Invite campers to remember times they heard the story when they were children. What are their early memories of the story? Remind the campers they may have some new understanding of the story of Noah’s ark. Invite them to use their imaginations to draw a picture of Noah’s ark. Provide a variety of art media such as pastels, watercolors, or crayons. Encourage campers to share their drawings when most have finished.

MULTIPLE INTELLIGENCES: Spatial, Interpersonal

MATERIALS: Paper, drawing supplies such as pastels, watercolors, crayons

3. Introduce Conservation

Ask campers to name some endangered species they know about and list threats to others. Point out that human behavior plays a role in this destruction, and that behavior is a part of our collective human brokenness. Introduce the idea that the best way to save an endangered species is to save its habitat. Invite them to name human practices that destroy species and habitats. Encourage them to write a prayer of confession for these behaviors.

Tell campers there is an entire field of biology called conservation science devoted to saving and restoring species, habitats, and ecosystems. The first job of a conservation scientist is to observe the species, habitat, or ecosystem he or she hopes to save or restore. Take a walk around camp and encourage campers to carefully observe the interactions of other campers and staff with natural surroundings. Ask them to identify places and ways that camp life presents a threat to creation. When your campers have made their observations, invite them to consider ways

they can educate the camp community about these threats. Ask if there is work they can do to conserve the area.

MULTIPLE INTELLIGENCES: Interpersonal, Linguistic, Bodily/Kinesthetic

MATERIALS: None

4. Think about Confession

Remind the campers of their earlier discussion about the ways in which humans break God’s intentions for relationships with God, others, and creation. Explain that human sin can take the form of individual actions and choices as well as corporate actions and choices. Have campers brainstorm a list of individual and corporate human actions that hurt relationships with God, other humans, and creation.

When the list is complete, create a litany of confession by having one camper read one of the items on the list followed by all campers saying, “Loving God, we are sorry for breaking relationships..” At the end of this time of confession, tell campers that God’s love for them is strong and present and that God forgives them. Plan a way to use the litany during a time of worship.

MULTIPLE INTELLIGENCES: Linguistic, Interpersonal

MATERIALS: Paper and pen/pencil

5. Make a Nature Journal

As a conservationist, it is important to develop an appreciation of the creation. Tell your campers they can make nature journals. If your camp has the resources for making paper, campers can make the paper for the pages of their journals. If not, use recycled paper. Have campers collect nature materials from the ground (nothing living) to use as decorations for the covers of their journals. Explain that they can use the journals during camp to write their thoughts, draw pictures of things they see, or record information about plants, animals, and natural elements they learn about. Encourage them to spend time with nature, learning its wisdom, and record their thoughts in their nature journals.

MULTIPLE INTELLIGENCES: Spatial

MATERIALS: Arts and craft supplies

6. Cross the River

Mark an area about fifteen feet across. Divide the campers into teams of twelve. Give each team three or four carpet pieces or twelve by twelve-inch pieces of plywood. Tell the teams that the ground within the markers is a river. Explain to the campers that they will sink unless they are standing on one of the carpet pieces or plywood “arks.” Their mission as a team is to get from one side of the river to the other, using the “arks.” Explain the whole group has to go at once and if anyone falls in the river, the whole group must start over. Give them a few minutes to develop a strategy. Encourage them to work together.

MULTIPLE INTELLIGENCES: Bodily/Kinesthetic, Interpersonal

MATERIALS: Carpet or plywood pieces, flagging tape or rocks to denote the start and finish line





Discovery 3: It's a Matter of Choice

Scripture Genesis 6:11—9:17

Focus

Today campers will explore ways they keep and break promises with God, creation, and others.

Campers will:

- explore how they make choices
 - explore ways they keep and break promises with creation and others
 - celebrate God's faithfulness
-

Suggested Songs

"Rise and Shine," "All God's Critters Got a Place in the Choir," "We Are a Rainbow," "It's Not Easy Being Green," "Change My Heart, O God," "Thank You, God Song," "Create in Me a Clean Heart," "Let's Get Together," "I'm Gonna' Live So God Can Use Me," "Take Off Your Shoes," "The Earth Does Not Belong to Us," "Who Built the Ark?" "Rain On, Little Rain"

Environmental Connections—Conservation

Conservation is the work of preserving and protecting the habitats of plants and animals representing the diversity of creation. By protecting diversity, we protect not only individual creatures, but also ecosystems—communities of plants and animals that depend on one another. Conservation is devoted to saving and restoring species, habitats, and ecosystems. Therefore, the first step of any conservation effort is to observe the species, habitat, or ecosystem that is threatened and to recognize ways it can be saved or restored.

DISCOVERY ACTIVITIES

NOTE TO LEADERS: To prepare for leading campers, read through the Biblical and Theological Reflections for Discovery 3. Begin with "Tell the Bible Story." Then use an additional Bible study and the other activities to interpret the story throughout the day.

1. Bible Study

Use one of the age-level Discovery 3 activities, as listed below, for the whole group, or use several for multiple age groups depending on how you divide your campers. Adults can use the Biblical and Theological Reflections section to study the scripture and can use the Leader Reflections questions to frame their discussion.

PC – Discovery 3: Tell the Story and Retell the Story

OC – Discovery 3: Tell the Story and Retell the Story

YY – Discovery 3: Tell the Story and Retell the Story

OY – Discovery 3: Tell the Story and Retell the Story

2. Do an Erosion Investigation

Use instructions from PC, Discovery 3, Activity 4.

3. Explore the Idea of Conservation

Use instructions from OC, Discovery 3, Activity 3.

4. Pretend to Be in the Ark

Use instructions from PC, Discovery 3, Activity 3.



5. Make a Bird Feeder

Have family members go into nearby woods and collect the largest pinecones they can find. (If there are no pine trees in your area, you can also buy bags on pinecones at craft supply stores. Be sure the pinecones have not been covered with paraffin.) Cover a picnic table with newspaper. Cut a piece of fishing line or twine about eighteen inches in length and tie one end around the pinecone about an inch from the top. Make a loop of about three inches in the other end of the fishing line or twine and tie it to make the hanger. Next, spread shortening (peanut butter could be used, but why not plan to keep your camp peanut free just in case there are allergies you're not aware of?) all over the pinecone with a knife. When you have covered the pinecone with shortening, roll it in the birdseed. Give the pinecone a shake so extra birdseed will fall off. Now find a tree in which to hang the birdfeeder.

Snack Ideas

Pop popcorn in an air popper or over a campfire in paper bags. Just add a little vegetable oil and two tablespoons of popcorn kernels to a brown paper lunch sack, fold over the top, poke a long stick through the top to make a handle, and hold it over the fire (not too close, or it will catch fire!) until you hear the popping stop. Carefully open the bag, add a little salt, and enjoy. Or make celery stick "arks" with cream cheese (again, you could use peanut butter). Create little sails by poking round-ended toothpicks through triangles of processed white cheese or white bread, and then sticking one in each piece of celery.

Quiet Time Activity

Books: *Noah's Wife: The Story of Naamah* by Sandy Eisenberg Sasso

Craft: Finish up bird feeder.

Other: Play some peaceful music, such as ocean sounds or native flutes.



▲▼▲▼▲▼ **WORSHIP RESOURCES** ▲▼▲▼▲▼

Morning Watch

Sing: Sing several songs from your camp’s tradition or the list of Suggested Songs. Invite older children or youth to lead songs, teaching words and actions.

Psalm for the Day: Use instructions from PC, Discovery 3, Morning Watch.

Scripture for the Day: Read portions of Genesis 6:11—9:17 or read a Bible storybook about the flood. Introduce the focus for the day.

Introduce Environmental Connection: Today’s environmental word is conservation. Talk about some specific ways families will learn more about the concept during the day.

Enjoy Creation: Invite the group to be attentive to the creation around them using all their senses. What do you see? What do you smell? What do you hear? Invite campers to name what they saw, smelled, or heard. Offer a prayer of gratitude for these things.

Closing: Gather in a circle, holding hands, and sing a favorite song.

Evening Worship

Opening: Sing some of the suggested songs or your camp’s favorites

Psalm for the day: Use instructions from PC, Discovery 3, Morning Watch

Read the scripture: Read portions of Genesis 6:11—9:17 or use a storybook of the story .

Reflect on the scripture:
Use instructions from YY, Discovery 3, Evening Worship.

Prayer

Closing: Gather in a circle, holding hands, and sing the theme song or a favorite song.

Cabin Devotions

This is a time for family or cabin groups to bring a close to each day. Invite families to use this opportunity to regroup as a family and reflect on the day together. They can use some of the following questions for discussion. What was the best thing that happened all day? What was the biggest challenge? What did you learn about God? What did you learn about creation? Families can also use this time to talk about things they can do at home to practice the environmental connection for the day. Close with a prayer of thanksgiving for the day, allowing each family member to say something for which he or she is thankful.





Greening for Outdoor Ministry Facilities

God calls us to be
stewards ➤

Outdoor ministry sites—camps as well as retreat and conference centers—have a unique opportunity to lead the way toward a church wide faithfulness to God’s call to “Handle with Care” all aspects of creation. Camps that are sustainable, or “green,” outwardly reflect the Christian concern and responsibility for God’s beloved creation and all of the earth’s people and creatures. A green camp has the opportunity to interpret— to campers, parents, board members, affiliate churches, and any other visitors to your site—both the threats to the sustainability of creation and the small actions everyone can do to revert the trends.

God calls all God’s people to care, to steward, and to keep the creation. All camp directors and boards can examine their policies and practices and score themselves on how well they are responding to the biblical mandate. This article will enable you to evaluate how your camp reflects these values and show you how to incorporate new practices as needed. There are big and little things your camp can do to reduce its footprint on God’s creation and guarantee that future generations have the same access to the wonders of God’s handiwork as we do today. By following any of these suggestions, you are acting as a model for all who come to your camp or center.

The suggestions are all practical ways to make



your camp more “green,” to align your practices with what you are teaching campers, to enhance your ministry, and to help all who come to find God in the natural beauty of your site.

Importantly, greening does not mean breaking the bank. It is not only economically viable but will actually save money in the long run. Many energy investments can pay for themselves in one to ten years. Given the long lives of camps and camp buildings, those investments will keep paying off into the future. You can start in small ways and then expand your practices as you have money to make changes.

Even the most well-intentioned greening program will have only a limited effect if no one knows about it. If you choose to undertake greening practices, it is important to talk about what you are doing as you do it. Make sure that your campers and guests know about the changes and are included in supporting the practices. Make sure your local churches and governing body know what you are doing and why. Write an article for your local newspaper or invite a reporter and photographer to your camp. Interpret the practices on your Web site, brochures, and letters you send to your campers’ parents, your board members, and anyone else you might know. Consider sending letters asking parents, affiliate churches, board members, and others to join you in your commitment to being green.

Part of your greening ministry is to be a prophetic voice to all the people with whom you come into contact and to other institutions within the church. You never know how and when you will convert someone new to the immediacy of the present global crisis and many threats to God’s creation. If just one church or parent decides to become greener because of your actions, you have multiplied the profound impact that you are already having on creation. Like ripples from a rock thrown into a pond, the effect of your actions and decisions will reach out into all creation.

Energy

Lighting

- Use lights only when you need them.
- Turn off lights when no one is in the room.
- Install occupancy and motion sensors.
- Install dimmers on lights.
- Use compact fluorescent and tubular fluorescent bulbs. Compact fluorescent light bulbs (CFLs) will use up to 75 percent less energy and last four to ten times longer than traditional incandescent bulbs. CFLs are small and versatile and screw into any fixture that can be used by a traditional incandescent bulb. By installing fluorescent light in your camp buildings, you will be significantly reducing your consumption of fossil fuels there by reducing your global warming-causing carbon emissions.
- Use light-emitting diodes (LEDs) in exit signs, emergency walkways, and other consistently used lighting.
- Turn off equipment when not in use, and unplug infrequently used equipment.

◀ Talk about what you do

◀ Saving energy with lighting

Evaluate lighting needs

- Turn off computers and other electrical equipment when they are not in use, and set them to temporarily shut down if not used for a period of time.
- Evaluate your outdoor lighting and decide where it’s really necessary. This will not only save energy, but excessive nighttime lighting disturbs the mating, feeding, and nesting of creatures living in the camp’s habitat.
- Use “dark skies” lighting in strategic places to focus lighting on entryways and exits, and use lights sparingly along paths.
- Make sure campers bring a flashlight with them to camp to help light the path in the dark.

Heating, Ventilation, and Air Conditioning

A camp’s approach to HVAC (heating, ventilation, air conditioning) depends a great deal on climate, geography, and the intended use of the building. Summer-use only camper cabins in Minnesota probably don’t require any heating or cooling, but a building used for year-round retreats at the same camp will need a heating system. In the desert southwest, however, most camp buildings definitely require cooling.

- Install programmable thermostats. A programmable thermostat is a modest investment that can reap great energy savings. You can set your cooling or heating system to a strict schedule that doesn’t require you to change the thermostat every time a space is vacant.
- Use energy efficient windows, installing low-E double-paned windows when possible.
- Ensure that windows are caulked, weather-stripped, and enclosed properly. In winter, windows account for about 25 percent of a building’s heat loss.
- Consider adding storm windows.
- Maintain, upgrade, or replace your HVAC. Consistent maintenance of your HVAC system is a cost-effective way to save energy and increase the life of your equipment. Plan for regular check-ups by a licensed professional. Replace air filters regularly, clean heat-transfer coils, inspect ducts and piping for leakage, and have your boiler or furnace checked annually.
- Look for EnergyStar equipment when purchasing new appliances.
- Use passive measures for energy conservation. Depend less on your HVAC system by regulating the temperature of your building with shades, awnings, and trees.

Look for the energy star

Hot Water Heaters

Heating water accounts for as much as 25 percent of energy costs, so it presents an excellent opportunity for energy savings.

- Insulate hot water tanks and pipes to eliminate heat escape. Use a hot water blanket to cover the tank.
- Keep the temperature on the hot water heater as low as possible, and tailor hot water heaters on your camp property to meet specific needs. Install a “blending valve” that adds cooler water to reduce the temperature for low-temperature tasks.