

Discipleship: Come and See

Camps with Meaning Curriculum, 2017

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Introduction

See articles 17 (Discipleship and the Christian Life) and 2 (Jesus Christ) in *Confession of Faith in a Mennonite Perspective*.

From the “Come Follow Me” Curriculum – 2007

The word “disciple” means “pupil” or “learner.” The teacher/pupil relationship was common in the ancient world, and Jesus was not the only one to have disciples. Moses, John the Baptist, and the Pharisees had disciples as well. One of the most effective ways disciples in the ancient world learned was through imitation. They literally followed their teacher around everywhere so they could develop their characteristics. Their goal was essentially to “be” their teacher. Students were to model the personality of their teacher; that is, follow their example or pattern, and acquire the art of imitation. Part of the reason for having disciples was to ensure that the teachings would be carried on.

Discipleship was not an unusual thing in the Jewish/Greco-Roman world, but the way Jesus “disciplined” people was different from the norm. Jesus called his own pupils (the 12) rather than them seeking him out. Jesus’ teachings were rooted in relationship, and he did not disciple people for a limited amount of time. Being a disciple means following, or imitating Christ. God sent Jesus to show us the way. The invitation to be followers of Christ extends far beyond the group of 12. Jesus invited many women to follow him. This illustrates the inclusiveness of Jesus’ group of disciples. Everyone is welcome and invited. Jesus accepted the

outcast, the poor, the marginalized, the sick, and he loved them too! He invited them to new life through following him. Following is more than just going after Jesus, though. It means to be LIKE him: imitating him, doing as he did, speaking as he spoke, loving as he loved. The making of disciples involved enrolling people as Christ's students. Simply, a disciple will follow Jesus in an attitude of study, obedience, and imitation.

Multiple Intelligences

Not everyone can learn the same way, and Dr Howard Gardner has identified eight different learning intelligences (different ways to learn and be smart). It is important to keep these in mind when planning Bible sessions and to attempt to use these different ideas throughout the week.

- Intrapersonal – This intelligence is comfortable with self-reflection and spirituality. It involves the knowledge of feelings and emotional responses. These learners prefer independent, self-paced study, journal keeping, and individualized projects.
- Interpersonal – This intelligence responds well to working with others. The people who have this can work cooperatively and have a sense of empathy for the feelings and experiences of others. They enjoy cooperative games, group brainstorming and problem solving, peer coaching, and interpersonal interaction.
- Musical – This intelligence is based on an enjoyment and understanding of rhythmic and tonal patterns. People with this enjoy listening to and performing music, singing, playing instruments, or even creating music.
- Linguistic – This intelligence uses words and language effectively and well. People with this intelligence enjoy all the possibilities of exploring and express realities through words: through writing, reading, talking, and listening.
- Logical/Mathematical – This intelligence likes to deal with numbers and abstract patterns; this is often referred to as scientific reasoning. These learners like to read, write, and tell stories, play word games, use computers, debate, and write in journals.
- Spatial/Artistic – The key elements of this intelligence are the sense of sight and the ability to form mental images and pictures in the mind. These learners enjoy drawing, building, the design, and creation of things, looking at pictures, and playing with machines.
- Bodily/Kinesthetic – This intelligence uses the body to express emotion and to articulate ideas and concepts. These people learn well through movement, touching using body language, sports and physical games, drama, dance, using clay, and building projects.
- Naturalist – This intelligence is attuned to the natural world and uses all sense to enjoy the creation. These learners enjoy the study of nature, identifying cultural artifacts, collecting, sorting, and observing variation of objects in nature.

Age-Group Characteristics

Each week you will be teaching at a different level, so the curriculum and activities will look different in different weeks. So, what do we know about all these different ages...?

Juniors (ages 7-9) can be characterized in the following ways:

- They learn best by doing and have very short attention spans.
- They think in concrete terms about things they can see, hear, touch, or taste. They cannot think about abstract ideas.
- They have a great need for adult role models of the same gender.
- They seek out heroes.
- Their faith is very literal, and since they are unable to think abstractly, they enjoy the stories of the Bible and hearing about the people in the stories.
- They want to master many skills, but they still need to be cherished for themselves, not their performance.
- They are very active but are often unable to manage their own need for rest.
- They are beginning to define themselves outside their families and look to their peer groups for acceptance.
- They have a very silly sense of humour.

Intermediates (ages 10-12) can be characterized in the following ways:

- They are very active but need help slowing down for rest.
- They have a deep need for fairness and characterize everything as right or wrong.
- They thrive within same-gender friendships. (They are reluctant to relate to, and especially touch, the other gender.)
- Girls mature much earlier than boys.
- They still have a need for same-gender role models.
- They are beginning to question everything but do so more out of wonder than out of doubt.
- Their faith is very literal and reflects the faith of their parents (very important).

Junior Highs (ages 12-14) can be characterized in the following ways:

- They are amid a great deal of change: physically, emotionally, and socially.
- Girls will still be more emotionally, socially, and physically mature.

- They swing back and forth between adult and childlike behaviour.
- They need to belong and will do almost anything to do so.
- They focus on the “now” and have very little ability to think about the future implications of their actions.
- They need very clear boundaries that allow them a sense of freedom and to develop skills for responsibility.
- They are developing abstract thinking skills but may still prefer to think concretely.
- They are very idealistic.

High Schoolers (ages 15-18) can be characterized in the following ways:

- They can use abstract thinking skills that enable them to think about concepts, perspectives other than their own, and the consequences of their actions.
- They are seeking to form an identity separate from their families.
- They are beginning to form a statement of faith that is separate from their parents’.
- They are questioning the authority of scripture, church leaders, and parents.
- They want to belong and are often quite self-conscious about appearance.
- They feel (and their feelings need to be recognized as justified) that they are under tremendous pressure from the world around them, and often the world is “wrong.”

ADV Campers

- Keep things CONCRETE and BASIC and use lots of REPETITION.
- ADV campers have a wide range of abilities.
- It is helpful to gear the lesson towards the higher end of the cognitive spectrum of the group and involve them whenever you can in ways that make sense. It is important to keep in mind that even though they may not outwardly be able to express themselves or participate in ways that indicate their understanding, they can absorb what is happening around them (to varying degrees). It is also important to stick to very concrete and basic ideas (abstract thinking is difficult – like Junior campers).
- The higher functioning campers will be pleased that they know many answers, but at the same time will see some material they’re familiar with presented in new ways.
- Sometimes Bible time is a bit crazy with extra noise, roaming around the room, or interruptions that nobody is quite prepared for. It’s okay to let these things happen, and just carry on with the lesson. You may not have everyone with you, but many will be, and chances are the ones who are listening are quite used to the antics of their fellow campers.

- It is nearly impossible to do too much review of topics discussed on previous days (or even earlier in the lesson!). It is not necessary to try to cram as much as possible into each lesson – stick to a few things and reiterate them many times throughout the lesson.

Curriculum

Bible Verse: Matthew 28:18-20 (Great Commissioning)

The Bible verse can be used in many ways. Traditionally, it's been used as something to memorize, learning one line each day with the campers. Feel free to create actions with the campers for certain words that you would like to emphasize. This verse, although related to Discipleship, is something that Jesus says after his life on earth; it's a commissioning to many people who have been following Jesus for part, or all his life. Therefore, it's an incredible paragraph for kids to take with them into their lives outside of camp.

It may not make as much sense near the beginning of the week but will fit very nicely when you finish the week with the encouragement to "share the good news". Usually, it's nice for campers to visualize the memory verse on a larger scale; making a poster or sign that has the verse written large and clearly will help a lot. Add in some fun colours and fonts, or visuals of discipleship if you want.

**This passage of the Great Commissioning has been used poorly in the Christian faith. Keep that in mind. Move forward in hope. Use it well, and not in a way to try to "convert" the other. Tread lightly. We are invited to make disciples of all nations, not because we want to force them to be like us, but because God's call and love is for everyone. The call has always been for everyone.*

Discipleship Prayer

Although important and fitting, the Great Commissioning can sometimes be hard to grasp, so we have also provided a short prayer that may go well alongside the memory verse. You can use it as you wish.

(Junior/ ADV)

Jesus,
Even when we are not perfect, you love us and want us to follow you
All our gifts are special to you

Help us to be faithful to God
Help us to love each other and the earth
And help us to always remember your good news
So that we can share your love with everyone
Amen.

(Intermediate/Junior High/Youth)

Jesus,
Humble servant and powerful king,
You call us to follow you, embracing all our rough edges
You call us, inviting us to use our gifts for God's work
Help us to stay faithful to this good Kingdom work
And to tread lightly upon God's beautiful creation.
Help us to love **all** the people we meet along the way.
But forgive us when we disappoint you. We are trying our best.
Give us the strength and joy to love and serve you
And help us share your good news in all the corners of our lives.
Amen.

Visual

A scene with a boat on the water. Images like Jesus, and Disciples of different gender, race, faith, and class will all be added to the scene throughout the week, representing the themes for the days and different images of Jesus and his disciples. You can cut out these images, print them, or if you have access to a felt board, that could be neat as well. The suggested additions for each day of the week are as follows:

- Sunday: A backdrop of sorts, (probably a body of water)
- Monday: A boat
- Tuesday: Jesus
- Wednesday: Disciples (biblical and non-biblical) added to the boat
- Thursday: Storm clouds covering the boat
- Friday: Sun poking through the storm clouds (recognizing failure is still present, but that the sun, [or "Son"] is stronger)

General Lesson Plan Structure

The lesson suggestions will generally follow this structure. They will begin with themes and outcomes, progress through a suggested lesson delivery schedule, and include a list of possible resources at the end.

Day: Title of theme

Focus Question(s): *What do we want the campers to think about/question throughout the lesson?*

Outcome Statements: *What do we want the campers to remember/walk away with?*

Lesson Overview

- Introduction
- Stories
- Activities
- Closing

Suggested Resources

- Additional Stories
- Books
- Songs

Day 00 (Sunday): Introduction

Focus Question(s)

- What does it mean to follow?
- How does what you follow affect your character & the things that you do?

Outcome Statements

- Who you follow can change your life.
- The things we follow define us.

Lesson Overview

- Introduction
 - Introduce Discipleship - brainstorm what the campers think it means
 - Give your own input/definition
 - Take some time to introduce self (instructor) & structure of Bible Lessons
 - Introduce yourself as a disciple of Jesus. **What does discipleship mean to you? How does the way you live show discipleship?** (Aside from this, choose information to share

that the age group you're talking to will be interested - don't tell Junior campers all about your university studies, etc.;).

- Allow the campers to ask you some questions (maybe in a game like format).
- Give a brief outline of what the week will look like.
- Stories
 - Consider idea of "following" (for older children in particular: Instagram, twitter, Facebook, etc. as well as sports teams, celebrities, video games, TV shows)
- Activities
 - **Junior:**
Read *Kobi Yamada: What do you do with an idea?*
 - **Junior High (maybe Junior as well):**
Ask kids who they "follow" or what they "follow" - take a sort of poll where they must raise their hands or move to certain parts of the lodge.
 - **ADV:**
Is there anyone you "follow" in your life? Write the ideas on poster board for everyone to see. Read *Kobi Yamada: What do you do with an idea?*
- Allow the campers to ask you some questions (maybe in a game like format).
- Closing (Prayer)

Suggested Resources

- Stories
- Books (available from CommonWord)
 - *Kobi Yamada: What do you do with an idea?*
- Songs
 - Introduce new song (not for ADV)

Day 01 (Monday): Called

Focus Question(s)

- Who calls us?
- What does the call sound like?
- What happens if we do not hear it (or do not think we hear it)?
- What are ways we can be open/receptive to God's call?

Outcome Statements

- There is no one way of being called

- God's call is both an invitation and gift
- We are not called to *be* Jesus. We are called to *follow* Jesus.

Lesson Overview

- Introduction
 - Intro skit: characters getting literal phone calls
- Biblical Stories
 - Story of God calling Samuel
 - Come and See: stories of Jesus calling disciples (include John 1:35-51 or 19-51)
 - Consider: Matthew 4:18–22, Mark 1:16–20, Luke 5:1–11
 - Highlight the idea of “passing the call on” (foreshadow into Friday’s theme)

In the book of John, Jesus calls his first disciples using the phrase “come and see”. This is repeated twice by others: once when Philip invites Nathaniel to come and meet the messiah and once when the Samaritan woman calls her neighbours to the well to “see a man who has told me everything I have ever done.” This invitation comes from Jesus but extends beyond his words to others passing it on, inviting others back to the source, Christ himself.

- Activities
 - **Junior/Junior High:**
 - Come and See stories: highlight Jesus’ call for us to “come and see”, but also an invitation to others to “come and see” (foreshadow to Friday)
 - Telephone Pictionary Type game (hearing something and passing it on) - in cabin groups
 - Begin with the classic game of Telephone, where one person whispers to the next around a circle, with everyone repeating what they hear (no repeats!).
 - Telephone Pictionary requires a piece of paper and a pencil. One person writes a phrase on the paper (e.g., the octopus has eight socks). The next person reads the phrase, then draws what it says. They then fold the page over so the following person can only see their picture. The third person writes one sentence or phrase describing the picture they see and folds the page, so the picture is no longer visible. Continue the pattern until you reach the end of the circle.
 - **ADV:**
 - How does it feel when someone calls us? Maybe from across the street? Maybe on our birthday? Do they call us by name? **So does Jesus.**

- Images used for “calling” - brainstorm and then craft (Perhaps the craft where you make a “phone” with tin cans and string to people can talk to each other through the cans).
- Closing (Prayer)

Suggested Resources

- Additional Stories
- Books (available from CommonWord)
 - Katherine Paterson - *The Light of the World: The Life of Jesus for Children*
- Songs
 - Called to be worthy
 - New Song

Day 02 (Tuesday): Who is Jesus?

Focus Question(s)

- Who do **we** say Jesus is?
- Who do **others** say Jesus is?
- Who does **Jesus** say he is?

Outcome Statements

- Jesus is (was) **faithful to God.**

Lesson Overview

- Introduction
 - Intro skit: who is this? Someone has been “followed” or “friended” or hears of someone famous and wants to find out who this new person is . . . suggest possible ways to find out about someone (ask the kids) ... end up having to go see the person! Face to face interactions is the BEST kind!
- Biblical Stories
 - Mark 8:27-30, Luke 9:18-20 (Transfiguration: Jesus is revealed to the disciples)
 - John 1:29-34 (John the Baptist talks about Jesus)
 - John 4 (esp. :28-30 - repetition of “come and see” by Samaritan Woman), also Jesus declares himself the Messiah
 - The John “I am” statements (see activity below)
- Activities

- **Junior/Junior High/ADV:** Exploration stations for the “I am” statements found in John. *The activities believe can be changed/adapted to fit different age groups.*
 - Bread of Life
 - Eat bread? (be careful of allergies) Talk about what bread does for us. What does bread look, smell, feel, taste, sound like? What does bread have to do with life? Why would someone compare themselves to bread?
 - Light of the World
 - Different types of light (lamps, candles, flashlights, sun, etc) - what does light allow us to do? What does light do for other things in the world?
 - Put light inside cracked/translucent containers and see how it shines through. Think about how light shines **out** of things as well as **into** things. Feel free to talk about the Leonard Cohen quote “there’s a crack, a crack in everything. . . that’s how the light gets in”
 - Door
 - What do doors do? What if there were no doors? - go through a door in the gathering space - have a doorframe (or paper around a doorframe) that people can write on.
 - For older campers, explore the idea of doors as restricting, or something that close us in. Is there a flaw in this metaphor?
 - Good Shepherd
 - Story (what is the role of a shepherd, use the parable of the shepherd with lost sheep)
 - Resurrection & Life
 - Incorporate nature (!!) to discuss life, rebirth (with seasons- plants, esp. perennials, “die” in the fall preparing for winter then grow back in spring)
 - Way, truth, life
 - Use maps/compasses to discuss the idea of “way” - how do we find our way?
 - Jeremiah 6:16
 - True Vine
 - Some ivies, pea plants, other climbing plants (really any plant) demonstrate this well- what does it mean to be branches on a vine? What happens if a branch or leaf is disconnected from the vine? What does the vine do for its parts? What might the roots of this vine be?
- These can look like stations (perhaps outside) that small groups of campers rotate through. Depending on numbers, not all campers have to make it to every station. You come summarize or review all the statements at the end of the activity.

- You can go a bit further with Junior/Junior High Students and create your own “I am” statements for who we think Jesus is: rewriting Jesus’ statement again: “I am the light of the world,” and then also “I am the teddy bear keeping you safe at night” or “I am the map guiding you when you get lost” or “I am the tree that stands strong through any storm” (just a few examples).
 - Read one of the books suggested below if you have time.
- Closing (Prayer)

Suggested Resources Additional Stories

- Books (available at CommonWord)
 - Katherine Paterson - *The Light of the World: The Life of Jesus for Children*
 - Max Lucado - *All You Ever Need*
- Songs
 - I am the Resurrection
 - You are the Way

Day 03 (Wednesday): How do we live as followers?

Focus Question(s)

- How can *we* be faithful to God?

Outcome Statements

- We do not have to **be** Jesus.
- We are to use what God has given us to be faithful (each of us with our own gifts).

Lesson Overview

- Introduction
 - Intro Skit: friends on either side of wall (or just back-to-back) texting each other & narrating conversation . . . one needs help, the other says she/he is “there for them” but eventually realizes they need to go and be with the person. *How are we faithful to those around use, and to God?*
 - Jesus in us/working through us (vine & branches)
- Stories
 - Zacchaeus (Luke 19:1-10)
 - Dorcas/Tabitha (Acts 9:36-41)
 - Story of more current disciple/s (see suggested resources)

- Activity
 - **Junior/Junior High**
 - Something highlighting the difference between “being” or “being like” and following well. It’s a tricky but important distinction to make. Sunflowers show this difference very nicely (see activity below).
 - Make (or plant!) sunflowers!

Young sunflowers are **heliotropic**, meaning they follow (face) the sun as it moves across the sky. As a sunflower matures, it takes on the image of the sun (hence its name). It will never *be* the sun, but everyone can recognize the way it shows characteristics of the sun.

- **Junior/ADV**
 - Discipleship Chain: Jesus’ followers are all very different - have the campers come up with discipleship gifts, or specific names of people who they think are good disciples. Put them on a slip of paper (different colours), and then link the papers together into a chain – many, many disciples together – different, but all linked together.
 - Lots of story book options for today below.
- Closing (Prayer)

Suggested Resources

- Additional Stories (available at CommonWord)
 - Selected stories from Cornelia Lehn “I Heard Good News Today” and “Peace be with You”
 - Following the Prince of Peace (PBWY - pg. 43)
- Books (available at CommonWord)
 - Donna Jo Napoli - *Mama Miti*
 - Shelley Moore Thomas - *Somewhere Today: A Book of Peace*
 - Lisa D. Weaver - *Praying with our Feet*
 - Laurie Keller - *Do Unto Otters*
- Songs
 - Follow Follow Jesus
 - We choose to love

Day 04 (Thursday): Disappointment

Focus Question(s)

- How have disciples of Jesus been **disappointing** and **disappointed** in the story?

Outcome Statements

- Failure has, does, and will happen. (It is important to remember that Jesus' disciples didn't just leave him during the passion, rather they didn't understand what Jesus was trying to tell them the whole time. If they had, perhaps they wouldn't have left him.)
- This is not the end of the story.

Lesson Overview

- Introduction
 - Intro skit: one character is very sad because has lost followers (10ish?) and can't figure out why (not actually trying to say this person is Jesus, just bringing in the idea of disappointment)
 - More
- Stories (First part of the Passion) - This will take a while
 - Later life of Christ stories (Triumphal Entry, Turning Tables, Alone in the Garden, Peter's Denial, Jesus' death sentence) - told through acting in stations across camp.

ADV Option

COMBINATION BIBLE STORY (from *Shine Good Friday children's curriculum*):

Many people loved and followed Jesus. (*Draw heart.*)

But there were some people who did not. (*Draw angry face.*) These leaders took Jesus away. One gave the order that Jesus should die.

Soldiers put Jesus on a cross. (*Draw cross.*)

Jesus' friends were there with him; they saw what happened. (*Draw three stick figures.*)

Even though it was the middle of the day (*draw a sun*), the whole land became dark. (*Color over sun.*)

Jesus cried out to God and then he died. The earth shook. (*Draw curving lines to indicate movement.*)

The rocks split. (*Draw a rock with an opening.*)

The soldiers guarding Jesus were very scared. (*Draw a scared face.*)
They said, "This man was God's son!"

When evening came, a friend named Joseph took Jesus' body and laid it in a tomb. *(Draw a tomb with an opening.)*

A great stone was rolled in front of the tomb. *(Draw a large rock in front of opening of tomb. Color it.)*

(Use a new sheet of paper.)

On the first day of the week, Mary Magdalene and Mary went to see the tomb. *(Draw tomb. Draw two stick figures walking toward it.)*

Suddenly, there was a great earthquake. An angel rolled back the stone from the tomb and sat on it. *(Draw stone next to tomb. Draw angel on it.)*

The angel said to the women, "Do not be afraid. I know you are looking for Jesus. He is not here. He is alive again!" The women left with fear and great joy. Suddenly, Jesus met them and said, "Greetings!" *(Draw another stick figure next to the first two.)* The women saw it was Jesus.

Jesus said, "Do not be afraid. Go tell my friends that they will see me soon."

Junior/Junior High/(Youth?) Monologues:

Consider setting up tableaux (human pictures) around each of these monologues, still adding a progressive element to this "passion play"

Litanies: Passion Play Tenebrae (Taken from 2012 Curriculum)

Scene 1: The Triumphal Entry – Donkey Owner

Jesus? Yeah, I saw him. He rode my donkey. It seems like an age ago, but it must have been only a day or two now. I saw some people walk up to my donkey and untie it. I was furious . . . who did these people think they were! But then they responded with four simple words: "The Lord needs it." And I just understood. Jesus needed my donkey! Mine! I couldn't believe it. I gave it to them and decided to follow to see what they needed it for. I saw Jesus get onto the donkey, and he had a peculiar expression on his face . . . almost like he was sad . . . which was weird because there was so much positive buzz in Jerusalem about Jesus! Word was that he was going to save us all from the Romans.

As Jesus rode the donkey into the city, I remember thinking that it was weird that our Saviour would be riding a donkey into town, but the crowd didn't care. They kept shouting, "HOSANNA to the king!" and "Blessed is he who comes in the name of the Lord!" They spread their coats and palm branches down on the ground in front of him. People from all over were in Jerusalem because of the Passover celebrations. Everyone seemed to think that this was the moment they had all been waiting for, the day that God would

free everyone. If they had known what was going to happen today, I'm not sure that they would have been so excited.

Scene 2: Jesus at the Temple – Merchant

It's like the world I know was turned upside down today. I mean, did you see the curtain in the temple suddenly tore into two pieces? Maybe there really was something special about Jesus. I didn't believe it before, but now . . . I don't know what to believe. But I'm getting ahead of myself. Let me tell you what I saw: After Jesus came into the city on a donkey he went to the temple, which is where I was. I sell doves, goats, and sheep to people for sacrifices . . . we'd been doing that in the temple forever; it was normal. But I guess we cheated people a lot, selling them things they didn't really need for too much money and telling them that their souls needed this. Well Jesus just walked right into the temple and turned things around. He shouted at the top of his lungs: "MY FATHER'S HOUSE SHOULD BE A HOUSE OF PRAYER, BUT YOU HAVE MADE IT INTO A DEN OF THIEVES." I'd seen Jesus talk before, but I'd never seen him like this! He seemed to be at the end of his rope: exhausted and frustrated, angry, and terrifying! But more than fear, I felt shame. I knew that Jesus was talking about me, and I knew just how disappointed he was.

I quickly grabbed all my merchandise and started to run out of the temple. But what I saw when I looked behind me made me stop. There were overturned tables, doves flying everywhere, and Jesus was standing in the middle of it all. Then through the temple gates the crowd brought in people who could not walk or see. As Jesus healed them, children began running and playing, shouting, "Hosanna to the King!" It was an amazing sight.

Just as I was about to leave, I saw all the priests gathered by the temple wall. I walked past them on my way out of the gate and could just barely hear their voices over the crowd. Their tones were hushed and angry. I heard one say, "We have to get rid of him" and another spit out, "He is getting too popular." I almost spoke up, but stopped myself because the Priests were very powerful, and I didn't want to be in trouble. Now maybe I wish I had. I never thought Jesus would die.

Scene 3: The Last Supper – Servant of the Homeowner

I was just walking down the street, bringing water back to my master's house when it happened. Jesus' disciples came up to me and asked if they could follow me to the house. It seemed odd, but I agreed. After they had spoken to my master, I led them to the large upper room and helped them set everything up for Passover. Finally, everything was ready, and everyone sat around the table. Then Jesus did something completely unexpected: he asked me to get a water basin and wrapping a towel around his waist he . . . he washed everyone's feet. For a second, I felt ashamed because that was supposed to be my job! But then seeing Jesus' face I could tell that he was up to something. Some of the disciples didn't

understand, but then Jesus spoke to them, saying: “So far you have called me Teacher and Lord, and that’s true. So, if I, who you all greatly respect, have washed your feet, then you should go and do the same.” It seemed like the disciples were still confused, but I think I got it. Jesus was showing them how to show someone love by being a servant to them, just like I showed my master every day.

The mood in the room changed suddenly, though, when Jesus said, “I tell you the truth, one of you will betray me tonight.” All the disciples sat stunned in silence, and then they all at once burst out saying, “Surely not I, Lord!” and “It can’t be me!” Jesus held up his hand and everything was quiet. Then he turned his head to Judas, who was sitting next to him, and said, “The one who has shared this bowl with me will betray me.” Judas too said, “But surely not I, Lord” and Jesus, looking sad, said, “Yes, Judas, it is you. What you are about to do, do quickly.” And Judas ran out of the room. No one knew what to say or what to do.

Scene 4: Judas betrays Jesus – A Priest from the Temple

I never though Judas would do it. When he came to us and said he was willing to help I was stunned. Judas . . . the man all the disciples trusted. He took care of all their money; they *must* have thought he was trustworthy . . . and yet he betrayed Jesus. Good riddance, I say. Jesus was causing too much trouble! He was always going against the law! *[getting angry]* He would work on the Sabbath, and he associated with all sorts of sinful people: tax collectors, unclean women, and even lepers! He even had to gall to say that he could forgive people’s sins.

Judas came and agreed to tell us where Jesus would be, and when the crowds would not be around him. We paid him handsomely, and he went on his way . . .but he didn’t seem happy.

[As if to justify himself] But we had to stop Jesus; he was getting too popular. They all thought he would be our saviour. He wasn’t a saviour! He couldn’t even save himself. Though I don’t know what to think about what went on in the Temple this afternoon. This whole thing has really unsettled me . . .

Scene 5: Jesus in the Garden – Any of Jesus’ disciples

Jesus and all of us disciples were exhausted when we made it to the garden. The whole week had been exhausting. From the celebrations of Jesus’ arrival in the city, to Jesus’ intense visit to the temple, it was good that we finally got a moment to sit with him for Passover, though it turned out to be a weird meal. First Jesus did something very strange: like a servant, he got down on the floor and washed our feet. I didn’t want to let him wash me, but he said that he had come to be our servant. That really threw me. Then we shared the meal together, but before we ate, he broke the bread into pieces, and handing it to each of us Jesus said, “Just like this bread and wine sustains you now, soon it will be I who sustains you, who gives you life.” But how can he give us life when he’s dead!? *[Shake head. Pause.]*

Later in the garden, Jesus just wasn't himself. He went off to pray by himself and told us to keep watch and to pray as well, but it was already so late, and we were so exhausted and . . . well . . . we fell asleep. When Jesus came back, he was not happy. He said, "You couldn't stay awake for one hour!? The spirit is willing, but the body is weak." He went away again, and we tried so hard to stay awake, but we just couldn't. When Jesus came back, he again said, "You are still sleeping! It doesn't matter now . . . Get up! See, my betrayer is coming." Then I saw Judas and group of armed temple guards. He walked up to Jesus and kissed him on the cheek. Then the guards seized him! I rushed forward and swung at the closest priest and cut off his ear, but before I could swing again Jesus shouted at Peter: "Peter! Those who live by the sword will die by the sword. I could send a host of angels to rescue me, but how would the Scriptures be fulfilled?" And with that, Jesus picked up the man's ear and just put it back on. I was speechless, and afraid. Peter looks stunned and walk away.

- Activities
 - **Junior/Junior High:** Create time for a reflection/sharing circle in cabin groups after this part of the passion play. Cabins that don't have much to say, or are done sharing, can write their failures/disappointments down on a piece of paper and stick it in an envelope. **Collect the envelopes from each cabin and hold to them until fireside.** (These envelopes will be burned as an act of prayer after the crucifixion story during fireside. Remind campers of the idea of giving what is heavy on us to God through prayer and asking for God's help and forgiveness).
 - **ADV:** Maybe act out/ tell the story of Jesus calming the water. This relates very nicely to our visual for the day and can act as a bit of a parallel to the death/resurrection story.
- Allow time for ADV campers to ask questions, whether in one big group or in smaller cabin/friend groups.
- Closing (Prayer)

Suggested Resources

- Additional Stories
- Books
- Songs

Day 04.5 (Thursday Fireside): Disappointment II

**I would not recommend this for ADV Weeks: campers will get too emotional, and hard to convince that this is not the end. For ADV: structure fireside in the same way as usual.*

Focus Question(s): More of a statement - to sit in the sadness of Jesus' death.

Outcome Statements: **This is not the end.**

Lesson Overview

- Introduction
- Stories
 - Crucifixion of Jesus, told through bystanders' voices (see monologues below)
- Closing
 - Reminder: this is not the end of the story
 - Children/staff will have an opportunity to put their "failure" envelopes in the fire before they leave to go to their cabins for devotions. Talk about this as a part of prayer: we can ask God's forgiveness for when we "fail" and to talk to God about what hurts us- burning the paper is a symbol of giving these things to God.
 - Prayer

Scene 6: Peter in the Courtyard - Peter (adapted by Nadya Langelotz)

After Jesus was arrested in the garden, they took Jesus to be tried in front of the most important me in the community. I was there, in the courtyard, hiding behind the crowd, trying to see what was happening. I was hesitant to move forward, or to be seen, but I wanted to see Jesus. While he was being tried people kept coming up to me and asking me, "You're one of them, you're a disciple, aren't you?" My heart froze when they looked at me in the eyes. I stood very still. Three times I was asked that question, and three times I said no. Then behind me I could hear a rooster crow, and my eyes filled with tears. I remembered Jesus telling me, at the Passover meal, that I would deny him three times, and that afterwards a rooster would crow. I had been so sure that I wouldn't. I was just so afraid, I couldn't. . . I just couldn't admit it. . .

Scene 7: Carrying the cross -- Simon of Cyrene (added by Nadya Langelotz)

I was just passing by. That's all. I didn't even really know Jesus or what the big deal with him was. I'm not even sure how they decided to choose me, a rather short and weak young man who was simply walking on the edge of the road. I had a destination, I had somewhere to be. [Pause] But they chose me, approached me and told me I would now be carrying the cross for the "King of the Jews." A cross? For a King? I was immediately confused but could not do much to prevent the situation. Those who approached me grabbed me and pulled me towards a man bent over, where a cross was lying on the road beside him. I assumed this was the "King of the Jews". My mind raced to imagine what he done to deserve a death such as this. The rest was as expected. I carried the cross, the wood of the thing leaving red marks across my small body. I carried it

for hours that turned into days. It was heavy. It was hot. I only learned who the “King of the Jews” really was when I had left him and his cross to continue my own journey. Perhaps, I should have stayed with him.

Scene 8: Jesus before the Sanhedrin and Pilate – Pilate

[A bit panicked, feeling heavy guilt] Now hear me out: I don’t have an easy job as it is – dealing with murderers and thieves and the more common criminals as the Roman governor in charge of Jerusalem. . . you have no idea what kind of people I meet every day! – but I’m pretty sure that I’m going to remember today as the lowest point in my career. And you must believe that I had no choice! I know that today’s criminal wasn’t a criminal at all. I know he’s innocent. I mean, he **was** innocent. It’s all past tense now, isn’t it? I knew he was innocent before I even met him. See, while I was waiting to meet with this Jesus character whom the Chief Priests had handed over to me because of what I can only think was their jealousy over his following and his wisdom, my guards handed me a note from my wife. It said, “Don’t have anything to do with that innocent man, for I have suffered a great deal today in a dream because of him.” Over the last few years, I have learned to listen to my wife’s dreams, but what was I to do when the priests wanted him dead so badly?! *[Shakes head. Pause.]*

I tried to take to him, to Jesus, in the hope that he would acquit himself through his words, but when I asked him if he was the King of the Jews, he said that yes, he was! His exact words were, “You are right in saying that I am a king. In fact, for this reason I was born, and for this I came into the world, to testify to the truth.” Why would he say that, knowing that it could lead to his death?! I went out and told the crowds that I found no true fault in him, yet they just kept yelling and yelling: “Crucify him! Crucify him!” So finally, I gave up. I condemned that wise and innocent man to death all because I was afraid of a crowd, afraid of the priests, and just too tired to fight it all. I let them murder him. But at least I made them put up a sign over him that read “King of the Jews” so they could all see who they were killing. . . .

This isn’t my home! These aren’t my people! So why do I care so much? Why do I feel so guilty? What’s one man?

Scene 9: Crucifixion – Mary Magdalene

In the end it was only we who stayed. All the disciples, except John, had gone away. They knew that their fate could easily have been the same as Jesus’ if they were found hanging around. So, me, Jesus’ mother Mary, and a few other women stayed and watched from a distance. I can’t bear to think about it. Jesus. . . the one who taught us to love our enemies, who showed us how to serve one another, who cared for everyone, even the people nobody else cared for. How could a man who had done all that be crucified as a criminal? All I could think about was how he didn’t deserve this, he. . . he never did anything wrong. . .

They had written on a plaque above him, “King of the Jews,” but they didn’t say what kind of king he was. Lots of the guards laughed at him, making fun of him, and saying, “If you are the King of the Jews then save yourself!” As they lifted him up onto the cross, I could hear Jesus praying, “My God! Forgive them – they don’t know what they’re doing!” I was so mad! How . . . how could he say that? After everything they had done to him, he still prayed for them . . .

We stayed there, and we were all crying. After hanging there for six hours Jesus cried out, “God, into your hands I commit my spirit!” I could hear a loud tear like a huge curtain being ripped in half, and then the whole went dark. We were all afraid, but we stayed, and now you too are here, and have heard the story. Jesus died only three hours ago, and it is only now starting to become light. I still can’t believe that Jesus is dead . . . but he is.

Good Friday Litany

One: When we hate or are unkind to each other, the world becomes a darker place. [*Snuff out candle #1*]

All: Jesus taught us to love each other.

One: When we are greedy and want everything for ourselves, the world becomes a darker place. [*Snuff out candle #2*]

All: Jesus taught us to share with others.

One: When we are afraid, the world seems dark and frightening. [*Snuff out candle #3*]

All: Jesus’ love is stranger than our fears. He is the light of the world.

One: When we are jealous of others and are angry because they have things that we want for ourselves, the world becomes a darker place. [*Snuff out candle #4*]

All: Jesus taught us to be content with what we have and to look out for the good of others.

One: When we don’t tell the truth, the world becomes a darker place. [*Snuff out candle #5*]

All: Jesus expects us to tell the truth, just as he lived out God’s Truth on earth.

One: Because of people’s hatred, greed, selfishness, jealousy, and dishonesty, Jesus died on the cross. [*Snuff out candle #6*]

All: To Jesus' friends the world seemed like a very dark place.

One: Before he died, Jesus said, "Forgive them, God, for they don't know what they are doing."

All: Jesus offered life, even as he died. Jesus offers life because he died.

**Instead of snuffing out candles, it may also work to have a flashlight shine at the cross after each bystander speaks their monologue. When the last one is finished, all the flashlights turn off and the cross is dark.*

Day 05 (Friday): Resurrection/ Sharing the Good News

The news of Jesus's Resurrection is exciting and surprising! Consider having a few women run into the lodge during breakfast or interrupt the beginning of the bible lesson shouting something along the lines of "Jesus is alive!"

Focus Question(s)

- How do we pass on the good news?
- What does it mean to make disciples of other people?

Outcome Statements

- Jesus is with you always.
- The story of Jesus is GOOD NEWS.
- Jesus is alive!

Lesson Overview

- Introduction –
 - Intro Skit - something that emphasizes what we share matters/has effects on other people (connect to "sharing" things on Facebook).
- Stories
 - Emphasize the Great Commissioning!
 - Disciples breakfast with Jesus (John 21:1-14)
 - Disciples on the Emmaus Road (Luke 24:13-35)
 - Mark Tiessen-Dyck's Easter morning sermon - The dog is not dead! (Ask Nadya about this).
 - Paul's work to pass on the gospel (the letters he wrote and the way he lived- esp. the way he begins his letters, always referring to Jesus)
- Activities

- **ADV:** How can we spread news?
 - Writing - Scripture and the Bible
 - Singing - Hymns, Camp Songs
 - Speaking - Bible Memory verse, the words we use to speak to others
- **Junior/ADV:** Making a “GOOD NEWS SIGN”: what is the one word you would want to put on it? (Sort of like a license plate feel maybe)
- **Junior/Junior High:** What kind of news do we usually hear? How is this different from the good news of Jesus? What might news headlines look like if the world showed the good news? Write news headlines or create a newspaper name that would tell the good news of Jesus in the world today. Combine all the cabins stories and create a camp “good news” newspaper.
- **Junior High:** What does spreading the good news look like in our world today? How do we find God in the business of our lives and share God and God’s story with those around us? Divide in Cabin groups to discuss this and write/draw some ideas. ***Sometimes this looks like sharing scripture and explaining who Jesus is, but sometimes this means loving well, and loving lots and being kind in a way that shows Jesus’ light through you.***
- Closing (Prayer)

Suggested Resources (available from CommonWord)

- Additional Stories (selected stories from Cornelia Lehn’s *I Heard Good News Today*)
- Books
 - Nancy Tillman - *Wherever you are, my love will find you*
 - Kobi Yamada - *What do you do with an idea?*
 - Shelley Moore Thomas - *Somewhere Today: A Book of Peace* (esp. for Junior)
- Songs
 - Love the Lord
 - I am the Resurrection

Prayer Stations

This time replaces PEG (Personally Encountering God) and has been in place for the past couple years. It is a time for campers (either in cabin groups or divided otherwise) to take turns at different prayer stations each day. Essentially, this encourages prayer, but also shows that prayer is not only sitting down with your hands folded and head tilted downward. Although a time for campers and staff, I strongly encourage the participation of ALL leadership, camp pastors and family, other one-week volunteers and resident managers/on site staff. This space acts as a pause in the otherwise very busy and rushed camp day.

Staff Morning Prayer

This year, I would like to implement a morning staff prayer. At some camps, devotions still happen early in the morning, and at others they don't. Regardless, I would strongly encourage all the staff and one-week volunteers that can meet every morning, 10 minutes before programming and/or staff devotions begin. One person will read aloud Walter Bruggeman's prayer "Deposed Folk Made Neighbours" (in *Wrongs to Rights* – from CommonWord). This is a time to acknowledge the land we are on, the sacred nature of this land, and our necessary role in the reconciliation with First Nations who were forced off this special land. As we read it every day, hopefully it becomes something we can remember as we leave camp.

Camp Pastors

The role of camp pastors at camp is not often discussed. We often neglect to use the gifts the camp pastor brings to camp. As bible instructors, it is our role to both welcome and check in with the camp pastor throughout the week. This should not be a burden - this is an incredible blessing! Camp pastors are at camp to support the staff. This is beautiful, but they can also support campers as well. Furthermore, camp pastors are a physical reminder of the wider church body who support and pray for us throughout the whole summer. May we not forget this during our busy weeks at camp.

Below are some suggested ways to get the camp pastor involved. Use your judgment well - some pastors would like to be involved in everything, and some will be content to just do their devotions in the morning. However, if there are camp pastors who are past staff, or just lively and devoted people, get them involved in as much as you can. It will make your week easier, and probably more enjoyable. Plus, you will probably learn a lot.

- Make the camp pastor known in bible lessons. Introduce them - maybe explain what a pastor is (but recognize not all the camp pastors that come are pastors in churches).
- Get them to pray at the end of bible
- Have them lead a small group if you get the campers to divide off during lesson time.
- Make them known/available for chats at fireside "staybacks."
- Invite the camp pastor to share their faith story. This can be extremely helpful to set an example for how to share at fireside and take the pressure away from some new staff who might not want to share their first or second week at camp.
- Invite them to be the ones to meet with fireside sharers at lunch time. Traditionally, the bible instructor will hear the fireside story earlier in the day, and "approve it". This could be a valuable time for the camp pastor to step in and offer some guidance. They are most likely a great public speaker and would be able to help staff format their thoughts and stories. Additionally, the bible instructor can hear the story for the first time at fireside like everyone else: bonus!

- If you feel quite connected to your camp pastor, invite them to attend leadership meetings, or maybe meetings the leadership have with resident managers; this will make the camp pastor feel like they have a sense of what is going on.
- As a bible instructor, invite the camp pastor to help you prepare for your next day's lesson. Get them to help you cut out things or run them by something you're not quite sure about. Not only is this a great help for you but allows for conversation and relationship to form between you and the camp pastor. Whoop whoop!

Finally, email the camp pastor a week or two before they are coming to camp. Give them an overview of the bible curriculum and let them know they can follow those themes for devotions or choose their own. If there are specific things the staff are struggling with, or if you feel like the staff are tired or worn out, let the camp pastor know before they come. Maybe they have some activities or devotions that fit well with certain emotions. They may also email you with certain questions. Try to get back to them as soon as possible. They will appreciate it!