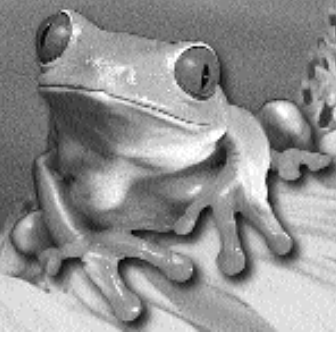
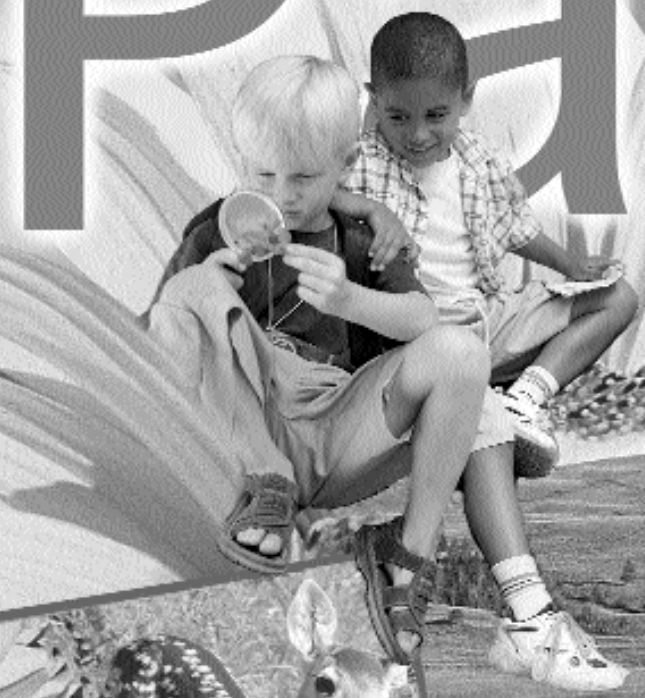


Christian Resources for the Outdoors

Join the Party!



NEW EARTH 
Christian Resources for the Outdoors

Outdoor Ministry Resources for 2004

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Introduction

Dear Camp Leaders,

You, your staff, and your campers are invited to *Join the Party!* and to rejoice in the goodness of God's love as known through the camp community and the wonder of creation. 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 "How to Use These Curriculum Resources" section in order to become familiar with the format of the curriculum. By purchasing these materials, you bought a license to use them at a given campsite for the whole summer. 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. Open and edit files from the CD-ROM or make photocopies from the print pages. In addition, you are free to make copies of the CD-ROM for use at the purchasing campsite. Governing bodies owning more than one campsite are expected to purchase a copy of the curriculum for each site.

Join the Party! is the fourth title of *New Earth: Christian Resources for the Outdoors*. This curriculum is developed by the Cooperative Publication Association (CPA) in cooperation with the Committee on Outdoor Ministry (COM) of the National Council of the Churches of Christ. Two denominational publishing houses, Christian Board of Publication and The United Methodist Publishing House, have collaborated in publishing these resources on behalf of the other CPA partners. The writers and the ecumenical team from COM and CPA that developed the outlines for this curriculum are committed to outdoor ministry and to providing the best possible resources for this ministry.

Your comments are valuable and important to the future development of these materials. Please use the evaluation form on page 200 to send me your comments, or contact me directly with comments and questions.

Nancy Ferguson, Project Manager
Nanfergi@aol.com
804-364-5442

How to Use These Curriculum Resources in Your Camp

Outdoor ministry programs come in many shapes and sizes using many variations of program and leadership models. These outdoor ministry curriculum resources are designed to enable you to create curriculum and program resources that fit the needs of your site, your program, and your staff. This self-contained package contains materials for all age levels. In effect, you become the publisher of your own camp curriculum, as you choose, modify, and expand the information here, so that it becomes your own, age level by age level. In this section you will find a variety of information that will help you in that process.

How These Resources Are Organized

The first thing that makes this material user-friendly is that it comes to you in two forms. You have a print copy that you can review first for content and design. The material is also available to you on CD-ROM. Working from the CD-ROM to create your own document enables you to:

- ▲ review and adapt the Discovery sections for your own age level
- ▲ search out other activities from the resource as a whole, using key words, age level, and activity modes to help you find other activities suitable to your group
- ▲ cut and paste on your computer to compile the resources you select
- ▲ print them out ready to use

If you do not have access to a computer for the CD-ROM, you can cut and paste a paper copy. In either instance, you can adapt these activities to make them site-specific for your own camp and denominational-specific to fit your own needs.

The second thing you will notice about this resource is that it is organized into sections con-

taining different kinds of activities. There are daily Discoveries for each age level, group-building and nature activities, suggestions for outreach, resources for worship, and creative arts activities, as well as suggestions for ways to use these materials in a variety of settings. Take a few minutes and look through the contents of this curriculum to see how it is organized.

Following this administrative/overview section you will find a biblical/theological theme article that will introduce you to the theme for the year, the theological concepts that undergird it, and the scripture passages to be explored. You will want to include this section for anyone who will be leading Discoveries at your camp.

The Discovery activities are grouped together by age group, and each includes a passage of scripture, a core statement that summarizes the central idea of the passage, and suggestions for leading the campers through the process of reflecting on the passage. Most of the Discoveries are story-based. At the end of each age group section, you will find a page of camper resources and activities. You will need to decide whether you will reproduce these for your campers and, if so, in what form they will be reproduced. You could either make up booklets containing all the pages for each age group or hand out individual pages day by day.

Each Discovery is designed and written to stand alone. Therefore, you can choose which Discoveries you will use during your camp, as well as the order in which you will use them. You will want to look carefully at each theme and decide whether you will include it in the curriculum resources you will use for your program.

Although it is highly recommended, that Discovery 1 be used on the opening day and

The role of staff also varies according to the model being used. In the small group model, campers have two counselors who live with the group twenty-four hours a day. These leaders are generalists who lead Discoveries, comfort the homesick, help to settle conflicts, play and pray with campers, lead games, and offer a role model.

In camps where campers change groups during the day, leaders may be specialists. There may be a person whose job is to facilitate the Discovery, another person whose job is to teach swimming, and another person who is responsible for creating arts and crafts opportunities.

Finally, consider the age of your campers. Will all the campers at your camp be in one age group, or will they represent a range of ages? Will the campers of different ages do things together, or will all the activities be done in age groups?

Be familiar with the age-group characteristics of your campers when you plan activities. Eight- and nine-year-old campers are able to do, and are interested in doing, very different activities than campers who are in high school. A latter portion of this section will review age-group characteristics.

Adapting These Resources for Your Camp

There are many ways that camps put these factors together. It is important for you to keep in mind the way your camp organizes the campers, uses leadership, and groups the ages of the campers as you adapt these curriculum resources for your own use. The following section shows some ways in which leaders in several of the models mentioned previously could organize their curriculum resources. If you are a full-time camp director or a program director who uses a decentralized small-group camp model, has a paid staff, and whose campers come from all age groups, you might

want to include the following sections as curriculum resources for your counselors:

- ▲ Biblical and Theological Reflections
- ▲ Discoveries for each age group for each day of camp
- ▲ Suggestions for opening and closing day
- ▲ Age-appropriate activities from “More Activities” sections.

Within this model, if you have a camp pastor who leads worship and Discoveries, then that person would receive:

- ▲ Biblical and Theological Reflections
- ▲ Discoveries for each day of camp for a specific age group
- ▲ Worship and music resources for each day.

If you are a weekly director or dean who uses a centralized model, has a volunteer staff, and has older children, you might want to include the following sections in curriculum resources for your counselors:

- ▲ Activities from “More Activities” sections appropriate for older children
- ▲ Characteristics of older children
- ▲ Suggestions for opening and closing day

Within this model, if you have specialized leadership for some of these activities, you would want to give them activities related to their area. For example, the arts and crafts director would need the Creative Arts section.

If you or someone else will be leading worship and Discoveries, you would want to include the following in your resources:

- ▲ Biblical and Theological Reflections
- ▲ Discoveries for each day of camp for older children
- ▲ Worship and music suggestions for each day.

If you are a judicatory staff member who recruits and trains weekly directors/deans, you will want to make available to them the resources appropriate for the age group they will have in their camp.

- ▲ Biblical and Theological Reflections

Biblical & Theological Reflections

God is giving a party. It is a party of goodness, a party of grace, a party of forgiveness, a party of new life! All people are invited to God's party. Once the invitation to the party is accepted, God provides some guidelines for how we are to behave as guests, how we are to live in relationship to the rest of God's people.

God made humans for relationship—relationship with God, relationship with other humans, relationship with creation. God longs for relationship with all God's creatures and so invites us into relationship. The party to which God invites us is a right relationship with God and all the goodness that God intends for all creatures. God intends us to live knowing we are loved by a love that will not let us go, that we are forgiven, that we can live without fear.

However, God also created humans as choice makers. Like the younger son in the parable of the prodigal son and the guests who made excuses not to come to the party in the parable of the great dinner, we humans have chosen to go our own way, forgetting our dependence on God and the goodness that God offers.

However, God has continued to break into human history, inviting people to come back to the party that God is giving. When the Hebrews were in bondage in Egypt, God called to Moses from a burning bush to lead God's people out of slavery into freedom. God then commanded the people to remember this act of deliverance by celebrating the Passover each year. In this way, the story of God's mighty acts is retold and each generation is reminded of their dependence on God.

After centuries of inviting humans to the party, God broke into history in a stable in Bethlehem, coming as a child who was fully human and fully God. In Jesus Christ, God came to live among us to show all people everywhere the height and depth of God's love for all people. At the end of his life, Jesus was killed by his enemies and was raised from the dead by the power of God. Before his arrest, Jesus gathered with his disciples and celebrated the Passover with a new twist. He commanded his followers to eat the bread and drink the cup as a way of remembering God's act of love in the dying and rising of the Christ.

God's party can be described by many words: salvation, deliverance, redemption, being found. Whatever the word, the party is characterized by being in right relationship with God. In this relationship, we remember that we are the creatures and God is the creator; we recognize our complete and utter dependence on God for all good things; we admit our desire to go off and find our own way. We accept God's great love for us. God's party is a present reality that rejoices in God's presence with us right now and looks forward to an eternal celebration in God's presence. God invites all people to the party, not just the people we would expect to be invited. The stories of *Join the Party!* remind us of all those unexpected people who are invited to come to God's party. Discovery 1 tells us that the poor, crippled, blind, and the lame are invited; Discovery 3 tells us the shepherds, people never invited to anyone's party, are invited by God's angels to be the first to visit the newborn king; Discovery 4 tells us the son who has gone off on his own is welcomed home and given a party; and Discovery 6 tells us the women who were people without voice

in their society are the first to see and hear the good news of Christ's resurrection.

Since God invites all people to join the party, God also requires that we extend the same welcome to these people. These are the people God loves and we are called to love them too. Not only are we to love and accept all God's people but also to serve them. In *Discovery 5*, Jesus reminds his disciples as they sit around the table on that last night together that they are to serve one another just as he has served them. Although none of the stories highlight this specifically, the outdoor ministry setting reminds that we are also called to love and care for the creation that God has made for us.

Several recurring themes run throughout the stories of *Join the Party*. In response to the invitation to God's party, we are to come and see what God has done, to remember and celebrate what God has done, and to go and tell the good news of what God has done. What is the good news? It is that God invites all people to come to the party. God forgives, welcomes, accepts, loves, and initiates. God intends for all creation and creatures to come to a party of good things. God intends good things for everyone. God calls us to come and see, to remember and celebrate, and to go and tell.

The camp setting is an excellent place to develop the idea for God's party. Camp is a party to which the campers have chosen to come. They can deepen their understanding of God's welcome and acceptance of them through the biblical stories and through the welcome and acceptance they experience at camp. The camp setting provides an opportunity for campers not only to hear the good news but also to experience it through the love and welcome and acceptance offered to them by staff and other campers.

Campers and staff have an opportunity to relate to, to live with, and to work together with people who are different from them.

They can have the opportunity to serve others within the camp community, the creation, and in some cases, people who live beyond the bounds of camp. They can also hear the good news that regardless of what they think are their own failures and shortcomings, God loves them and accepts them at the party. These stories of other outcasts invited to God's party can be good news to campers who feel unloved and unacceptable. Campers can hear that Jesus died and was raised out of love for them. They can be invited to come and see, to remember and celebrate, and to go and tell the good news of what God has done.

Daily Discoveries

Discovery 1: You Are Invited! Join the Party!
- Luke 14:7-24

Discovery 2: Remember This Day! Join the Party!
- Exodus 13:3-10

Discovery 3: See What God Has Done! Join the Party!
- Luke 2:8-20

Discovery 4: Welcome Back! Join the Party!
- Luke 15:11-32

Discovery 5: All Is Ready: Join the Party!
- Luke 22:14-30

Discovery 6: Go and Tell: Join the Party!
- Matthew 28:1-10

Discovery 1

PRIMARY CHILDREN (ages 7-9)

DigitalVision

You Are Invited! Join the Party!

Focus: The campers are welcomed to camp today and hear that they are invited to God's party. They will learn that everyone is invited to the party. The party is a celebration of God's goodness and grace.

Scripture: Luke 14:7-24

Jesus gives advice to hosts and guests in today's scripture passage. The guest is told to act humbly at the party. The host learns that he or she should be generous with hospitality and that God will bless her or him as a result. Jesus also tells the story of a great banquet.

Through this story, we learn that God's invitation to the greatest party ever is for all people. The children learn that the invitation to be part of God's family and to serve God is an opportunity they can accept.

(Refer to the "Biblical and Theological Reflections" section for more information.)

During each Bible study time, they can collect one thing to put in their bag to remind them of the story for that day. They can collect treasures as they hike through camp, picking items that interest them. They can select items for their treasure bags that help them remember a time when they recognized God's presence in their lives. Remind the campers not to disturb living creatures or plants when they make their collection.

KEY WORDS: Bible study, Arts, Nature studies

AGE LEVELS: PC, OC

ACTIVITY MODES: Bodily/Kinesthetic, Intrapersonal

MATERIALS: Small paper bags, markers or 12" x 8" fabric or felt, yarn, tapestry needles

4. Make a Nature Collage

Give the campers a small paper bag or encourage them to use their treasure bags. Take a hike into a wooded area or along a nature trail. Encourage everyone to collect items of interest. Remind the campers of the guidelines you discussed in "Retell the Story" in Discovery 1 for collecting things from nature.

When finished with your hike, show the campers the piece of wood or bark you have found. Invite the campers to create a group nature-collage by using things they have collected and working together to arrange and to glue them onto the wood or bark. Encourage the campers to create a picture that reminds them how much God loves them and how God will always be with them. An alternative to the group collage is for each camper to make one of his or her own on wood or construction paper.

KEY WORDS: Arts, Nature studies

AGE LEVELS: PC, OC

ACTIVITY MODES: Bodily/Kinesthetic, Spatial, Intrapersonal

MATERIALS: Small paper bags, flat piece of wood or bark, construction paper, glue

5. Play "I've Never . . ."

This game helps the campers become acquainted. Have everyone in the group sit or stand in a circle shoulder to shoulder. To begin the game stand in the center of the circle and say, "My name is your name. and I have never list something that you have never done." Everyone else in the circle who has done this must move to another place in the circle. The last person ends up in the center of the circle and continues the game by repeating, "My name is and I have never ." Play for a designated period.

KEY WORDS: Community building

AGE LEVELS: PC, OC, YY, OY

ACTIVITY MODES: Interpersonal, Linguistic, Naturalist

Discovery Activities

Choose from the following activities:

1. Hunt for and Tell the Bible Story

Just as the shepherds found the baby Jesus by following instructions from an angel, today your campers will follow instructions from you to find the Bible story.

You will need to prepare in advance for this activity. Write the scripture (Luke 2:8-20) on pieces of paper, two to three verses on each paper. Distribute the verses around camp at locations to be identified by the clues. Prepare clues using the following suggested locations. Use a concordance to look up other clues suitable to your site.

- | | |
|-----------------------------|---------------------------|
| Psalm 18:2—rock | John 19:25—near the cross |
| Luke 22:12—an upstairs room | Matthew 27:10—field |
| John 20:30—sign | Luke 5:1 —lake |
| Genesis 2:9—tree | Psalm 36:9—fountain |
| Psalm 62:3—fence | Proverbs 25:21—food |

Before the campers begin, read the references and help the campers identify the location at camp suggested by the verse. Once the campers have identified all the locations, go as a group to each place to retrieve the verses from Luke. Invite the campers to read the passage from Luke aloud in order. Ask questions such as: How does it feel to be invited to a party? How does it feel to be left out? Explain that the shepherds were considered outcasts of their day and normally were not invited to parties. How do you think they felt when they received an invitation from an angel of God to see baby Jesus?

KEY WORDS: Bible study, Community building

AGE LEVELS: OC, YY, OY

ACTIVITY MODES: Logical/Mathematical, Bodily/Kinesthetic, Interpersonal, Linguistic, Spatial

MATERIALS: Bibles, paper, pen or pencil

2. Tell a Contemporary Story

Remind the campers that Jesus came to earth as a little baby and that each of them was also born the same way. Invite the campers to share their birth or adoption stories with the group. Be sensitive to those campers who may be foster children or who may not have happy memories of their birth family. Encourage the campers to use their imaginations to think about where and how Jesus would be born today. What if Jesus was born today? Where would he be born? Who would be his parents? How would Jesus' birth story be different from what we read in the Bible? Either

Camper Page 6

Go and Tell! Join the Party!

Matthew 28:1-10

Write your name in the center. Fill out the different parts of the wheel according to the labels. You can write words or draw pictures.



Discovery Activities

Choose from the following activities:

1. Consider the Meaning of Being Lost

Before this activity begins, hide something of some value to you like your Bible, shirt, or swimsuit. At the beginning of the activity, tell the campers what is missing and act very distressed about the loss. Ask the campers to help you find the lost item. After several minutes of looking, find it. Exclaim, “I found it!” and be really excited and glad that you have found the missing item. Invite the campers to tell about times when they have lost something and then found it. What happened when you lost and found something? How did you feel when you couldn’t find the missing item? What was your response when you found it? What is most frustrating about losing something?

Have the campers open their Bibles to Luke 15:11–32. Divide the verses up as follows and invite the campers to volunteer to read them in order: 11–16, 17–19, 20–24, 25–27, and 28–32. Remind the campers about their own experience of losing things and their feelings when things are found. How did the father feel when the younger son left the house? Why was the father happy instead of angry when the younger son returned? Whom does the father represent? Whom do the sons represent? What does this story tell us about God? Why is it important that we ask for forgiveness? Why is it important that we forgive others?

KEY WORDS: Bible study, Outreach

AGE LEVELS: OC, YY, OY

ACTIVITY MODES: Logical/Mathematical, Interpersonal, Intrapersonal, Linguistic, Spatial

MATERIALS: Bibles, an object to hide

2. Create Modern-Day Skits

Read Luke 15:11–32 to the group. Divide the campers into two groups. Instruct the two groups to create a contemporary version of this scripture. Send them to two locations with a counselor to brainstorm, create, and practice their rendition of the parable. Make sure the father exclaims, “welcome back” and that they do not forget the important role of the older brother. Use the outdoors as a backdrop for the scenes. Give them fifteen minutes to complete the task and return to the meeting place to share the skits. When both groups have shared their skits, talk about their experience. What was the most challenging part of turning this into a modern story? Whom do you identify with in this story: the father, the younger son, or the older son? What did you learn about forgiveness from this story? What is the most difficult part about forgiving someone? Close the activity with prayer. Invite the campers to name people they either need to forgive or want forgiveness from during the prayer.

Camper Page 6

Go and Tell! Join the Party!

Read and reflect on today's scripture : Matthew 28:1-10.

Use the space provided to reflect on this week at camp. What has been the best part? What has been difficult? What about the stories has been meaningful? Is there a particular experience you will take away as your "good news" to share with others?

6. Correspond with Another Community

Solicit the help of the camp director to identify another community with which the camper group can correspond. This could be a retirement community, a local children's hospital, a specialty hospital, or an assisted-living facility near camp. Once the community is selected, tell the camper group about the people who live in this other community. Photographs and/or literature from such a group are wonderful aids in informing the campers. If possible, draw comparisons between this other community and the community at camp. Provide the campers with a variety of craft supplies such as construction paper, crayons, markers, scissors, and tape. Encourage them to make cards or to write letters to members of this other community. Once they have completed their letters and cards, mail them while the campers are still at camp. If the other community is close to the camp and transportation is available, the group can deliver the cards in person. During the visit, the campers can sing for the residents or visit with them. Be sure the camp has signed permission forms to take the campers off site.

DISCOVERY: 3

KEY WORDS: Bible Study, Community Building, Outreach, Arts

AGE LEVELS: PC, OC, YY, OY

ACTIVITY MODES: Interpersonal, Intrapersonal, Linguistic, Spatial

MATERIALS: Construction paper, crayons, markers, scissors, tape

7. Create Caring Crafts for Others

For this activity, the campers will be creating a craft for others in need. There are a variety of options for the recipients and the type of craft to be selected. If a nursing home or hospital is near the camp, the campers could make cards for the residents or patients. These cards could include a

message about what the campers are doing at camp, perhaps a leaf or natural treasure, and a greeting such as "Thinking of you" or "Get well soon."

On a more local level, campers from one group could make cards for another group of campers on site, making sure that each group member received mail that day. Other than greeting cards, it may be best to check with churches, organizations, or service groups in the area for ideas for service projects.

DISCOVERY: 3

KEY WORDS: Outreach, Arts

AGE LEVELS: PC, OC, YY, OY

ACTIVITY MODES: Interpersonal, Spatial

MATERIALS: Paper, markers, crayons, pencils and other supplies depending upon the project

8. Create Sneaky Notes

Explain to the campers that their group will be writing and leaving sneaky notes around camp for a group that comes to a particular location after them or a group that comes during the next camp session. The purpose of these notes is to convey a message of God's love and grace and serve as an invitation to join the party by sharing God's love with creation and one another. Encourage the campers to only use natural materials already on the ground, such as stones, leaves, and pieces of barks. For example, one group could write a specific Discovery theme or scripture on a path using pebbles. Encourage the group to be creative and be sneaky!

DISCOVERY: 4

KEY WORDS: Bible study, Community building, Outreach

AGE LEVELS: PC, OC, YY, OY

ACTIVITY MODES: Interpersonal, Intrapersonal, Linguistic

MATERIALS: Natural materials such as stones, sticks, leaves, mud

few moments listening to the different sounds of God's creation around them. After about one minute, repeat the exercise. During this second time of silence, ask the campers to write down what they think they heard and from where the sound originated in relation to the circle. For example, if a camper hears a bird behind him, he should write this down below the circle on the sound map. The sound map helps the campers remember what was heard and from where. After a moment or two, discuss with the campers what they heard. For young campers, the time of silent listening should be short. Older campers may appreciate an extended period of listening for up to five minutes.

DISCOVERY: Any

KEY WORDS: Care of creation, Nature studies

AGE LEVELS: OC, YY, OY

ACTIVITY MODES:

Logical/Mathematical, Spatial, Musical, Naturalist

MATERIALS: Half sheets of 8½" x 11" paper, colored pencils or pens

3. Play Twenty Questions with Nature

Hike to an area open enough so that the campers can spread out but still remain within sight of one another. Ask the campers to find a place to sit alone. Remind the campers that God has created this beautiful and complex world out of love for us. Encourage the campers to find an example of God's love in creation. After they have identified something, ask them to reflect why they chose it and how they think it is an expression of God's love. After some time in silent reflection, group the campers into pairs. Then, have the campers take their partner to the location where they found a natural treasure. The other camper will ask yes or no questions in an attempt to identify the other camper's treasure. After the treasure has been correctly identified or revealed,

the camper with the treasure will tell the partner why he or she picked this item. Finally, ask the partners to go and examine the other camper's item and repeat the process.

DISCOVERY: Any

KEY WORDS: Community building, Care of creation, Nature studies

AGE LEVELS: OC, YY, OY

ACTIVITY MODES: Interpersonal, Naturalist

4. Match That Color

Give each camper one or two paint swatches. Hike with the campers to an area that will allow the campers to explore and look for different colors, while remaining within sight of the counselor. Upon arrival at such an area, ask the campers to take the paint swatches and seek colors in nature that match the paint samples as closely as possible. Encourage the campers to bring the matching object to you, if possible, or to call you over to see the matching object. Once two or more campers have found objects that match their colors, switch cards between the campers so that they may continue to match colors. While the green, yellow, and brown shades are typically the easiest to match, it is fun to add a few colors that may be more difficult such as purple or red. After the campers have had a chance to try a number of different cards, talk together about the diversity of colors, beauty, and life in God's creation.

DISCOVERY: Any

KEY WORDS: Community building, Care of creation, Nature studies

AGE LEVELS: OC, YY, OY

ACTIVITY MODES: Interpersonal, Naturalist

MATERIALS: Variety of paint color cards

5. Plant a Tree

Speak with the director or a maintenance staff person about a good place for a new tree. Also inquire with such persons about the type of tree

Adapting the Material for Other Settings

Day Camps

Day camps provide an opportunity to offer children and youth a camp experience that takes place during the day and does not involve long stays away from home. It is an excellent way to allow children to have a “taste” of camp before they make the commitment to going away overnight.

Day camps can be held in a variety of settings. They can be held at resident campsites, local churches, or public parks if space can be set aside for day camp. Resident camps can take day camps “on the road” to extend ministry beyond their local area. Day camps provide a wonderful opportunity for camps and congregations to reach out to those who would not consider overnight camping or would not be able to afford it.

When planning a day camp program, it is important to first define the ways in which it will be a camp program rather than a vacation Bible school (VBS). This is especially important if the day camp will be held at a local church. The two elements that make day camp different from VBS are the emphases on community and the creation.

In planning to adapt these curriculum resources for day camp, hold these two emphases in mind. The emphasis on community helps us to remember that, just as in residential camps, the relationships are vitally important. These relationships can be built by using a small-group model for many activities, by having a counselor who stays with the group throughout the day, and by using activities that are active and fun.

The emphasis on creation can be tended to by being outside all the time (or as much as possible), using natural elements for arts and crafts, and stressing our relationship to the earth and all its creatures. Even in an urban setting there are opportunities for being outside and for finding joy in creation.

A Possible Schedule:

| | |
|------------|---------------------|
| 9:00 A.M. | Campers arrive |
| 9:15 | Opening gathering |
| 9:45 | Small-group time |
| 10:45 | Snacks |
| 11:00 | Small-group time |
| 12:00 P.M. | Lunch |
| 12:30 | Quiet time |
| 1:15 | Whole camp activity |
| 2:30 | Closing gathering |

Travel or Trip Camps

Trip or travel camps take groups beyond the bounds of a campsite for a variety of experiences. On some trips, groups engage in mission or service. Other trips focus on outdoor experiences. Groups hike and canoe. High adventure trips provide an opportunity for such things as white-water rafting or mountain climbing. Any of these trips can last from twenty-four hours up to one week or more.

All trips have several things in common. First, the emphasis is on the activity itself, whether that is canoeing or mountain climbing or a service project. In this it differs from regular camp life in which there are a variety of activities. Most of the time and energy of the group are used for this primary activity. Often cooking and setting up camp are included in the tasks of the group.

Second, the group lives together twenty-four hours a day. This means that they share all their experiences with one another. Deep relationships are formed. Groups face difficult challenges together, laugh and play together, and form a common story about their lives with one another. The meaning of community is made real as members depend on each other for safety, for food and shelter, and for companionship.

Third, much is required of those who lead trip and travel experiences. They are responsible for the safety of the group, and they need to be familiar with the potential risks that the group may encounter. If