



## Day 6: Wilderness Reveals

### Daily Quick Reference Guide

**Scripture Passage:** Luke 10: 25-37

**Scripture Focus:** Luke 10:27

“He responded, ‘You must love the Lord your God with all your heart, with all your being, with all your strength, and with all your mind, and love your neighbor as yourself.’”

**Theological Summary:** We demonstrate our love and strength by helping those in need, thinking of every person as our neighbor.

#### Daily Goals...

- Consider the Good Samaritan story from a fresh perspective.
- Discuss how systems can help or harm people, and how we can respond.
- Recognize the different roles necessary to create lasting change.
- Reflect on how wilderness experiences and choices shape our lives.

DAILY ACTIVITIES		
TITLE	TYPE	DESCRIPTION
<b>Primary learning activity that explores the daily scripture is highlighted.</b>		
__ Broken Heart	<b>CREATE LEARN</b>	Crumpled paper hearts
__ Helping Hands	<b>SERVE</b>	Acknowledging helpers
__ It takes two	<b>PLAY</b>	Relay Race
__ All the Feelings	<b>PRAY LEARN</b>	Name feelings in Luke 10
__ Abacus Bracelets	<b>CREATE SERVE</b>	Bead bracelets
__ Prayers for All	<b>PRAY</b>	Prayers for Luke 10 characters
__ Road Races	<b>PLAY</b>	Fun racing game
__ A Better Road	<b>PLAY CREATE</b>	Imagine a better road

**Leader notes:** This verse can apply to the Good Samaritan parable, but also to many other situations. Help campers expand the idea of helping others.

**Prayer:** “Dear Lord, please help me to see all people as my neighbor, and to treat them with kindness and respect. Amen.”

## Daily Activities

### Broken Heart

CREATE LEARN

**Supplies:** Paper, pencil or crayons, and scissors.

**How:** Give each camper a piece of paper. Have them fold the paper in half, draw a half-heart shape, and cut it out. Campers can decorate the heart. Read Luke 10:25-37 together, asking the campers to hold their paper heart and crumple it each time something unkind happens. Every time something kind happens, ask them to uncrumple their heart. At the end of the reading, campers try to smooth out their hearts as much as possible. There will still be wrinkles, no matter how smooth the campers try to make it. Discuss how hurtful words and actions can leave a mark, even when apologies are made, or someone is kind. Close with the prayer of the day.

**Try This:** If you have a more dexterous or mature campers, you might invite them to rip the heart based on how big the hurt sounds in the story, then tape them back together at the end, or glue the pieces to another piece of paper to create a mosaic.

### Helping Hands

SERVE

**Supplies:** Paper and crayons or markers.

**How:** Take a walk around camp and look for people who are working. Are teachers teaching? Is someone cleaning or cooking? What jobs happen at your school or your house? What jobs do you do? What jobs can you do? Create thank you cards for the people at camp who are helping others.

**Try This:** Brainstorm ways that they can help those who are helping at camp. Can they pick up extra trash? Clean a table? If your camp includes campers in meal set up or other camp clean up, invite the campers to make a thank you card for another group to show appreciation for their service.

### It Takes Two

PLAY

**Supplies:** None.

**How:** This game is similar to sharks and minnows. Define your playing area with two lines separated a gap in between. Choose one camper to be "it". They stand in front of the line of other campers. The goal is

to run to the other side without being tagged. If tagged, they stay in the middle and try to tag others. Each time, every camper must run all the way to the other side. The game is done when only one person is left to run. Gather campers and reflect on the game. When was it easier for the people running? When was it easier for the people in the middle? Explain that in our lives, it is easier to help others when more people are helping. Close with prayer: "God, thank you for giving us people to help us, both when we are hurt and when we are playing."

**Try This:** Try again with narrower side lines so it is easier for the taggers to reach everyone. Play again with wide boundaries. Spend a few minutes talking about how small changes can make a task very different. Ask the campers what we might change in the world that would make it easier to help people. For example, what could we change to help more sick people? Maybe more doctors and nurses? Maybe more clinics, or more healthy food at schools? What if we made sure being healthy didn't cost any money?

### All the Feelings

PRAY LEARN

**Supplies:** Large paper and markers.

**How:** Read Luke 10:30-37, pausing along the way to ask how the different people in the verse might be feeling. As campers suggest emotions, create a list on a large piece of paper. After finishing the reading, agree on motions for each emotion (arms crossed, snapping fingers, standing up, hands raised, etc.). Reread the scripture, and the campers can act out the feelings during pauses in reading.

**Try This:** Act out the story of the Good Samaritan by not using any words at all, using campers' expressions to suggest the actions and emotions.

### Abacus Bracelets

CREATE SERVE

**Supplies:** Fuzzy wire/pipe cleaner and beads (or small pieces of colorful plastic straws).

**How:** Read Luke 10:25-37 together. Discuss ways people help each other. Give each camper a fuzzy wire with one end bent over, and place beads in the center of the area. Campers place one bead on a pipe cleaner every time they think of a way to help someone, or how someone else can help them. Invite campers to think of Bible stories they know where people helped others, and add beads for those stories. The pipe cleaner can

be cut to fit the wrist or simply wrapped around the wrist with the ends twisted.

**Try This:** After campers finish their bracelets, make a bracelet for another camper!

## Prayers for All

### PRAY LEARN

**Supplies:** Paper and markers.

**How:** Read Luke 10:25-37 together, then invite campers to create a prayer for each of the people in the reading. Pray for the man walking, the robbers, the priest and Levite, the Samaritan, and the innkeeper. What would help each of these people to find their way and to treat everyone as their neighbor? Close with the prayer of the day or read the prayers together as a group.

**Try This:** Using another story from the week, create prayers for other people in the readings - Moses, Esther, the frightened disciples, etc.

## Road Races

### PLAY

**Supplies:** Paper plates.

**How:** Invite campers to create a road with a beginning and end using sidewalk chalk or other markers. Give each camper two paper plates. See how quickly campers can travel down the road while “ice skating” on paper plates. Be sure to discuss safety. Consider trying a crab walk or a bear crawl while using paper plates!

**Try This:** If an indoor area is available, pieces of wax paper work well for crab walking or bear crawling.

## A Better Road

### PLAY CREATE

**Supplies:** Paper and markers.

**How:** Read Luke 10:25-37, then give each camper a piece of paper and ask what they think the road in the story might have looked like. Invite them to draw that on one side of their paper. Now, ask them what would make the road safer. Let them be creative, and do not bind them to improvements that would have been available in the first century. Invite them to draw the additions to their road, or flip the paper over and draw the new and improved road. Allow time for them to share with one another. Ask them how the story might have changed if there had been a safer way to travel, or if there were more helpers on the road.

**Try This:** Invite the campers to draw the characters on their roads, or draw them on another page and cut them out so they can move them along the road and tell the story.



## Story Resources

### Inside Out, Disney Pixar 2015

This Disney movie focuses on emotions. It identifies a variety of emotions and normalizes all feelings. It can also be used to talk about how people can help each other.

### Kissing Hand by Audrey Penn

Chester Raccoon is scared to go to school. His mother helps him to feel better in the moment and even later, when Chester feels worried or scared.

### Are You My Neighbor? Big Idea Productions 1995.

Veggie Tales retelling of the Good Samaritan story and the idea that everyone is our neighbor and can be a friend. Also available at <https://www.youtube.com/watch?app=desktop&v=g1QtU8XcKQ>



## Day 6: Wilderness Reveals

### Daily Quick Reference Guide

**Scripture Passage:** Luke 10: 25-37

**Scripture Focus:** He responded, *“You must love the Lord your God with all your heart, with all your being, with all your strength, and with all your mind, and love your neighbor as yourself.”*

Jesus said to him, “You have answered correctly. Do this and you will live.”

**Theological Summary:** God encourages us to love one another, no matter what.

#### Daily Goals...

- Consider the Good Samaritan story from a fresh perspective.
- Discuss how systems can help or harm people, and how we can respond.
- Recognize the different roles necessary to create lasting change.
- Reflect on how wilderness experiences and choices shape our lives.

DAILY ACTIVITIES		
TITLE	TYPE	DESCRIPTION
<b>Primary learning activity that explores the daily scripture is highlighted.</b>		
__ Find a Way	PLAY	Group challenge game
__ Pieces of Us	CREATE SERVE	Mosaic cards and reflection
__ Another Way	PLAY	Finding multiple ways to meet a goal
__ Look Again	CREATE LEARN	Identifying illusions
__ Only 3 Lines	PRAY CREATE	Finding perspective with yarn
__ Start to Finish	PLAY	Fast paced water game
__ God in Your Mercy	PRAY LEARN	Prayers for each character

**Leader notes:** Luke 10:25-37 will be familiar to many campers, but they may not have been asked to think critically about it before. Make a safe space for both questions and resistance to new perspectives.

**Prayer:** “God of all who journey, help us to experience your kindness and grace. Amen.”

## Daily Activities

### Samaritan 2027

#### CREATE LEARN

**Supplies:** Paper, writing implement, Bible, and Samaritan 2027 Handout.

**How:** Read Luke 10:25-37 together. Take a moment to discuss the characters of each person who encountered the traveler. Give each camper a copy of the handout, noting the blank spaces, and invite them to compare it to what they just read. Invite the campers to describe each missing part as though they were creating an ad-lib for someone else. How would they describe: the traveler, the thieves, the priest, The Levite, The Samaritan, and the money? How do these descriptions change (or better illustrate) the story before them, and the reader's expectations of each character? What answers might someone fill in the blanks with if they were to try this new ad-lib?

**Try This:** Take the new ad-libs to others in camp and invite them to fill them out. Does the story still make sense?

### Find a Way

#### PLAY

**Supplies:** Masking tape and bottles of water.

**How:** In advance, use tape to make two squares on the floor about 4' apart. Make one about 5'x5', the other about 1'x1'. Fill the small square with the water bottles. Invite the campers to stand in the larger square and tell them that they must retrieve all of the water bottles. They may not step on the ground between the squares. How far will they go to get what they need? Be mindful of your group's ability level as you moderate what is allowed and what is not. You might let them put their hands on the in-between space, but not "step". You might allow props. Make it a challenge and encourage them to think creatively. Similarly, reward their creativity with affirmation.

**Try This:** Make four squares instead of two and split the group in half. Invite the campers to see which group can get the bottles the fastest, or to see who has the most imaginative way of achieving their goal.

### Pieces of Us

#### CREATE SERVE

**Supplies:** Colored paper, scissors, white paper, markers, glue, and cotton swabs.

**How:** Begin by inviting the campers to cut the paper into random small shapes. There is no wrong way to do this. While they are cutting, read Luke 10:25-37. After the reading, point out that the man who needed help probably felt like his body and his life were left in pieces. Give each camper a piece of paper and ask them to fold it in half. Invite them to draw a design for a card that they might give to the man left on the road. Provide glue and markers so they can use the pieces of paper to "color" in the image and write a note inside. Their use of the scraps can be as simple or elaborate as they like. Invite them to take the cards home to share with someone when they feel like they are falling apart.

Debrief a little further about the status of the colored paper. Could the paper ever be put back together as it was originally found? How can we take things that are broken or damaged and give them new life? How might this apply to communities or people?

**Try This:** You could pick a particular ministry to share the cards with, like Church World Service or a disaster response agency in your own tradition. Consider sending them to an agency to share with those who feel marginalized or forgotten.

### Another Way

#### PLAY

**Supplies:** Rope (at least 10 feet) and tape (optional).

**How:** Invite campers to sit in the circle. Hand one camper a rope and invite the group to turn the rope into a square shape. Who takes the lead/steps back? What does the process look like? Repeat the activity with a different shape, and every other camper is unable to speak. Ask them to reflect on what changes between the two experiences. Repeat adding new shapes and limitations. You could have everyone hop on one foot, or close their eyes, or only speak in animal sounds. Shapes can get more complicated, too. Imagine having only bird sounds to communicate with while they form rope to look like waves or a daisy.

**Try This:** Throughout the process, cut the rope in various places. See how this impacts their ability to make shapes and work together. Have the tape clearly visible, but do not mention it. See if any of them suggest stopping to fix the rope before they continue. Remind them that sometimes there are injustices that

impact people that need to be addressed along with the hurts of individuals.

## Look Again

CREATE LEARN

**Supplies:** Handout, Bible, markers, and paper.

**How:** Read Luke 10: 25-37 together. Ask the campers which characters they would describe as good and which ones are bad. Show campers the handout and ask them what they see (two faces or a vase/cup) and if there is more than one image to be seen. Point out that both are there and help all the campers see the other perspective. Read Luke 10: 25-37 again and ask the campers if there is another way to see the characters we might describe as “bad.” What might be impacting their decisions? How might each character be experiencing a “wilderness” moment?

**Try This:** Invite the campers to create their own optical illusions. From one perspective, write or draw the story as they first read it. From the other, write or draw the story as it was in the second reading.

## Only 3 Lines

CREATE PRAY

**Supplies:** Yarn, 1’ fabric squares, scissors, and glue (optional).

**How:** In advance, cut pieces of fabric to about 1’ and enough lengths of yarn for each pair of campers to have their own fabric square and three pieces that are each about 2’ long. Working with their partner, invite campers to create a landscape using the entirety of each piece of yarn, without cutting them. Let the campers know that as they work together, they are likely to have to change the lines they are making, to adjust and replace them. Perspectives shift in this process; invite the campers to meet God in the messy shifting.

**Try This:** Make it an individual process rather than working as a group or pair. Is it easier/more challenging to create the scene this way?

## Start to Finish

PLAY

**Supplies:** Buckets, cups, and water.

**How:** Fill one bucket and place it on one side of the activity space; place another, empty, bucket on the other side. Give each camper a cup and invite them to move the water from the first bucket to the next

without walking, and with minimum spillage. What strategy do the campers employ first, and do they think it was effective? Invite them to think about ways to change their strategy to get the most water into the next bucket and then try them out. Debrief the experience, asking if the first thing we try is always the best way and how we can get better at adapting and changing.

**Try This:** Divide campers into two groups, double the number of buckets, and invite them to race. Who was most successful? The group with the most water at the end, or the group that finished first?

## God in Your Mercy

PRAY CREATE

**Supplies:** Paper, pens/pencils, and Bible.

**How:** Read Luke 10:25-37 together. Invite each camper to choose a character in the story and create a prayer from that character’s perspective. Invite the campers to consider: what might the character be thinking about? Where did they come from, or where are they headed? How do they feel about the situation they are facing? Allow time for sharing prayers. Here are some questions for debriefing:

- Why did the camper choose that character?
- Does anything surprise the campers as they imagine the thoughts of the character?

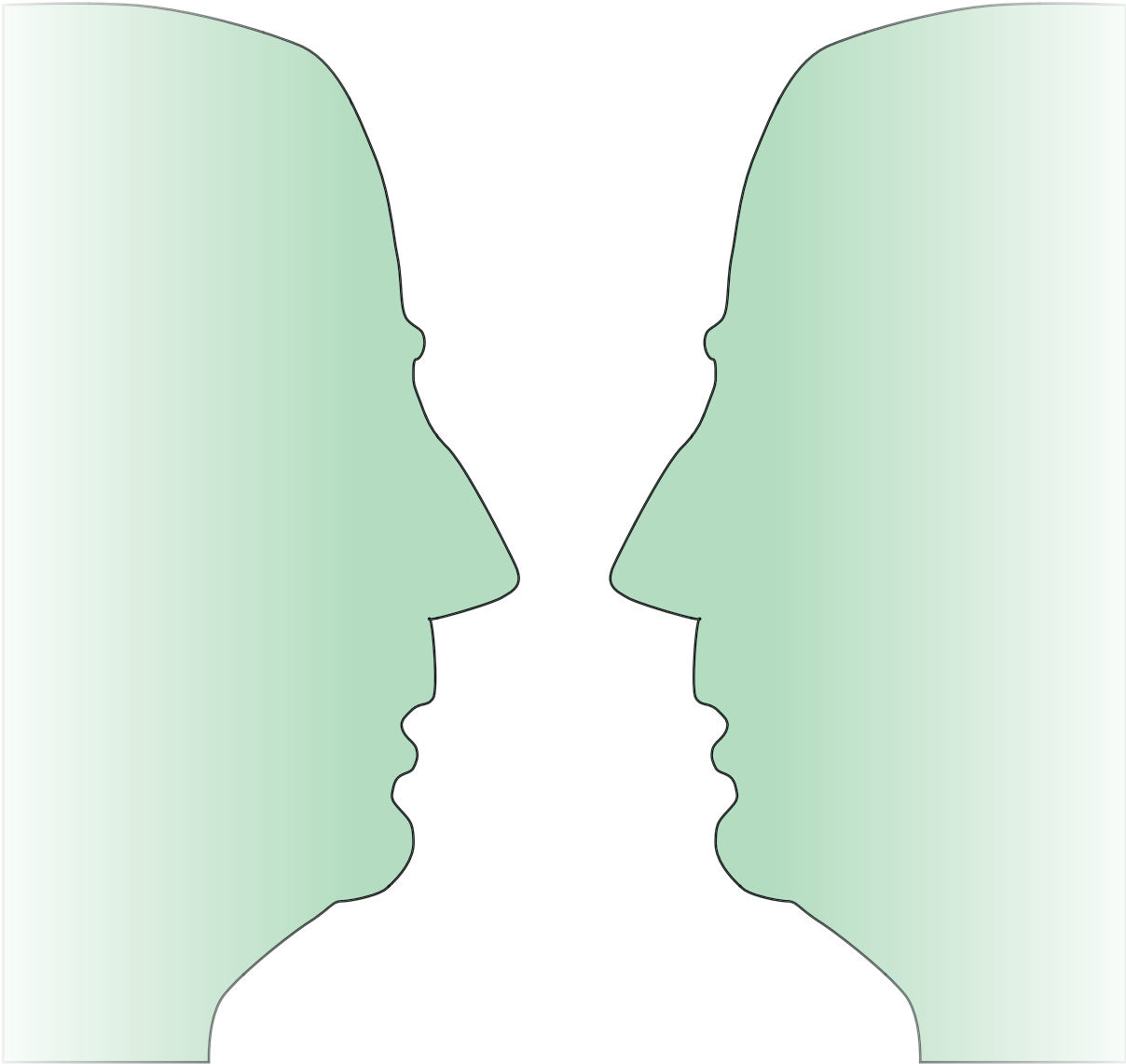
**Try This:** Invite the campers to leave their prayers in a community worship space.



## Story Resources

**The Day the Crayons Quit, Drew DayWalt:** Each of the crayons in the box has a reason to change the system created by the boy who colors with them, and they have each written a letter stating their case. Multiple perspectives are presented and considered, in a silly and outside of the crayon box way of looking at peaceful, systemic change.evening.

Look Again Handout





## Day 6: Wilderness Reveals

### Daily Quick Reference Guide

**Scripture Passage:** Luke 10: 25-37

**Scripture Focus:** Luke 10:30

“Jesus replied, ‘A man went down from Jerusalem to Jericho. He encountered thieves, who stripped him naked, beat him up, and left him near death.’”

**Theological Summary:** To be a good neighbor, we must be mindful of the reasons our neighbors suffer. God gives us the grace and empathy to help others and make systemic change.

#### Daily Goals...

- Consider the Good Samaritan story from a fresh perspective.
- Discuss how systems can help or harm people, and how we can respond.
- Recognize the different roles necessary to create lasting change.
- Reflect on how wilderness experiences and choices shape our lives.

DAILY ACTIVITIES		
TITLE	TYPE	DESCRIPTION
<b>Primary learning activity that explores the daily scripture is highlighted.</b>		
__ Who is My Neighbor	PLAY	Character guessing game
__ Pieces of Art	CREATE LEARN	Draw a picture one part at a time
__ Privilege Line-up	PLAY PRAY	Discover who has the advantage
__ Who You Are	CREATE	Draw life-shaping events
__ Leftovers	PRAY	Campers take candy in turns
__ Go, Yield, Stop	PRAY LEARN	What would you do for others
__ Broken and Beautiful	CREATE	Beauty in the mending
__ Helping Hands	SERVE	Build kits for those in need

**Leader notes:** It is important not to get caught up in what makes a good neighbor. Try and focus on how neighbors and communities can work together to make the world a better place.

**Prayer:** “God grant us the compassion to be a good neighbor to all and have the patience to understand what is required of us as neighbors to make the world a less broken place. Help us mend the world with love and peace. Amen.”

## Daily Activities

### Who is My Neighbor

PLAY

**Supplies:** Pieces of paper, pens, and a bowl.

**How:** This is a version of the game “Who Am I? Give each camper a piece of paper and ask them to write down a type of person they see every day, (ex. A child, a construction worker, a doctor, or even Taylor Swift, etc.) These pieces will be folded and then collected into a bowl to be used later. In advance, prepare these additional prompts on pieces of paper for the bowl: Person experiencing homelessness, lost child, and senior adult.” To begin, one camper will be chosen as the guesser. This camper will leave the room, while the rest of the group draws one piece of paper. The prompt on the piece of paper will indicate what character the guesser is. Once all campers except the chosen guesser know what the prompt is, the guesser may return. To learn things about their character, the guesser must ask, “Can you help me?”. Other campers in the group can then respond, “Yes, I can help you with...” This is the only way the guesser can guess and the only way the group can respond. Play for a few rounds or one round per camper to give everyone a chance at being the guesser.

**Try This:** Make this game more challenging by having each camper in the remaining group, after selecting a guesser, draw a piece of paper and respond while acting like their chosen character. The guesser then must attempt to guess their prompt and everyone else’s.

### Privilege Line-Up

PLAY PRAY

**Supplies:** None.

**How:** Have campers stand shoulder to shoulder to form a line. Campers will be able to move a step forward if a prompt applies to them. If the prompt does not apply, campers must stay at their current spot. Start the activity with the prompt, “Move if you have been at camp for five days.” This should move everyone forward. Next, select a camper to get an advantage. Fill in the blank to the next prompts with that camper in mind:

- ...wearing (insert color) shirt.
- ...have (insert color) hair.

- ...your last name starts with (insert letter).
- ...have a (insert accessory).

Use these for every other prompt until campers have caught on. Once campers have completely caught on to the camper’s secret advantage, have them gather around to discuss. What did they think was happening? How did not getting to move in the game make them feel? What made the game unfair? When do we experience advantages in life? How can we use our particular advantages to help others? Close the activity with a prayer saying, “God help us recognize when we have privilege so we may use our resources to support others. Amen.”

**Try This:** You can make it more difficult to spot the unfairness in the game by choosing two or three campers to inspire the prompts.

### Who You Are

CREATE

**Supplies:** Who Are You Handout, markers, pens, scissors (optional), glue (optional)

**How:** Provide each camper with a handout. Invite them to think about crucial events in their lives that shaped them into who they are today. Are all of these memories, happy ones? What have they learned from the difficult times in their lives? Next, ask campers to draw their wilderness experiences on the outside of their silhouette. Once completed, ask campers to think about what they learned from each of these experiences. Next, have the campers write inside the person silhouette what they learned about themselves, the world, life, etc. from their wilderness experiences. Finally, take time to wonder about how we see ourselves. How would you describe yourself? Does this description include things you’ve learned from difficult experiences? What is one word from the silhouette that you would use to represent who you are?

**Try This:** Use scissors to cut out the person to remind campers that they are not their wilderness experiences. It is the lessons one learns from the wilderness that determine who they are. Then use glue to connect the person silhouettes together, similar to a paper doll chain. This can then be displayed so the campers can see themselves connected to one another.

**Leftovers****PRAY**

**Supplies:** Skittles, two bowls, cups, paper, and markers.

**How:** In advance, prepare slips of paper numbered up to the amount campers and place them in a bowl. In another bowl pour a bag of skittles. Begin by having campers wash their hands. Gather campers and provide each of them with a cup. Next, ask them to draw a number from the first bowl. This number will indicate when they can go up and get skittles. Each camper can take as many or as few as they would like during their turn. As each camper goes up, they must decide whether to take as much as they want or to leave enough for those waiting behind them. Make sure they do not eat any of the candy yet. Once every camper has had the opportunity to approach the skittles bowl or once the bowl is empty invite campers to enter a time of discussion: How did each person's turn make them feel? Did this activity feel fair? What would it be like if this is the only way they are able to get food, video games, clothes, tv, shelter, etc.? What are ways that one could get the things they want or need even if they have to go last? At this time, have campers hold out their cups and pour into one another's until all the cups are even. End this activity with a time of prayer saying, "God help us to notice when others are not given the same opportunities to access life giving resources. Allow us to show humility and love by sharing what we have with those in need. Amen."

**Try This:** Split campers into three groups. The first has access to an array of snacks, the second can ask the first group for snacks, and a third group must communicate by asking the second group to speak to the first group on their behalf. This will give campers a glimpse into the levels of privilege in a society and what inequality feels like.

**Pieces of Art****CREATE LEARN**

**Supplies:** Paper, markers, and Bible.

**How:** Gather around a table and invite a camper to read Luke 10:25-37. Place a piece of paper in the center and provide campers with markers. Together campers will create an image of the scripture. Each camper will be given an aspect of the drawing that they must add. However, each camper must add their picture element one at a time. The elements are the road, the sun, the sky, the thieves, bushes, trees, the injured man, the priest, the Levite, the Samaritan, and the Samaritan's donkey (this is the order in which they need to be

completed). If more elements are needed, have one camper draw the element and another camper color it in. Elements can also be combined if there are fewer campers than elements.

For the first attempt give campers 2 minutes to complete the image. For the second attempt give campers a new piece of paper and 1 minute to complete the image. For the third attempt, campers must choose one role to skip that they think will help their time and won't affect the story image. For this round, campers must complete the image in 30 seconds. Continue to have campers eliminate elements of the picture and reduce the time by five seconds for each remaining round.

Once the final round is complete, lay out all the pieces of art and enter a time of discussion: Why did they choose to keep or eliminate certain elements of the picture? How did the lack of time affect their decisions? Now, looking at all of the images, what is one element they wish they had kept?

**Try This:** Have the campers whose elements were eliminated create titles for each image as they are created. Ask them to create the titles as if they were someone who had never read or heard of Luke 10:25-37.

**Go, Yield, Stop****PRAY LEARN**

**Supplies:** Bible.

**How:** Ask a camper to read Luke 10:25-37. Invite campers to then enter a time of wondering: How would you react if you saw the injured man on the road? What about the road or the surroundings would stop you from helping the man?

After leaving time for wondering, introduce the activity. Different scenarios will be named, and campers can either say "Go", "Yield", or "Stop" to indicate what they would do. "Go" would be to not help, "Yield" is to pause but ultimately not help, and "Stop" is to stay and help. The scenarios are:

- An elderly man walking across the street falls down.
- Someone asks for food next to a restaurant.
- A child looks lost.
- Someone is being yelled at by their friends.
- A dog with a collar is roaming the neighborhood with no owner.
- A man asks for money.

After campers respond to a scenario, take time to go around and ask why each camper chose their answer. At the end of all the scenarios, reflect on the campers' decisions. How do our abilities affect our decisions to help others? What unknown factors of a situation could cause us not to offer aid? What could help us feel more comfortable reaching out to support others?

End this activity with a prayer saying, "God, in times when we want to, help us to recognize the good we could do. In times we Yield and fail to support others, remind us of your constant love. And in times we choose to Stop, help us acknowledge our abilities and what we can do for others. Amen."

**Try This:** Another way to do this activity is by playing it out in an open space. Have campers start on a line based on their choices; they will either move from the line or stay put. For "Go", campers will run away from the line, for "Yield," they will slowly walk away, and if campers choose "Stop," they will stay on the line. The physicality will force campers to make quick decisions on what they would do.

## Broken and Beautiful

### CREATE

**Supplies:** Paper, markers, yarn, scissors, and tape.

**How:** Explain that this activity is inspired by the Japanese art of kintsugi. Kintsugi is the art of repairing broken pottery with lacquer that is dusted with gold or other metals.

Give each camper a piece of paper and ask them to draw a picture of one person helping another. If you are short on time and did the "Pieces of Art" activity, you can use those drawings for this activity. Once each camper has a drawing, ask them to turn it over so they can't see the image, then tear it into random shapes, ensuring they have at least ten separate pieces. Invite the campers to arrange the pieces like a puzzle with the image side up, then select a piece of yarn to go between all the pieces. They can choose one color or put different colors between the different pieces. Encourage the campers to do what looks right to them. Once the yarn is in place, ask them to use tape to connect the pieces, leaving the yarn in place. When finished, they can flip the page over and put more tape on the back if any of the connections are still fragile.

Invite everyone to share their final work with the group and ask how they chose their yarn colors. Point out that the taped sections are now stronger than the paper alone. Even though these were the torn edges, they

are now the strength of the paper. Ask the campers if they can think of other things that are stronger after they are repaired. This might include broken bones, something they have repaired at home, or even a friendship.

**Try This:** First, gather campers in an open space and provide them each with one mug and one trash bag. Have campers place the mug in the trash bag, knotting the top closed. Next, ask campers to throw the bags onto the ground to break them. If the mugs don't break right away, drop them a couple more times. (Note: you don't want to shatter the mugs, just break them into large pieces.) Once broken, take the mugs to a table. Have campers lay out the pieces and make sure they know where they all belong. Then, mix acrylic gold paint and super glue in a bowl. Have campers use paint brushes to apply this mixture to the edges of the broken pieces to put their mugs back together. The result will be a kintsugi-inspired mug that the campers can take home to remind them that broken things can be put back together and look beautiful. Explain that the mugs are now works of art, and they should not use it for food or beverages. This is not about the cracks, but out of concern for potential toxins in the glue and paint.

Or Try This: Show campers pictures of stain glass windows. Ask them how their creations resemble stained glass, and how they are different.

## Helping Hands

### SERVE

**Supplies:** Plastic gallon bags, travel-sized amenities (soap, shampoo, conditioner, toothpaste), toothbrush, socks, paper, markers (include one of every item for each kit), and Bible.

**How:** Set supplies around a table and gather campers. Invite a camper to read Luke 10:25-37 aloud. Once finished, campers pack each gallon bag with one of every item to build kits for those experiencing homelessness. Once all the kits are completed, divide them evenly amongst the campers. With paper and markers, invite campers to write letters or notes of kindness and encouragement to those who could receive their kits. At the end of the note, have the campers write "Luke 10:25-37" and what the scripture means to them. Encourage campers to take these kits home to keep in their parents' car (or other handy location) so that they can give them out to people experiencing homelessness, or as a camp, select a

partner organization that serves people experiencing homelessness and give them the bags.

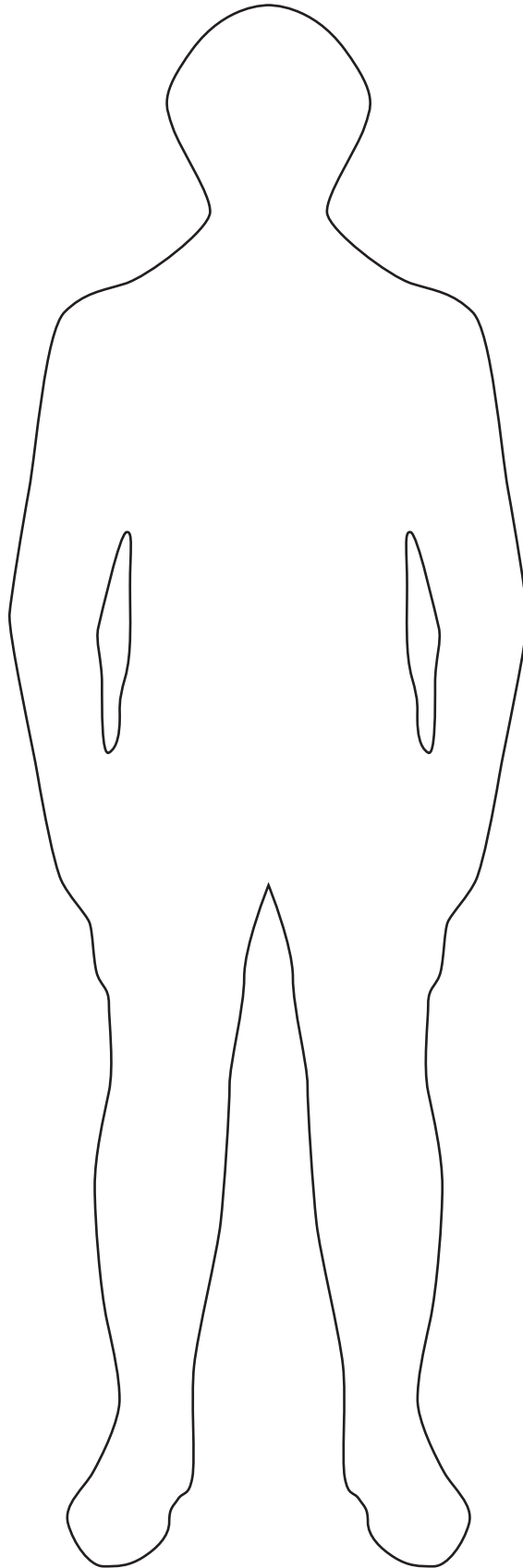
**Try This:** Have campers create friendship bracelets or keychains to add to the kits for an extra personal touch.



## Story Resources

**Elemental (Walt Disney Studios Motion Pictures, 2023):** The elements fire, water, earth, and air live together in Element City, but the fire residents are looked down upon and reside in the Firetown district. This was all too familiar for Ember, a fire element, until she met Wade, a water element. The two learn they have more in common than their elements would have suggested.

## Who You Are Handout





## Day 6: Wilderness Reveals

### Daily Quick Reference Guide

**Scripture Passage:** Luke 10: 25-37

**Scripture Focus:** Luke 10:30

“Jesus replied, ‘A man went down from Jerusalem to Jericho. He encountered thieves, who stripped him naked, beat him up, and left him near death.’”

**Theological Summary:** Jesus’ parable asks us to notice brokenness—not just in individual lives, but in the systems and roads we travel. The wilderness of this story isn’t just about being left behind—it’s about how we choose to respond.

#### Daily Goals...

- Consider the Good Samaritan story from a fresh perspective.
- Discuss how systems can help or harm people, and how we can respond.
- Recognize the different roles necessary to create lasting change.
- Reflect on how wilderness experiences and choices shape our lives.

DAILY ACTIVITIES		
TITLE	TYPE	DESCRIPTION
<b>Primary learning activity that explores the daily scripture is highlighted.</b>		
__ Roadside Rescue	PLAY	Freeze tag, Samaritan style!
__ Samaritan Switch	PLAY	Acting out needs and perspectives
__ Different Perspectives	LEARN	Scripture through different sets of eyes
__ Highways & Byways	LEARN CREATE	Identifying & repairing broken systems
__ Bandage Prayers	PRAY CREATE	If this is the same as your title, get creative.
__ Neighbor Notes	SERVE	Honoring others’ gifts, courage, & heart
__ Trail Markers	PRAY	Blaze a trail of prayer

**Leader Notes:** This day invites campers to think more broadly—not just about individual kindness, but about compassion as a systemic practice. Be prepared to gently guide conversations about injustice, trauma, and how people experience harm in different ways. Reinforce that everyone has a role in healing the broken road.

**Prayer:** “God of mercy, the roads we walk are not always safe. Some of us have been hurt. Some of us have walked by. Some of us have stopped to help. Teach us to be good neighbors—to notice, to care, and to build a more loving world. Amen.”

## Daily Activities

### Roadside Rescue

PLAY

**Supplies:** Cones or other markers for boundaries.

**How:** This game is a compassion-focused version of freeze tag. Choose a “bandit” (tagger), and divide the rest of the group evenly between “travelers” and “helpers.” The bandit does not have to know the roles of other players. They just tag whoever they want. When a traveler is tagged by a bandit, they must freeze and lie down as if injured. Helpers can come and assist them by holding their hand and counting to five, at which point the traveler is back in the game. If a helper is tagged, they become a bandit and start tagging others. The game is over when there are no helpers left to render aid to travelers. If time permits, rotate roles and play again. Afterward, debrief the experience with these questions:

- How did it feel to be reliant on others to help?
- How did it feel when a helper became a bandit?
- When have you had to personally rely on others for help?
- How do you feel when you see people ignore those in need?
- What would a world without any helpers look and feel like?
- What inspires or motivates you to be a helper?

**Try This:** Consider playing with a larger group. Add more bandits at the start based on the group size. You could play this as a larger “all camp” game over a larger space, trying to get all the travelers from one place at camp to another.

### Samaritan Switch

PLAY

**Supplies:** Paper/notecards and pens.

**How:** Before you play this game, create “scenario cards.” Half of the cards should provide situations where someone needs help, such as: dropped a lunch tray, sprained ankle, feeling left out, etc. The other half of the cards should provide roles or perspectives held by an observer, such as: new to camp, feeling tired, annoyed, didn’t get enough sleep, etc. Divide campers

into pairs or trios, and give each group a situation card and a role card. Invite groups to consider how they would act out a scene in which a person with that particular situation needs help, and the only person around has that specific perspective or role. Invite groups to take turns acting out each scene. Then invite campers within each group to switch roles and act out the scenes again.

Debrief with questions like:

- How was this activity different from and similar to real life?
- What do you think the mist impacts a person’s willingness to be helpful to others?
- Who are the helpers in our world today?
- What most often impacts your willingness to help others?

**Try This:** You can play this as a group game by having volunteers come forward to act out scenarios. Have the volunteers draw a card (the person in need draws a situation card and the helper draws a perspective card). Then invite them to act out the scene using as few words as possible. Encourage the “audience” to guess each situation and perspective.

### Different Perspectives

LEARN

**Supplies:** Bible, paper, markers, and pens.

**How:** Read Luke 10:25-37 together. Give campers paper and writing/drawing supplies and encourage them to draw or journal about the story from a single character’s point of view (the injured man, the priest, the Samaritan, an onlooker, etc.). Invite campers to share the character they chose and a bit about the perspective that character has in the story. Here are some questions for debriefing:

- Why do you think Jesus tells this story in response to the question, “Who is my neighbor?”
- Who surprised you in this story?
- What do you think Jesus is saying about religion, compassion, and identity?

**Try This:** As a part of the debrief, invite campers to think of modern examples (from the news, film/tv, and personal experience) of the Good Samaritan story. Who are others who have been the helpers despite our expectations of them?

## Highways and Byways LEARN CREATE

**Supplies:** Large paper or poster board, and markers.

**How:** Draw a winding road across a large sheet of paper or poster board. Add a few stick figures or other simple depictions of travelers. Explain that the road symbolizes our shared life together as a society. Then, item by item, invite campers to help you add the following to your road:

- **Roadblocks:** What are the systems that hurt people today? (racism, economy, healthcare, environmental injustice, etc.)
- **Ditches:** What are the ways that people fall off the road into “ditches” because of these roadblocks? (poverty, becoming unhoused, chronic illness, depression/anxiety, etc.)
- **Onramps:** What sorts of things help people get out of the ditch and back onto the road?
- **HOV/Carpool lanes:** What are the systems that help people move along the road? (assistance programs, education, healthy churches, etc.)

Afterwards, ask the campers how we can build better “roads” together.

**Try This:** Split the group into two or more teams. Invite each group to dream up a creative “repair” to fix one point of brokenness on the highway.

## Bandage Prayers CREATE PRAY

**Supplies:** Gauze, bandages, fabric, markers, and scissors.

**How:** Invite campers to reflect on healing by writing prayers or affirmations on cloth strips and other bandages. These prayers can include words of healing for people who are hurting or struggling in their lives at home, here at camp, or in the world. Wrap the bandages around small rocks, sticks, or crosses made from sticks (objects found around camp). Use them to create a small collage/tableau or altar in your small group meeting area to remind you of your prayers for others.

Lead the group in prayer: “Healing God, be with all who hurt this day. Help us to be people who notice, who give aid, aid and bind up wounds—and forgive us when we fail to be the helpers you’ve called us to become. Amen.”

**Try This:** On your own, or in collaboration with other small groups, you can use these bandage prayers to create a prayer altar or other piece of liturgical art in a shared worship space at camp.

## Neighbor Notes SERVE

**Supplies:** Notecards, markers, pens, stickers, and other stationery supplies.

**How:** Invite campers to write/create anonymous “Good Neighbor” notes for other campers, counselors, and staff at camp. Each note should be personalized and specific, offering encouragement, kindness, or affirmation.

Examples:

- “Jesse, I see how kind you are to others. You are a good neighbor here at camp.”
- “Sophia, thank you for being brave when you shared your talent in worship.”
- “Dominic, thank you for sharing your story. You are never alone on this road.”
- “Adrienne, you make such amazing meals for us. Thank you for your time and care.”

**Try This:** Create a “Good Neighbors” board at camp where these anonymous notes can be displayed publicly. You could also collect notes from every camp group and then choose a few to read aloud before each remaining camp meal.

## Trail Markers PRAY

**Supplies:** Smooth stones, paper, and permanent markers.

**How:** Invite campers to reflect on their wilderness journey throughout their time at camp. What roadblocks or helpers have they encountered?

Provide markers and stones (or paper/sticks if stones are not available) and encourage each camper to create a “trail marker” symbolizing something positive or helpful they have learned.

Gather the markers together and use them to create a symbolic path leading into your group space.

Close in prayer: “God, thank you for walking with us on broken roads. Help us to be people who stop, see, help, and care. Make us good neighbors to all. Amen.”



## Story Resources

**The Other Side, Jacqueline Woodson:** This beautifully illustrated picture book tells the story of two girls - one Black, one white - divided by a fence. It is a story about boundaries, compassion, and choosing connection over division, and can be a great conversation starter for considering “who is my neighbor?”



## Day 6: Wilderness Reveals

### Daily Quick Reference Guide

**Scripture Passage:** Luke 10: 25-37

**Scripture Focus:** “Which one of these three was a neighbor to the man who encountered thieves? Then the legal expert said, “The one who demonstrated mercy toward him.” Jesus told him, “Go and do likewise” (Luke 10:36-37).

**Theological Summary:** Jesus reminds us that we are the neighbor, at all times, to all people and all people are neighbors to us. Sometimes we help and sometimes we encourage others, but we all work to care for all God’s people.

#### Daily Goals...

- Consider the Good Samaritan story from a fresh perspective.
- Discuss how systems can help or harm people, and how we can respond.
- Recognize the different roles necessary to create lasting change.
- Reflect on how wilderness experiences and choices shape our lives.

DAILY ACTIVITIES		
TITLE	TYPE	DESCRIPTION
<b>Primary learning activity that explores the daily scripture is highlighted.</b>		
__ Trash Walk	<b>SERVE</b>	Start the day cleaning camp
__ Flag Tag	<b>PLAY</b>	Sit, run, and have some fun
__ Story Retelling	<b>PLAY LEARN</b>	Different perspectives
__ Verse Bookmark	<b>CREATE</b>	Keep today’s story with you
__ Prayer Road	<b>PRAY</b>	Themed prayer wall
__ Rope Shapes	<b>PLAY</b>	Work together to make shapes
__ What If...	<b>LEARN</b>	Imagine what might distract us
__ Collect Prayer	<b>PRAY</b>	Pray using an ancient format

**Leader notes:** Some campers may be coming to camp with preconceived ideas about who does and doesn’t deserve help. Who deserves to be given shelter and food, even if they can’t pay for it? Who deserves to be let into which country? These conversations can get heated, but this parable offers us a different way: Jesus isn’t interested in asking who deserves what. He wants you to ask: if you were lying on the side of the road, would you want people to spend time debating if you truly deserve help? Or would you want them to just help you?

**Prayer:** “God, our guide, lead us to the people who need our help and love, and help us see the ways others love and help us. Amen.”

## Daily Activities

### Trash Walk

SERVE

**Supplies:** Reusable gloves and trash collection bags.

**How:** It's no surprise that at camp, snack wrappers and other pieces of small trash tumble out of their bins and into camp. A great way to be a good neighbor to nature is to collect the trash that gets tangled in the bushes and stamped into the ground. Use reusable gloves to keep your hands hygienic without adding to the trash itself.

**Try This:** Spend a little time talking about where all the trash you found came from and how we might limit the amount of trash we produce in the future.

### Flag Tag

PLAY

**Supplies:** Strips of fabric or crepe paper.

**How:** There are two roles for this tag game: runners and sitters. The runners will attach strips of fabric to the back of their bodies, flag-football style, then run around a designated space and try not to get "tagged" by having their flags pulled by the sitters. The sitters will be stationary in chairs or on the ground, reaching out to grab the flags. Once a flag is grabbed, that player is temporarily out until they can retrieve another flag from a sitter. This prevents the game from ever having a final winner. You can run this game for as long as you like. Emphasize to campers that not every game needs to be competitive to have a point. Games can be cooperative or just for fun. Don't forget to allow people to switch roles as desired.

**Try This:** As the game progresses, decrease the play area with a rope boundary. The game will get more challenging for the runners each time you shrink the perimeter.

### Story Retelling

PLAY LEARN

**How:** Read Luke 10:25-37 with your most enthusiastic storytelling voice. Remind campers that at that time, Samaritans and Jews were in conflict, and a story in which a Samaritan does an act of kindness (in a story with a Jewish audience) would have been shocking. Invite campers to consider the story from different characters' points of view. Break the campers into

groups and assign a character for each group: the priest, the Levite, the Samaritan, the hurt man, the innkeeper, the lawyer, and Jesus. Encourage the campers to imagine what the character saw, heard, and felt. What emotions were they experiencing? What were their potential priorities, motivations, and concerns? What would they say about the story in retrospect, if they were interviewed? Invite campers to share what their group thought about their character and what they might have been like.

**Try This:** Challenge your campers to retell the story from the perspective of a different character. What did they see? Which portions did they hear from others? How did they learn about the rest of the story? Are there any portions that must be left out depending on who is telling it? Does that change the story?

### Verse Bookmark

CREATE

**Supplies:** Construction paper, scissors, markers, yarn, and a hole punch.

**How:** In advance, cut paper into two-inch strips. Campers will create their own bookmarks that say "Go and do likewise." Have campers decorate their bookmarks with words or symbols that remind them of Jesus' love. Younger campers may need help writing "Go and do likewise," but older campers can assist. Punch a hole in the top and string a piece of yarn through to make a tassel. As campers make their bookmarks, lead a discussion about how Jesus doesn't tell us to "go and do likewise for people who look like us and have the same opinions as us." He doesn't tell us to "go and do likewise for people of just one gender, race, nationality, religion..." He tells us to *go and do likewise, period*. Invite campers to take their bookmarks home to help them remember that we are all important to God.

**Try This:** Invite campers to make two bookmarks - one for themselves and one to give to someone who they love.

### Prayer Road

PRAY

**Supplies:** Sticky notes and writing utensils.

**How:** Read Luke 10:25-37 with your campers, then read the following Martin Luther King Jr. quote to your campers:

"A true revolution of values will soon cause us to question the fairness and justice of many of our past and present policies. On the one hand, we are called

to play the Good Samaritan on life's roadside, but that will be only an initial act. One day, we must come to see that the whole Jericho Road must be transformed so that men and women will not be constantly beaten and robbed as they make their journey on life's highway. True compassion is more than flinging a coin to a beggar. It comes to see that an edifice which produces beggars needs restructuring."

Invite your campers to reflect on this quote, inviting those who have questions about particular words to learn from others. Once everyone understands the quote, invite them to talk in pairs or groups of four, sharing what they wish could be changed in our world so there would be less need to rescue people. Invite the campers to consider the following questions: What if the man walking down Jericho Road was never injured in the first place, because the road was safe? What if there were no more food and clothing drives for the homeless, because we restructured society to support affordable housing and a living wage? After the discussion, pass out sticky notes and writing utensils. Instruct campers that they are going to use a nearby wall to create a "prayer road," which is like a prayer wall, but they will place their notes side by side to create a long road. Invite the campers to write prayers about the issues that are close to their hearts, to ask God for the big changes they think need to happen.

**Try This:** If your group contains a large number of young campers, invite campers to think of ways that the road could have been safer for the travelers. What would they have added to the road? What else would they have changed? They could also relate it to their school or at home. What would they change if they could to make it a better place for everyone?

## Rope Shapes

PLAY

**Supplies:** Long rope and blindfolds.

**How:** Read Luke 10:25-37. Remind campers that neighbors help each other, and in this game, they must help each other. Arrange your campers in a circle with everyone holding up the rope. Instruct them to move the rope into a square, but to do so without talking. Once they've successfully done the task, change things up by allowing them to talk, but putting on blindfolds as they move the rope into a triangle. Finally, challenge them to make a five-point star. For this round, every other person can speak, and every other person can see.

**Try This:** Do this activity at night, with glow sticks on everyone's wrists.

## What If...

LEARN

**Supplies:** Large paper, markers, and New York Times Handout (optional).

**How:** Invite the campers to think about the thing they are most excited about today at camp and make a list on a large piece of paper. Make another list of things everyone is excited about later in the summer and a third list of things they are looking forward to for the rest of the year. Ask them to be specific. Instead of "School starting," ask them to name a moment, such as "walking into a new classroom." Instead of Thanksgiving, someone might say, "sitting down for dinner on Thanksgiving." Once you have the three lists, look back through and ask the campers what might keep them from showing up for that event. What would have to happen for them to miss it? Read Luke 10:25-37 together, then ask the campers if it would be hard to stop to help someone if they were headed to one of these special events.

Consider giving the adults in the group a copy of the New York Times article in the handout, talking about a real-world reenactment of the Good Samaritan story that explores some of these same issues. This could be a good break out conversation for adults who want to dive deeper into the complexities at another time.

**Try This:** Give each person a piece of paper and let them draw a picture on one end of the paper, showing a fun thing they are looking forward to, then themselves on the other side. In between, invite them to draw things that might keep them from making it to the special event. Close with a prayer, asking God to help us put the needs of others above our own fun when health and safety are at risk.

## Collect Prayer

PRAY

**How:** Pronounced CAH-lect, instead of cuh-LECT, this type of prayer is hundreds of years old. It provides a guiding rhythm that campers can use to structure their prayers. Teach the structure to your campers, then invite each one of them to use it to write or speak their own prayer:

- 1) *Address:* Name God in whatever form makes sense for you and this moment of prayer. These can be terms like God, Lord, Holy Spirit, Adonai, Source of Life, Creator, Jesus, etc.

- 2) *Acknowledgement*: A statement about who God is, especially related to the content of the prayer.
- 3) *Petition*: The specific need we are praying for.
- 4) *Aspiration*: The outcome we hope for as a result of the petition.
- 5) *Pleading*: A conclusion calling on the mediation of Jesus.

For example: 1) Holy Creator of Heaven and Earth, 2) who made all of humanity by hand and declared each one of us good, 3) we ask today for a world where no one is left on the side of the road without help. 4) Inspire us to be the helpers to co-create with you the world we want to see. 5) In the name of Jesus Christ and his mercies, amen.

**Try This:** Have campers write the steps of the collect prayer on a piece of paper that they can take with them after camp.

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## Story Resources

**Burrow (Pixar SparkShorts)**

This short film emphasizes themes of community, care, and the importance of relying on others for help. Watch it if the rain brings you indoors today, or as a planned after-dinner showing with fun movie snacks and desserts.

**Wild Robot, (Dreamworks, 2024)** – This story of a service robot, dropped off in the woods, reminds us that we all make mistakes and have room to grow, but that we also need to work as a community to change the world around us when it becomes destructive.

## What If... Handout

Excerpts from the *New York Times* - *Test of Samaritan Parable: Who Helps the Helpless?*

By Israel Shenker, April 10, 1971

[...] indicates redaction

In the Gospel according to Luke, Jesus tells the parable of a priest and a Levite who see a man sorely needing help and pass by on the other side of the road, and of a Samaritan who stops and helps the victim.

Two psychologists in Princeton recently restaged the event— Updated, carefully observed, even photographed—not on the road from Jerusalem to Jericho but just off Washington Road between Princeton University’s Green Hall and Green Hall Annex.

Prof. John M. Darley, who teaches psychology at the university, and C. Daniel Batson, a doctor of theology doing graduate work in psychology there while teaching at the Princeton Theological Seminary, had recruited 40 volunteers from the seminary.

Explaining that they were studying the vocational placement of seminarians, Dr. Batson and Professor Darley asked each to record a brief talk on a given text. To half the volunteers, they presented a text on job opportunities; the other half got a text of the Good Samaritan parable. (All the seminarians were male Protestants, and most were United Presbyterians.)

One by one the volunteers were then told to proceed from Green Hall to record their talk in the Annex. Each was given a sketch showing how to reach the other office: out the front door, turn right, go into the alley at the right, then first left.

### Dispatched at Intervals

The volunteers were dispatched at 15-minute intervals. Each turned right, right, right again, and there — lying in a doorway in the alley — was a young man coughing and groaning and possibly in pain.

The “victim” had been put there by Dr. Batson and Professor Darley to see if the seminarians would play the role of the Good Samaritan — or pass him by.

Did the seminarians stop to help? Did those who were en route to record a talk on the parable of the Good Samaritan stop? Or did they, like the priest and Levite, pass by on the other side?

In Biblical times, there were few controlled field studies, but in recent years, psychologists have been making up for lost centuries. A growing number of researchers are particularly interested in prosocial or helping behavior. [...]

What motivates helping? What determines whether one person will help another?

Observed Latane and Darley:

“It is possible for a state of ‘pluralistic ignorance’ to develop, in which each bystander is led by the apparent lack of concern of the others to interpret the situation as being less

serious than he would if alone. To the extent that he does not feel the situation is an emergency, he will be unlikely to take any helpful action.”

Their studies indicated not that people had become apathetic or society dehumanized, but rather that “situational factors, specifically factors involving the immediate social environment, may be of greater importance in determining an individual’s reaction to an emergency than such broad motivational concepts as ‘apathy’ or ‘alienation due to urbanization.’”

“They suggest that the failure to intervene may be better understood by knowing the relationship among bystanders rather than that between a bystander and the victim,” the co-authors concluded.

The 40 seminarians had heard no end of answers on ethical behavior, and they had preached a few themselves. Did they practice what they preached?

Of the 40, a total of 16 stopped to help. Twenty-four did not swerve from their path. One even stepped over the “victim” to get through the doorway he had mistaken for the one he wanted.

What determined whether a man stopped to help — or passed by? The simple answer turned out to be not the personality or character of the seminarian, but simply whether he was in a hurry.

### The ‘Hurry’ Factor

Professor Darley and Dr. Batson had told some of the seminarians they would be early for the recording, and suggested that they take their time. This was the “low hurry” condition. To others, they said it was time to go (“intermediate hurry”). A final group were in the “high hurry” condition: They had been told they were already late for the recording, and they should rush to Green Hall Annex.

Of those in the “low hurry” condition, 63 per cent stopped to help. In the “intermediate hurry” condition, 45 per cent stopped. In “high hurry,” 10 per cent stopped to offer help. [...]

“We’re not saying that some of our seminarians are priests or Levites and others are Good Samaritans,” noted Dr. Batson, “but rather that common interpretations of the parable seem to emphasize personality types and our results do not.”

Professor Darley and Dr. Batson suggest that the Good Samaritan of the parable was probably in a “low hurry” condition, while the priest and Levite were doubtlessly rushing:

“One can imagine the priest and Levite, prominent public figures, hurrying along with little black books full of meetings and appointments, glancing furtively at their sun dials as they go,” they said. “In contrast, the Samaritan, a man of much lower public status, would likely have fewer and less important people counting on him to be at a set place at a set time.”