



## **Dear Camp Leaders,**

Whether walking, wandering, fleeing, or traveling along the way, the characters in the biblical story are involved in a journey. The image of a journey is a powerful one. The image of journey is an apt description for our life of faith as well. Our faith journeys are ongoing, changing direction and focus as we continually strive to grow more fully into God's intention for humanity. During this summer, campers will explore this rich image as their journey of faith continues at camp.

You, your staff, and your campers are invited to join together "On the Way" as you explore the journeys of biblical characters and rejoice in the goodness of God's presence as you journey through the time at camp. 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.

When you buy "On the Way" you are purchasing a notebook with the full copy of the curriculum, as well as a CD-ROM containing the copy in three formats—Word, RTF and PDF—music of the camp song and logo and T-shirt designs. These resources are designed to provide a multimedia, flexible format that you can adapt for your camp and its unique needs. New this year is a rewritten introduction—"Using These Resources to Design a Curriculum for Your Camp"—that will guide you through the process of creating your own curriculum resource. 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 one campsite 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 campsite are expected to purchase a copy of the curriculum for each site.

"On the Way" is the seventh 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.

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## On the Way—Overview of the Daily Discoveries

	TITLE	SCRIPTURE	SUMMARY OF STORY	FOCUS
DISCOVERY 1	Blessed on the Way	Genesis 12:1-2	God calls Abram and Sara to leave their home and go to a new place and make a new people.	Campers will explore the way God told Abram and Sarai to take a journey and promised them they would be blessed and be a blessing to others.
DISCOVERY 2	Led on the Way	Exodus 13:17-18a, 20-22	God provides pillars of cloud and fire to lead Israel on its escape from Egypt.	Campers will explore the manner in which God led the Israelites through the wilderness and explore God's faithfulness on Israel's journey from slavery to freedom.
DISCOVERY 3	Walking Together on the Way	Ruth 1:1-18	Ruth decides to follow her mother-in-law, Naomi, back to Judah in search of a new family.	Campers will explore the story of Ruth and Naomi and examine the meaning of living in community as God's people.
DISCOVERY 4	Challenged on the Way	Luke 3:21-22; 4:1-15	Jesus is baptized in the River Jordan by John and then is led by God into the wilderness for forty days of temptation.	Campers will explore the story of Jesus' journey to ministry through baptism and temptation and learn about being beloved of God.
DISCOVERY 5	Rejoicing on the Way	Acts 3:1-10	Peter and John encounter a lame man at the gate of the temple and offer him the gift of healing.	Campers will explore the story of Peter, John, and the lame man and learn about sharing gifts and rejoicing in God's graciousness.
DISCOVERY 6	Sent on the Way	Matthew 28:16-20	The resurrected Jesus meets his disciples on a mountain and gives them the Great Commission.	Campers will explore Jesus' last instructions and promise and focus on being Christ's disciples in the world.

## Using These Resources to Design a Curriculum for your Camp

Summer camp programs come in many shapes and sizes, using a variety of program and leadership models. This outdoor ministry resource recognizes that and is intended to enable you to design a camp curriculum that fits the needs of your camp, your program, and your staff. The notebook and CD contain program resources for all age levels to help you design your own camp curriculum. As you choose, adapt, and expand the information provided within this resource, the curriculum will become your own, activity by activity, age level by age level. In this introductory section, you will find guidelines that walk you step by step through the process of creating your own curriculum, as well as provide ideas for training your staff to use the resources you choose.

The word *curriculum* is often understood as a specific print resource. In its original use, however, the word means “the course to be run.” Within camp ministry, it has long been recognized that everything that happens at camp is program; everything that happens is part of the “course to be run” during the days at camp. Curriculum, then, becomes the guide for everything that happens during your camp: Bible study, community building, games, hikes, worship, etc.

You are the expert in what your camp needs so that your staff will have the resources they need to guide them as they work with campers. This print resource provides the ingredients, but it is your job to mix them up and make the right “curriculum” for your camp, staff, and campers.

The format of these resources makes the process of designing your own curriculum as easy as possible. All of the resources are available to you in two forms: in print in the notebook and electronically on the CD-ROM, which contains non-editable PDF files, as well as editable Word or Rich Text Format files. Using the print copy and the PDF files, you can review all the material. Using the Word or Rich Text files, you can copy and paste the materials you select into your own word processing program, arrange their order, and edit their content to create a curriculum that is right for your camp and staff. Your purchase of this resource allows you to print and/or photocopy whatever you need for use at your campsite.

### Setting Goals

The first step in designing your curriculum is setting goals for your summer camp program. As you consider the time you have at camp and the young people who will attend the camp, you need to decide what you want to happen with these campers. What kind of experience do you want campers to have? What do you want them to take home? What do you understand about how God is at work in their midst? Is camp a place for faith formation, religious education, or evangelism? What are your camp’s most important values? Whatever your camp goals, it is important to keep them in mind as you choose your curriculum resources, train your staff, and relate with your campers. Stating these goals clearly at the beginning of your planning process will

◀ **About these resources**

◀ **How to set goals for your summer camp**

**Your goals and objectives might look like this** ➤

influence the decisions that you make and the curriculum resources that you create.

Begin the goal-setting process by writing down five or six broad goals for your camp program. For example, you may want campers to learn some Bible stories or to accept Jesus Christ as Lord or to experience Christian community—or all three. You may want campers to practice stewardship of God’s creation, to take a wilderness trip, or to provide service for the camp or community. Write down these goals, leaving space below each one. Then for each goal, write down specific objectives, stating what campers can do to reach that goal. Your list might look like this:

**GOAL:** Campers will learn four Bible stories.

**OBJECTIVES:** During the time they are at camp, campers will

- open their Bibles on a daily basis
- read at least four stories from scripture
- have a chance to reflect on each story
- be invited to explore each story’s meaning for their own lives

**GOAL:** Campers will practice stewardship of God’s creation.

**OBJECTIVES:** During the time they are at camp, campers will

- explore God’s creation
- learn about the ecological crisis
- worship the God of creation
- identify three things they can do to care for God’s creation after they go home

Once you have identified and written down these goals and objectives, you are ready to determine the ways in which this particular resource can assist you in reaching them. As a next step, use the following guidelines to review the theological, biblical, and educational values on which this resource is developed. These guidelines may not be consistent and congruent with the values of your camp’s goals and objectives. Then you may need to choose carefully among the activities or be ready to adapt them for your camp program.

## Biblical and Theological Reflections

God's call to go  
on a journey ►

Whether walking, wandering, fleeing, or traveling along the way, the characters in the biblical story are involved in a journey. The image of a journey is a powerful one. Abram took a pilgrim journey to an unknown destination. The Israelites wandered in the wilderness. Jesus and the disciples walked from town to town, spreading the good news. Paul wrote letters that read like the diary of a road trip.

The journey is an image more of process than destination. That makes it an apt description for our life of faith as well. Our faith journey may have a beginning point—an early memory or realization of being beloved of God—but it has no end point, no culmination at which we say, “I’ve done it all; I’m finished.” Rather, our journey of faith is ongoing, changing direction and focus as we continually strive to grow more fully into God’s intention for humanity. During the summer, campers will explore this rich image as their journey of faith continues at camp.

The theme of journey will be introduced through the story of God’s call to Abram and Sarai to be the founders of a great nation. Campers will hear how Sarai and Abram left all that was familiar, trusting in God’s promise to bless them so that they could be a blessing to others.

The Israelites, too, wandered into the unknown as they fled Egypt in the dark of night. But they did not travel alone; God provided a pillar of cloud by day and fire by night to guide and protect the people on their journey.

Ruth and Naomi, unlikely companions brought together by God and circumstance, became shining examples of what it means to live in community. They looked beyond their own needs and desires to meet the needs of those around them.

In the story of Jesus’ baptism and temptation, campers will hear how through it all Jesus was obedient. They will have the chance to see that God gave him the resources he needed to resist temptation and consider how those same faith resources are available to them.

The faith of Peter and John makes the story of the healing of the lame man remarkable. They shared something so awesome that the only way to respond was to burst out in song and dance that gave glory to God.

Gathering on a mountaintop in Galilee, the disciples were uncertain about the future of their journey—much had changed, and much was unknown. Then the risen Christ called them to go, just as God had called so many before, equipping them for the journey with the promise of his presence to the end of the age. Through this story campers will explore how their faith journeys will continue beyond camp and they will explore the challenge of a call to a life of discipleship.

### Themes for On the Way

- Discovery 1: Blessed on the Way  
Abram and Sarai—Genesis 12:1–2
- Discovery 2: Led on the Way  
Pillars of Cloud and Fire—Exodus 13:17–18a, 20–22
- Discovery 3: Walking Together on the Way  
Ruth and Naomi—Ruth 1:1–18
- Discovery 4: Challenged on the Way  
Jesus’ Baptism and Temptation—Luke 3:21–22; 4:1–15

Here are the  
biblical  
passages ►

- Discovery 5: Rejoicing on the Way  
Peter, John and the Lame Man—Acts 3:1–10
- Discovery 6: Sent on the Way  
Great Commission—Matthew 28:16–20

### **Sections for Each Discovery**

The “Biblical and Theological Reflection” is composed of five sections for each Discovery:

1. *The Story* retells the scripture passage in a form that speaks to campers.
2. *The Story’s Context* describes what comes before and after the story in the scriptural context.
3. *Background* provides information about cultural, social, and religious practices of the biblical time that will be helpful in telling and interpreting the story.
4. *Theological Issues* focuses on what the scripture has to say about who God is, who humans are, and the relationship between God and humanity.
5. *Leader Reflections* gives leaders an opportunity to ponder their own connection to the scripture and to campers.

## **Discovery 1: Blessed on the Way**

**Scripture: Genesis 12:1–2**

### **THE STORY**

Sarai and Abram were old and had no children. They were comfortably settled in their home. Then God spoke to Abram and changed everything. God commanded him to leave his home country and go to a new place God would show him and Sarai. This wasn’t just moving to a new neighborhood and staying in touch with the old one—this was “leave it all behind.” Before Abram could voice the first question or objection, God went on to tell him about the quality of their future lives. God would make him and Sarai the mother and father of a whole new community of people, a great nation. God promised to bless them, to give them good things and meaningful lives so they, in turn, could give good things to others. Trusting God, Abram and Sarai left their home and traveled to a new place. They depended on God’s promise without having any idea how it would ever happen.

### **THE STORY’S CONTEXT**

In the eleven chapters of Genesis that precede this story, we hear about the creation of all things, about the flood God sent, and about the tower of Babel. First, God reached down into the void to create the heavens and the earth, the plants and animals. God formed the first humans in God’s own image. The Creator sought to be in loving relationship with all creation. Then in the second chapter of Genesis, humanity turned away from God by sinning and was exiled from the garden.

According to Genesis 6, God saw the chaos of a world given over to violence and filled with evil. Genesis 6–9 tells how God’s judgment took the form of a destructive flood. God’s great mercy was shown through a new covenant with Noah and his sons that blessed and preserved them.

The flood provided a new beginning, but it didn’t eliminate humanity’s poor choices. As creation flourished in the post-flood period, so did humanity’s attempts to overreach their human limitations. Genesis 11 tells

◀ **Sarai and Abram go on a journey to a new place**

**The creation and the flood came first** ➤

the story of the tower of Babel, where people showed their prowess and pride, refusing to center their lives on God. The city with the tower reaching to the heavens was left unfinished, the people scattered, and their language was confused. The genealogy of Abram follows in Genesis 11:10–32. This includes the account of his marriage to Sarai, and their journey from Ur to Haran.

Immediately after the call in Genesis 12:1–2, Abram and Sarai packed up and headed for an unknown destination that proved to be the land of Canaan. There, the barren Sarai's status as the mother of a nation was put in jeopardy more than once. Abram faced military challenges. The couple wandered and waited for years. Each year Sarai aged, making the promise of offspring more unimaginable. Through it all, Abram and Sarai remained steadfast, even though they had questions, doubts, and moments of impatience. More than once God stepped in to remind them about the divine promise of blessing. Their journey was not easy or without anguish, but Abram and Sarai remained faithful to God's call.

**BACKGROUND**

Historical questions surrounding the Abraham stories are as varied as the answers. Some scholars try to locate them at a particular time in history; others say none of the material can be located in any identifiable historical setting. While historical issues are important, the text is less concerned with communicating something about history than it is with communicating something about the nature of God.

The places were real. Ur, a harbor city and trade center on the southern Euphrates River less than 200 miles north of the Persian Gulf, was devoted to the moon god Nanna. Its history reaches back before 4000 B.C.E. Haran was a trade center on the Balikh River, sixty miles north of the Euphrates River in modern Turkey. Interestingly, in the Sumerian language, Haran means "journey."

**God's promise to Sarai and Abram** ➤

The outlandishness of the command to "go"—to leave all that is familiar, comfortable, and safe—is matched only by the outlandishness of what is promised. At the time, Abram didn't even have a name for this God who promised to give land and to make a nation from a wandering, landless people to be birthed by an aging, barren woman.

The promise of a great nation depended on the promise of an heir, but Abram and Sarai were well past childbearing years. Sarai's status as a barren woman is a reminder that women gained much of their value through giving birth to sons. Sarai had failed to do that. The story and the promise of land and nation depended on the promise that this old couple would have a child.

**THEOLOGICAL ISSUES**

Beginning with this story of Abram and Sarai, God begins a relationship with a specific people, Israel. The rest of the Old and New Testaments is a fulfillment of God's promise to make from them a great nation, to bless them so they can bless others.

The call of Abram and Sarai centers on communicating something about the nature of a God who creates, calls, and blesses even in the face of human failure. Set against the backdrop of the flood and the tower of Babel, the call is about re-creating a new community capable of living in trusting relationship with God and out of the power and promise of God's blessing. Abram and Sarai's journey into the wilderness was a new beginning, a new opportunity to seek to be in right relationship with one another and with God.

The story invites us to question a world that depends on what is safe, predictable, comfortable, and controllable. Responding to God's call drew Abram and Sarai out of their comfort zone— away from the familiarity of family and friends. It left them vulnerable and uncertain about the future, but it placed them squarely in the hands of God, who promised to bless them and make them a blessing to others. By answering the call and moving into the unknown, Sarai and Abram acknowledged that their future was a gift of the One who gives all good gifts. They decided to live by faith in God rather than by faith in things they could see and control. They set off on a journey with God rather than staying in the comfort of known places and familiar people.

Another remarkable aspect of the story is how unremarkable the two main characters were. Abram and Sarai weren't nobles or particularly learned people. They were your everyday couple in their twilight years. God doesn't depend on the present success of those God chooses. God sees our potential and promises to bless even ordinary humans. Working through everyday individuals, God creates a new community that God designs to be as responsive and receptive to the divine call as Abram and Sarai were.

Finally, note the order of things. Long before Sarai and Abram chose God, God chose them. Not because they did something right or because they were exemplary people with an unshakable faith and impeccable morals, but because God chose. God's action stands at the beginning of this story, this faith journey—just as God stands at the beginning of all faith journeys.

#### **LEADER REFLECTIONS**

- How have your choices allowed you to remain fixed in a world that is safe, predictable, and controllable?
- What are your greatest fears about beginning new journeys?
- What are your fears about your journey to camp?
- In what ways do you expect God to bless you during the time at camp?
- How can you allow God to use this time to make you a blessing to others?

## **Discovery 2: Led on the Way**

**Scripture: Pillars of Cloud and Fire – Exodus 13:17–18a, 20–22**

#### **THE STORY**

The Israelites had been slaves in Egypt for many generations. God called Moses to lead them out of slavery and back to the land God had promised to Abram and all his descendants. After all the plagues God sent on Egypt, the pharaoh told Moses to take his people and go. They fled in the dark of night, unleavened dough still in their mixing bowls.

Their journey out of Egypt had barely begun when God spoke to them again. God led them southeast on a roundabout way to avoid a war with the Philistines. God wanted to make sure they didn't change their minds. The exodus from slavery in Egypt was neither easy nor direct, but God provided tangible guidance throughout their journey. God led the Israelites with a pillar of cloud by day and a pillar of fire by night. The pillars of cloud or fire never left their place in front of the people as they traveled to the new land.

◀ **Sarai and Abram decide to live by faith in God rather than by faith in things**

◀ **What does the passage say to you?**

# Discovery 1: Blessed on the Way

## SCRIPTURE

Abram and Sarai—Genesis 12:1–2

## FOCUS

Campers will explore the way in which God told Abram and Sarai to take a journey, promising them they would be blessed and be a blessing to others.

Campers will

- recognize camp as part of their journey
- examine the meaning of being chosen and blessed of God
- recognize God’s call to be a blessing and identify concrete ways to be a blessing during the camp experience
- participate in first-day community building (i.e., covenant-making, name games, and other welcoming activities)

## CONNECTION TO CAMPERS

Campers this age understand the idea of taking a trip and all the preparations involved. Feeling safe is still a primary issue for them. Talking about God’s blessing of Abram as a promise to journey with them is helpful as they settle into the camp environment.

## SUGGESTED SONGS

“Rock-a My Soul,” “Thy Word,” “Children Go Where I Send Thee,” “The Happy Wanderer,” “Step by Step,” “Take My Life and Let It Be,” “Blind Man,” “Guide My Feet,” “Follow Me,” “Siyahamba (We Are Marching)”



## DISCOVERY ACTIVITIES

**Note to Leaders:** To prepare for leading campers, read through the Biblical and Theological Reflections for Discovery 1. 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

Ask the campers whether they have been to camp before or if it is their first time. Ask: What did you do to get ready to come to camp? What did you bring with you to remind you of home? What are some things at home you will miss while you are at camp? Remind campers that part of feeling comfortable and safe at home has to do with being familiar with where everything is. Sometimes it is difficult to leave home because we leave behind our familiar surroundings to experience something new and different. Encourage campers to talk about how camp is similar to or different from their homes. Be aware of campers who may be feeling homesick during this discussion. In this case, put more emphasis on what is familiar at camp rather than on missing home.

Explain to campers that today they will hear a story about two people who left their home and friends to move to a new place. They believed that God called them to move. Read Genesis 12:1–2. Explain that although God asked Abram and Sarai to leave their home, community, and familiar surroundings, God also promised to be with them. God said that they would bless others. Remind campers that God is with them on this journey to camp, just as God was with Abram and Sarai on their journey. Explain that during the time at camp, the group will be discovering the many ways that God is

with them on our journey and the many ways that they can bless to others.

**Activity Modes:** Interpersonal, Linguistic

**Materials:** Bibles

### 2. List Blessings

Remind campers that in today’s story they heard that God promised to bless Sarai and Abram. Reread Genesis 12:1–2. Invite campers to say what they think the word *blessing* means. After hearing their responses, guide them to a consensus on a general definition for blessing. This might include that blessings are good things, people, or events that we receive from God. Record the list of blessings and post it somewhere the group can see it. Explain that during the time at camp they can add to the list as they experience or remember additional blessings.

**Activity Modes:** Interpersonal

**Materials:** Paper and markers

### 3. Create a Collage

Remind campers that God also told Sarai and Abram that they would be a blessing to others. Ask: What do you think it means to be a blessing to others? What can you do to be a blessing to others while you are here at camp? After campers have responded, give them a large piece of paper, several magazines, scissors, and glue. Encourage them to create a collage with pictures of good things they can do for others, using pictures from the magazines or ones they have drawn. This collage can be hung in a common area to remind campers to be a blessing to others.

**Activity Modes:** Intrapersonal, Spatial

**Materials:** Scissors, glue, tape, magazines, crayons, markers, large piece of paper

### 4. Do First-day Activities

During the first day at camp, help campers feel safe within the camp setting by giving them a chance to learn names, find their way around, and understand the rules for camp behavior. This is part of setting the stage for God to transform this new and unique group of individuals into a Christian community. Part of this process includes playing name games in large and small groups (see **More Activities: Community Building and Recreation**) and creating a group covenant (see **More Activities: Community 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.

**Activity Modes:** Bodily/Kinesthetic, Interpersonal

### 5. Tour the Camp Community

Line up campers with a counselor at the front and back of the group. Travel around the camp and visit the different locations that the group will use throughout the time at camp. As you tour the camp, introduce those who work in different areas— such as the director, health care manager, lifeguards—and discuss their roles in the camp community. As the group meets these individuals and hears about their jobs, emphasize how everyone works together to make the camp a community. .

Include in the tour some of the natural settings around camp, such as the lake or woods or wildflower field. Encourage campers to find one thing in the setting for which they are thankful. Conclude the tour by visiting the camp chapel, worship site, or

a place that has a cross. Remind campers that God is also present with them as part of the camp community.

**Activity Modes:** Bodily/Kinesthetic, Interpersonal, Spatial, Naturalist

### 6. Create a Name Plaque

Remind campers that God called Abram to go to a new land and that God promised to make Abram's name great. Encourage them to talk about what their names mean and who knows them by name. Have a name book available for campers to look up the meaning of their names. Invite them to create name plaques. Have construction paper or cardboard, glue, markers, and a variety of decorating materials available. Campers then write their names on their plaques and decorate the plaques with the materials you have provided. Help campers make a hole in the top two corners and hang the plaque from cord tied through the holes. The plaques can be hung over their bunks.

**Activity Modes:** Spatial

**Materials:** Construction paper, cardboard, markers, glue, buttons, sequins, beads, embroidery floss, yarn, paint, paint brushes, items from nature

▲▼▲▼▲▼ **WORSHIP RESOURCES** ▲▼▲▼▲▼

### Morning Watch

Explain to campers that each morning they will meet at a designated spot (a spot you show them while on your camp tour) for Morning Watch. Invite them to bring their Bibles and a notebook and pencil. 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 the notebook; or complete Camper Page 1. Provide crayons or markers for coloring Camper Page 1. Remind them that this is a time for thinking about God. Gather for a few minutes at the end, and invite them to share about their experience if they want to do so.

**Activity Modes:** Intrapersonal, Linguistic

**Materials:** Bibles, notebooks, copies of Camper Page 1, pens/pencils, crayons or markers

### Evening Worship

Before worship begins, prepare the space so that there is an area where the worship leader can be in the center of several concentric circles. Using masking tape or sidewalk chalk, draw four rings on the floor or ground, expanding out from the center. From above, the final design should look like a bull's eye with the worship leader located at the center.

*Open with prayer.*

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

*Read the scripture:* Genesis 12:1–2.

*Reflect on the scripture:*

Point out the rings of concentric circles on the floor or ground. Invite campers who traveled less than one hour to camp to stand in the center circle. Campers who traveled less than two hours go to the second ring and so on until those who

traveled more than four hours are on the outside of the outermost ring. (Adjust these distances or times for your camp.) Explain to campers that this arrangement shows that everyone has come to camp from a variety of distances and places. Like Sarai and Abram, the camp community was called to travel on a journey from their homes to camp. Explain that during the time at camp, they will be learning more about the idea of their journey and their call to be a blessing to others. Invite them to form small groups with other campers who are within the rings. Have them introduce themselves to one another by saying their names and where they live.

*Close worship:* Teach campers to sing the first verse of "They'll Know We Are Christians By Our Love."

**Activity Modes:** Interpersonal, Musical

**Materials:** Material to mark off circles (chalk, stones, masking tape), songbooks or music leadership

### Cabin Devotions

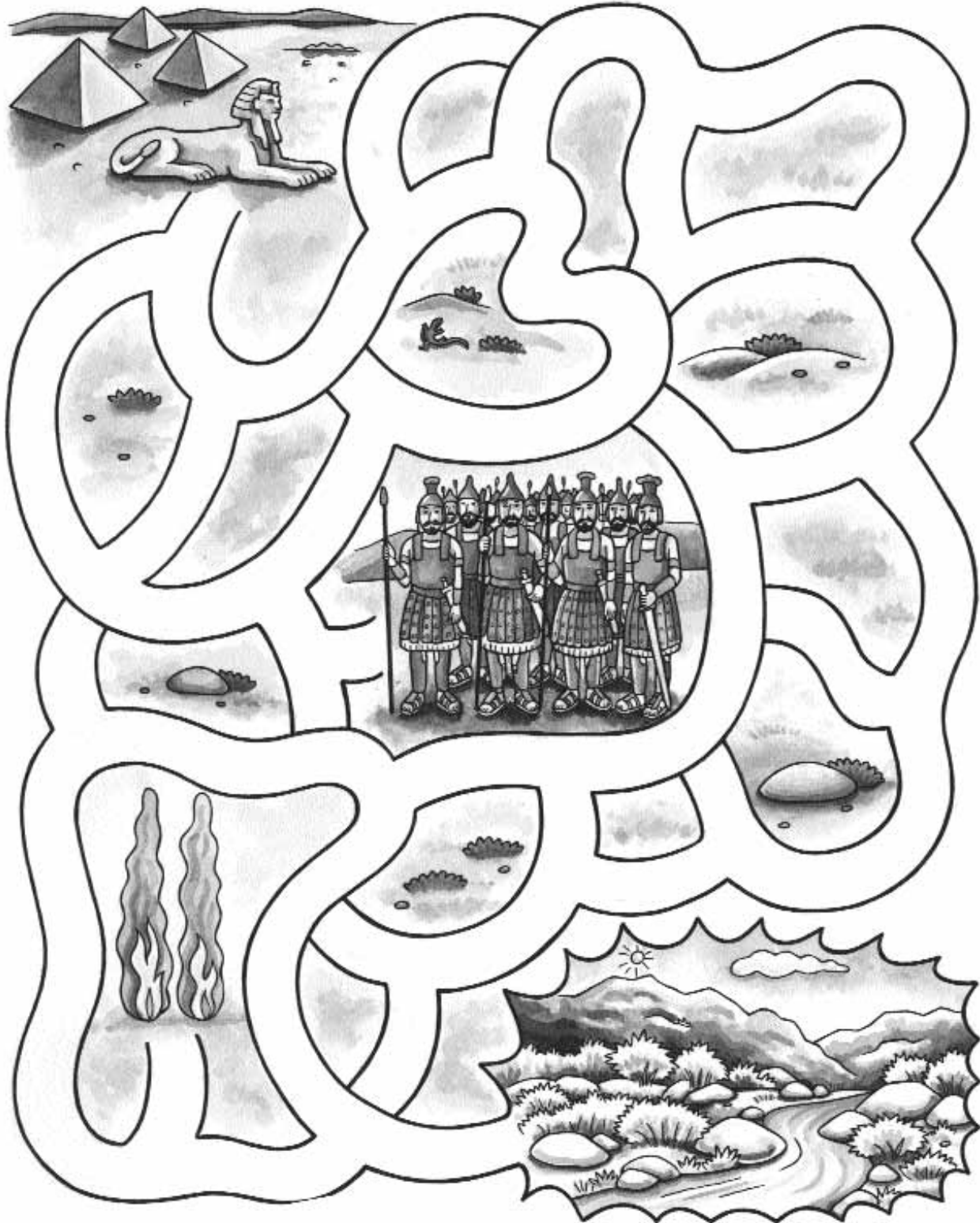
As a way of concluding the day, ask campers to each share one thing he or she learned about the camp today. Next, invite each camper to share one way that another person has been a blessing to him or her on the first day of camp. Always be sensitive to those who do not wish to share, but make sure everyone feels welcome to do so. Close this time of sharing with a prayer of thanksgiving, thanking God for the start of this new journey here at camp.

**Activity Modes:** Intrapersonal

**CAMPER PAGE 2: LED ON THE WAY**

**Exodus 13:17-18a, 20-22**

Find the way through the maze to get the Israelites from Egypt to the promised land.



# Discovery 1: Blessed on the Way

## SCRIPTURE

Abram and Sarai—Genesis 12:1–2

## FOCUS

Campers will explore the way in which God told Abram and Sarai to take a journey, and promised them they would be blessed and be a blessing to others.

Campers will

- recognize camp as part of their faith journey
- examine the meaning of being chosen and blessed of God
- recognize God’s call to be a blessing, and identify concrete ways to be a blessing during the camp experience
- participate in first-day community building (i.e., covenant-making, name games, and other welcoming activities)

## CONNECTION TO CAMPERS

The idea of journeying to a new place may be exciting to this age group. Remind them that the journey is not always easy. There will be many challenges, but none are unmanageable with God’s promised blessing. In thinking about being a blessing, they can begin to push past doing this because makes them feel good to examining their motives.

## SUGGESTED SONGS

“Rock-a My Soul,” “Thy Word,” “Children Go Where I Send Thee,” “The Happy Wanderer,” “Step by Step,” “Take My Life and Let It Be,” “Blind Man,” “Guide My Feet,” “Follow Me,” “Siyahamba (We Are Marching)”



# I ■ ■ ■ ■ ■ DISCOVERY ACTIVITIES ■ ■ ■ ■ ■ I

**Note to Leaders:** To prepare for leading campers, read through the Biblical and Theological Reflections for Discovery 1. 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

Ask campers to think about how far they traveled to camp and to decide on a number of miles, even if it is a guess. Then have them line up silently in order of those who traveled the farthest to those who traveled the shortest distance.

Explain that today’s story describes a journey, just as they have traveled to camp. Read the story from Genesis 12:1–2. Ask: How is your journey to camp similar or different from Abram’s journey to Canaan? What did God promise Abram and Sarai? What do you think it means to be a blessing to someone else? Encourage campers to give examples of blessings.

**Activity Modes:** Bodily/Kinesthetic, Interpersonal

**Materials:** Bible

### 2. Be a Blessing

Remind campers that God called Abram and Sarai to be a blessing. Encourage them to define what a blessing is. Encourage them to think about how they can be a blessing to others at camp. Write down their suggestions for ways they can be a blessing, both as a group and as individuals, during camp. Let the group choose several they want to do during camp. Encourage campers to pass on these blessings without others discovering what they are doing. Post the list so it will be available during their entire time at camp as a reminder of their

intentions. At the end of the week, encourage the group to talk about what happened.

**Activity Modes:** Linguistic, Intrapersonal

### 3. Do First-day Activities

During the first day at camp, help campers to feel safe within the camp setting by giving them a chance to learn names, find their way around, and understand the rules for camp behavior. This is part of setting the stage for God to transform this new and unique group of individuals into a Christian community. Part of this process includes playing name games in large and small groups (see **More Activities: Community Building and Recreation**) and creating a group covenant (see **More Activities: Community Building and Recreation**). As they get to know one another, learn where things are at camp, become familiar with the schedule, and understand appropriate behavior, they will relax into the community.

**Activity Modes:** Bodily/Kinesthetic, Interpersonal

### 4. Meet the Other Campers

Gather the group into a circle. Explain to them that they will only need to remember their own names for this game. Time the group to see how fast they can go clockwise around the circle with each of them saying his/her own name in turn. Have them repeat to try to improve their time.

Then announce that it’s time to see if they can beat that time. Explain that this time they are to go around the circle counterclockwise. In addition to saying their names, they are to add their favorite food or the name of their hometown. Time them, and then have them try again to beat that time.

**Activity Modes:** Linguistic

**Materials:** Stopwatch

### 5. Tour Camp by Map

Divide the group equally into “talkers” and “viewers.” Give each of the viewers a map to a predetermined spot in the camp via a winding path. Explain that the “viewers” can only use gestures to communicate the directions on the map to the “talkers.” The “talkers” may ask questions but may not look at the map. The entire group may move only when the talkers come to a consensus as to which way to go. The goal is for both groups to reach the spot together.

Once the groups reach the destination, ask: How did it feel not to know the final destination of your journey? What were the challenges of having to rely on one another? How do you think Abram and Sarai felt as they began their journey? Does our faith help us or challenge us on the journey God calls us to in our lives? How?

**Activity Modes:** Linguistic,  
Bodily/Kinesthetic

**Materials:** Maps of the camp

### 6. Create a Mosaic

Invite campers to make a name mosaic as a way to celebrate their own identities as persons called by God. Explain that a mosaic is a work of art created by inlaying pieces of differently colored material to form a picture or pattern. Let each camper choose a piece of colored construction paper. Then instruct them to create an acrostic poem on the paper by writing their names in large letters down the left side of the paper. Tell campers to write a series of words or phrases, starting with each letter in their names, describing themselves and the personal qualities that they use to be a blessing to others in their lives. Then have them share what they have written with the group.

Encourage them to work together to form a group mosaic of their acrostic poems. They may decide to cut the papers into different shapes before they tape them together. Ask: How does this mosaic symbolize our community at camp? How is this group different from other groups to which you belong? Consider displaying the mosaic in the dining hall or in a worship space.

**Activity Modes:** Spatial, Linguistic

**Materials:** Construction paper, markers, tape, scissors

### 7. Discover Nature’s Sounds

Remind campers that camp offers a unique opportunity to listen for God’s presence within the natural world, away from the distracting noises of home, media, and technology. Go to a place where there are a variety of natural sounds. Tell campers to spread out and sit on the ground. Give each person a sheet of paper, and ask each person to write his or her name in the middle of the sheet. Explain that their name represents the position where they are sitting. When they hear a sound, they are to place an “x” on the paper to represent the general location of the sound, relative to their own position. For example, if they hear a sound to the left, they should mark an “x” to the left of their name on the paper. Alternately, campers might draw a symbol—such as an animal, water droplet, or leaf—to indicate the kind of sound or write a word for the actual sound they hear. After five to ten minutes, invite campers to share the variety of sounds they heard.

**Activity Modes:** Naturalist

**Materials:** Paper, pencils

## Discovery 4: Challenged on the Way

### SCRIPTURE

Jesus' Baptism and Temptation—Luke 3:21–22; 4:1–15

### FOCUS

Campers will explore the story of Jesus' journey through his baptism and temptations, and learn about what it means to be beloved of God.

Campers will:

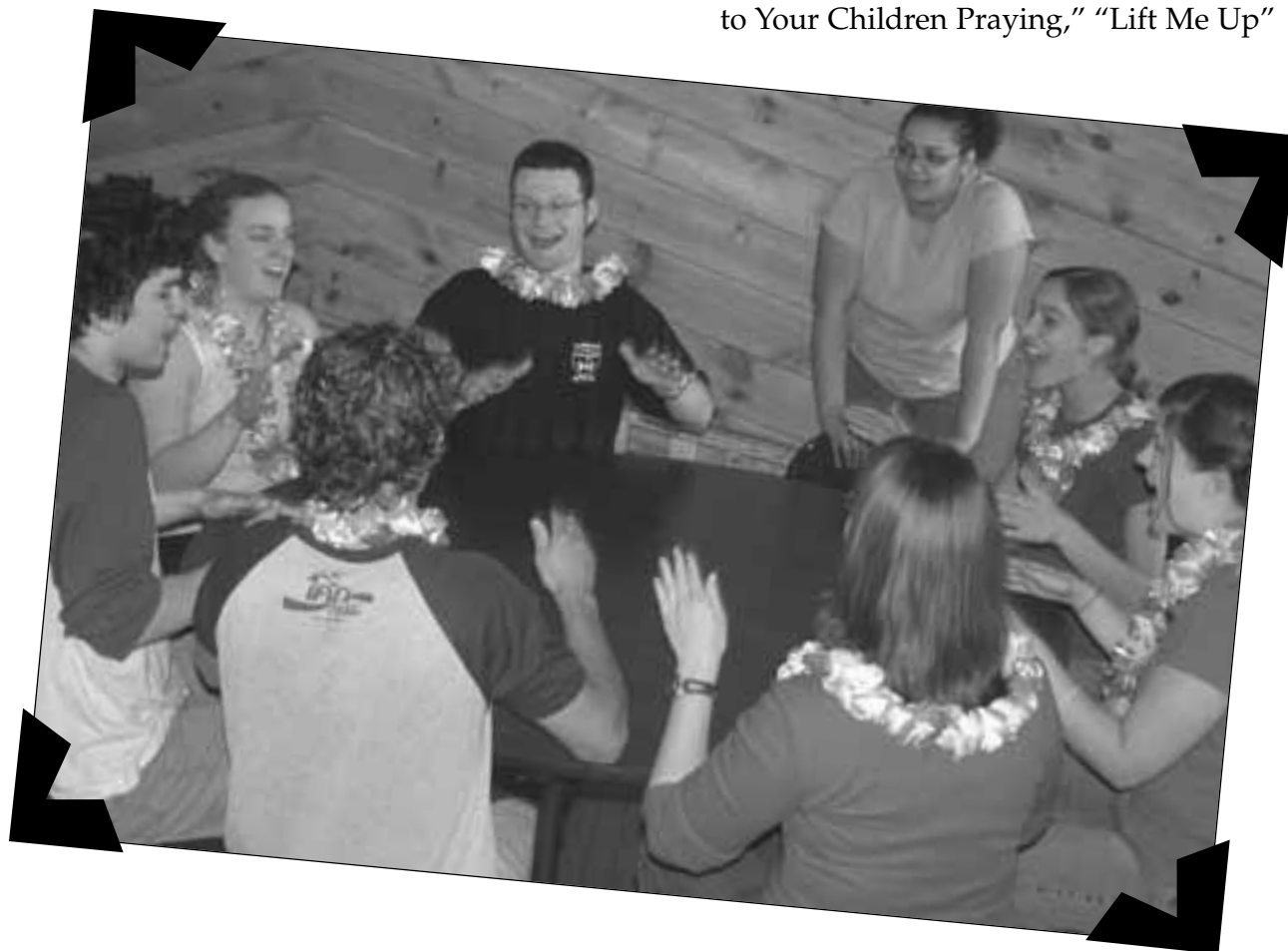
- explore the meaning of being the beloved of God
- discover the role of faith in facing temptations
- examine Jesus' obedience to God

### CONNECTION TO CAMPERS

Identity, temptation, and obedience are primary issues for these youth as they prepare for life away from their family of origin. Clarifying what it means to be beloved, how they can remain faithful to that identity in the face of temptation, and what resources can help them in their process of discernment and decision-making are good points of connection.

### SUGGESTED SONGS

"Seek Ye First," "Day by Day," "They'll Know We Are Christians," "O Lord, Hear My Prayer," "In God Alone," "Wade in the Water," "Come to the Waters," "Lord, Listen to Your Children Praying," "Lift Me Up"



### I ■ ■ ■ ■ ■ DISCOVERY ACTIVITIES ■ ■ ■ ■ ■ I

**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 Bible Story

Explain that today’s story has two parts: the baptism of Jesus and the temptation of Jesus, as told in Luke. Tell them that they are going to hear the second part of the story first. Then read or tell the story from Luke 4:1–15. Ask: What are the temptations that Jesus faced in the wilderness? How did he handle each of them? Ask campers to identify the temptations they face, such as drugs, cheating, sex, and so on. Ask: How are these like the temptations that Jesus faced?

Divide campers into small groups. Ask them to imagine that they have been assigned to develop a brochure for other teens on ways to deal with temptations. Ask: What would you want to put in this brochure? What steps would you suggest to teens for dealing with the temptations that teens face in today’s world? Have the groups create and sketch the brochure on newsprint. Come back together and have the small groups show their brochures. Ask: How well would this brochure help teens prepare to deal with temptations they face? What idea expressed is useful? What would we delete or add?

Tell campers that the story of the baptism of Jesus contains clues about how God prepared him for the wilderness temptations. Read or tell the story from Luke

3:21–22. Pause for a minute or two. Then read or tell the story again. Invite campers to identify what happened in the story. Ask: How did Jesus’ baptism prepare him to face the wilderness temptations? Were any of these elements mentioned in the brochures our groups created? In what ways would the preparation Jesus had for his temptations also work as preparation for the temptations today’s teens face?

If you recorded any “Questions on the Way” in Discovery 1, 2, or 3, ask campers what answers this story has for any of those questions. Add any new questions campers might have for the journey.

**Activity Modes:** Linguistic

**Materials:** Bible, newsprint, marker, “Questions on the Way” from Discovery 1, 2, and 3 (optional)

#### 2. Typical Teen

Divide campers into small groups. Give each group a large sheet of newsprint and markers. Tell each group to draw a picture of a “Typical-21st Century Teenager.” After a few minutes, stop their work and give them a second direction. Have them add words or pictures that tell about the various aspects of teen life today. Ask: What’s good, bad, and ugly in teen life? scary and exciting? challenging and boring? fun and stinky? Give groups another five to ten minutes to work. Then bring them back together and give them time to share and tell about their pictures.

Write the words “Typical Teen” across the top of newsprint. Invite campers to brainstorm a list describing teen life today, beginning with items that appear on more than one group’s Typical Teen pictures.

Invite the group to add new items that may come to mind as they work together.

As a group, look over their list of the facets of life for a Typical Teen. Ask: What do you think are the major areas of temptations for teens today? Where is it easier for teens to go astray from the path God wants for their lives? Ask: What helps teens stay on the right path or find their way there again when they get lost? Write these ideas at the top of the list, above everything else.

On newsprint, make two columns: "Temptations" on one side and "Help along the Way" on the other side. Ask: Which temptations are most common in your life? How easy is it to get pulled into those temptations? Where do you go for help when you are tempted? How easy is it to find help when you need it? How can you help your friends when they are tempted?

Read or tell Luke 3:21-22 and 4:1-15 again. Ask: What temptations did Jesus face? How are those like the temptations you face today? What help did Jesus have? Where is similar help available in your life today? How did it help Jesus to know he was "beloved" of God? How does it help you to know you are "beloved" of God? In this story, how was God's Spirit at work in Jesus' life? How is God's Spirit at work in each of our lives, especially while we are here at camp?

**Activity Modes:** Linguistic

**Materials:** Bible, several sheets of newsprint, crayons or markers for all, masking tape

### 3. Tempting Colors

Read or tell the story of Jesus' baptism and temptations from Luke 3:21-22 and 4:1-15 to the group. Provide paper,

watercolors, brushes, and cups or bowls of water for campers to use. Ask: What colors come to mind when you think of temptations? What colors do you associate with baptism? Invite them to use those colors to paint a representation of life in today's world.

After all have finished, invite them to share the paintings with the group. Invite the group to share their explanations of what they see in each painting. Where is God in this picture?

**Activity Modes:** Interpersonal, Intrapersonal, Linguistic, Bodily/Kinesthetic

**Materials:** Paper, watercolors, brushes, cups or bowls for water

### ▲▼▲▼▲▼ **WORSHIP RESOURCES** ▲▼▲▼▲▼

#### **Morning Watch**

Morning Watch is designed to be a reflective way for campers and staff to start the day. To help campers focus and not be distracted by their friends, have them find a place where they can be physically apart from everyone else. Invite them to use Camper Page 4 to reflect on the scripture and to record their responses. Remind them that no one will know what they have written unless they choose to share. Right after Morning Watch or later in the day, give those who want to share their reflections time to do so.

**Activity Modes:** Intrapersonal, Linguistic

**Materials:** Bibles, copies of Camper Page 4, pens/pencils

#### **Evening Worship**

*Gathering Words:*

**LEADER:** There is no place we can go where God is not.

**CAMPERS:** In the midst of life's temptations to step off the path, to wander from God's way, God is there to lead us back.



*Hear the Scripture:* Luke 3:21–22 and 4:1–15

*Respond to the Scripture:*

Have those responsible for worship prepare mini-skits about the life of teens today, the stresses and temptations they face, and the helps that are available to them to resist the temptations. Station each skit team in a different area around the worship space. Lead all campers on a journey to each skit site to see the skits.

*Closing Words:*

**LEADER:** Walk in the ways of God through the trials of your life. God will hear and God will be there with you, to guide and lead you through the worst life can offer.

**Activity Modes:** Linguistic,

Bodily/Kinesthetic

**Materials:** Props for skits (optional)

#### **Cabin Devotions**

Invite campers to take a moment to get quiet. Read or tell the story from Luke 3:21–22 and 4:1–15. Invite the campers to recall the events of their day. Ask them to reflect silently on the following questions: When did you have the greatest sense of being loved today? When did you have the least sense of being loved? When did you get a glimpse of God today? How did you sense God's Spirit nudging or calling you today? After the last question, invite campers to briefly share their answers aloud. Close with prayer.

**Activity Modes:** Intrapersonal, Interpersonal

# Intergenerational

## INTRODUCTION

Intergenerational and family camps provide unique opportunities for fellowship, experiential learning, and faith formation within small communities. These camps may follow a weeklong or weekend format. They may welcome traditional nuclear families or focus on special groupings, such as mothers and daughters, grandparents and grandchildren, parents and toddlers, single parents with children. Sometimes a local congregation will organize a camp event just for their own church families. These experiences have the potential for being wonderful learning times for interacting and growing together in faith. While many of the activities are similar to those used in a youth camp, there are some special considerations for leaders of intergenerational family camp experiences.

## LODGING

Take into consideration concerns for safety and comfort. Provide individual families with their own private space at camp. Depending on the setting, this might be one large room or adjoining sleeping rooms, a separate cabin, or a tent site. Some campers may be willing to share space with other families whom they already know very well, or with other similar families in a single-gender group. Keep in mind the unique accessibility needs families might have. This may include storage and room for strollers, diaper changing and nursing areas, and cribs for families with babies; lower bunks for families with small children and older adults; special travel, transition, bathroom, and sleeping needs for campers

with wheelchairs or walkers; or easy accessibility for those with visual and physical challenges.

## FOOD

As you consider the food provided during camp, remember the needs of everyone from the very young to grandparents. Healthy snacks are welcomed mid-morning and mid-afternoon, especially for toddlers. Fruit or cereal might be made available somewhere for the very early risers. Camp leaders might assign different family groupings at mealtime tables so all have an opportunity to meet and socialize with as many people as possible during the camp experience. One easy way to do this is to make a place card for each family group. Then these can be moved when tables are set for each meal.

Because eating is a human need common to all and an experience easily shared by all ages, meal and snack times are a great opportunity for multisensory experiential education. In addition to the usual snacks planned for each day, give snack time ideas to the site's food service providers.

Breaking bread is a symbolic act of the faith community, so incorporate faith formation activities into mealtimes. Sing graces with hand motions or sing them to familiar tunes as a fun way to give thanks together. Choose just a few and repeat them so that everyone will take home a new grace in their memories. Use camp favorites or try these:

(To the tune of "Yankee Doodle")

*We thank you, Lord, for this our food, for rain  
and sunny weather.*

# Discovery 1: Blessed on the Way

## SCRIPTURE:

Abram and Sarai—Genesis 12:1–2

## FOCUS

Campers will explore the way in which God told Abram and Sarai to take a journey, and promised them they would be blessed and be a blessing to others.

Campers will:

- recognize camp as part of their faith journey.
- examine the meaning of being chosen and blessed of God.
- recognize God’s call to be a blessing and identify concrete ways to be a blessing during the camp experience.
- participate in first-day community building (i.e., covenant-making, name games, and other welcoming activities).

## SUGGESTED SONGS

“Rock-a My Soul,” “Thy Word,” “Children Go Where I Send Thee,” “The Happy Wanderer,” “Step by Step,” “Take My Life and Let It Be,” “Blind Man,” “Guide My Feet,” “Follow Me,” “Siyahamba (We Are Marching)”





## Daily Discoveries for Intergenerational Family Camps

- A place to recycle cans
- A water source
- A natural feature bigger than your whole team
- A nonhuman living thing
- Something blue
- Something you also have at home
- A cross
- Someone wearing a staff shirt
- Something that makes you smile
- A place to cool off
- Something that might be dangerous
- Something intended especially for children
- A trail marker
- Something that reminds you of God
- A good place to wash your hands

**Activity Modes:** Interpersonal, Linguistic, Naturalist, Bodily/Kinesthetic, Spatial

**Materials:** Copies of the hunt list, pencils, camp maps

### Quiet Time

**BOOK IDEA:** *With You All the Way* by Max Lucado (Crossway Books, 2000)

**CRAFT IDEAS:** Decorate name plaques. Create other sculptures with salt dough. (Make sure any extra dough is kept in an airtight container to prevent it from drying out.)

**ACTIVITY IDEA:** Get in touch with the journey theme by exploring the labyrinth. If your site has one, take some time to walk it. If not, try drawing labyrinths or using a “finger labyrinth.” See **More Activities: Mission & Outreach, Activity 8, “Create A Labyrinth.”**



### ▲▼▲▼▲▼ WORSHIP RESOURCES ▲▼▲▼▲▼

#### Morning Watch

This short morning worship provides an opportunity to welcome each day and sets the spiritual tone by inviting Christ's presence each morning. Because both silence and lots of talking are difficult for families with young children, be brief and interactive. Meet in the same special place each morning—on the grass outside the dining hall, on the beach looking out at the lake, or some other spiritually inviting space at your site. Follow the same order each day.

**Sing:** Choose from Suggested Songs or other camp favorites. Give a rhythm instrument to anyone who wants to play one. Have willing families or older children help to teach songs and/or hand motions.

Briefly introduce the day's focus and scripture. List a few of the activities and options in store for the day.

#### *Pray*

**Materials:** Songbooks or song sheets; song leader to teach the songs; rhythm instruments; Bible

#### Evening Worship

See **YY Discovery 1, Evening Worship:** Adults, with kid guidance, should be encouraged to use their own creativity to develop fun and meaningful worship experiences for the whole group. Consider assigning different "journey" scriptures to various families ahead of time (perhaps soliciting help of return campers before they arrive at camp) and asking them to tell the scripture story in their own words. For the offering, instead of writing on the links of the chain, you might just use the links symbolically: After discussing briefly in small neighbor groups, explain that this strip symbolizes one hope you hold for this week's camp journey. Invite them to come forward and add their link to the chain.

#### Cabin Devotions

Cabin Devotions is a quiet small-group or family activity intended to close each day with an opportunity to regroup and reflect. You might give verbal or written Cabin Devotion instructions before departure from Evening Worship each day. Alternatively you might give each family or cabin group a "Cabin Devotions booklet" with each day's activity on a small page. Then campers can choose to share these at whatever time works for them. A glow stick, or "talking stick" can serve as a visual aid to focus, listen, and reflect during this time.

See **PC Discovery 1.**



# More Activities: Care of Creation and Nature Study

## 1. Go on a Photo Safari

Explain to campers that they will be going into the immediate surrounding area to take pictures with a human camera. Form pairs and have each pair decide who will be the “camera” and who will be the “photographer” first. The “camera” closes his or her eyes while the “photographer” leads him or her to an area, object, or scene to take a picture. The “photographer” taps the “camera” on the shoulder. That person opens his or her eyes for a few seconds and says, “Click.” The partners then reverse roles and repeat the process. Once the second picture is taken, the pair returns to the central starting area to develop their “film”: by drawing what they saw when they opened their eyes. Provide paper and crayons, markers, or colored pencils. After both cameras have developed their “film,” have them share the pictures with each other and compare the picture with the real scene. Invite the pairs to share their “photographs” with the rest of the group.

**Activity Modes:** Spatial, Naturalist, Bodily/Kinesthetic

**Materials:** Paper, crayons, colored pencils, crayons, markers

## 2. Explore a Creation Community

Take campers out into nature, and invite them to sit down. Encourage them to look around and to identify any communities they see in nature. Continue questioning them so that they look deeper and smaller. They may begin by mentioning the people in the group and here at camp, and then move on to the animals in the natural community,

the trees, and the smaller plants. Encourage them to remember insects and tiny organisms that are also part of the community. Remind them how everything in nature is connected and part of one community, including us. Close with a prayer thanking God for creation.

**Activity Modes:** Linguistic, Naturalist

## 3. Compile Camp Statistics

This activity can be a part of the camp tour. Ask campers how many people they think make up the camp community. After they guess, tell them how many campers and staff are present at the camp this week. Emphasize to them the variety of people present and jobs to be done in the camp community.

Encourage campers to think about how the people in the camp community interact with the natural community around them. Invite campers to estimate how many different types of plants, animals, and insects make up this larger camp community. They may want to think about how many trees there are, how many different wildflowers, etc. Encourage them to think about how all of the camp community can exist and work together.

**Activity Modes:** Logical/Mathematical, Naturalist

**Materials:** Paper, pencils

## 4. Interview an Insect

Explain to campers that they have the chance to interview an insect. Divide the campers into groups of two to four, and send them out into a predetermined area (where

# More Activities: Creative Arts

## 1. Draw the Pillars

Remind campers about the story of the pillar of cloud and pillar of fire they heard from Exodus. Explain that they will use chalk to draw a picture of this. Provide campers with a piece of stiff black paper or card stock. Have them tape the paper to a wall, table, or countertop. Provide oil pastels, chalk, or regular pastels. Show campers how they can blend it with their fingers to create interesting textures and colors. Encourage them to make bold strokes and strong shapes. Try playing lively or dramatic music such as African drumming or “Grand Canyon Suite” to get campers in the mood for creating exciting images. As they feel finished with their creations or as time allows, invite them to share what their image says to them. Ask: How did it feel while you were making this picture? Which parts do you like best? Hang the pictures where all can see them, possibly in the dining room, worship area, or another designated gathering area.

**Activity Modes:** Bodily/Kinesthetic, Spatial

**Materials:** Oil pastels, chalk, regular pastels, stiff black paper such as card stock, masking tape, CDs or MP3 files of music to paint by and something to play them on

## 2. Be an Image Maker

Provide a variety of many current magazines (appropriate to your age group) and enough scissors so that every two people has a pair. Remind campers about the power of images or pictures in today’s world. These images can be seen as either blessings (beautiful, positive, affirming) or temptations (disturbing, negative,

degrading). Encourage campers to go through some of the magazines very quickly and, trusting their first impressions, tear or cut out images and words that feel like either a blessing or a temptation to them.

After they have created two piles of at least eight to ten images for each category, give them construction paper and glue sticks. Have campers arrange the images in a creative fashion on the paper. Suggest that they many want to make a collage of blessing images on one side of the paper and one of temptation images on the other side. Or they may want to put the blessing and temptation images in relationship to each other on the same side of the paper. Encourage them to add their own words and images to the collage. Invite them to tell about their collages and the images they have chosen.

**Activity Modes:** Spatial, Interpersonal

**Materials:** Magazines, scissors, construction paper, glue sticks, markers

## 3. Find Art along the Way

Remind campers that each of the characters in the Discovery stories went on a journey. Invite them to review the stories they have heard so far. Explain that they are going on a journey around camp to find art in nature. Encourage them to keep their eyes open for natural artwork, such as spider webs, tree branches that form shapes, rocks that form a design along a stream, an animal footprint. As campers find these objects, they are to stop and draw in response to whatever natural objects they see. They may also want to collect nature items, such as leaves, sand, pebbles, acorns, pinecones, feathers, or shells.

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