

SECTION III
CAMP COUNSELING

COUNSELOR'S ROLE

Camp Horizon is designed and programmed specifically for junior-, junior high- and senior high-aged young people. Its express purpose is to supplement the local church in ministering to the mental, emotional, physical, and spiritual needs of the individual in a setting that provides a change-of-pace from the normal activities of life. The primary goal of the Camp Horizon camping program is to share the love of Christ with each camper in a way that will produce significant spiritual growth.

Personal Counseling (Applies to All Staff)

Defined:

1. Personal counseling is an understanding between persons which results in changing of personality.
2. Christian counseling always leads to Christ. Your personality, your special gifts and talents are God-given, and are a means to demonstrate the power and richness of personal relationship.

Guidelines for Counseling:

1. Remember you are working with INDIVIDUALS--even though part of a group.
 - a. Learn their names--fix their faces. Be able to call each by his/her first name within the first day. If you don't you will be greatly handicapped, and kids quickly sense that you do not really care very much about them.
 - b. Treat each one as an individual--don't try to force your will on a camper. All people are different (emotionally and socially, among other things). They will not all respond the same, even in similar situations.
 - c. Have a sympathetic understanding of the varied home back-grounds from which your campers have come. Some may be involved in predicaments, though not apparent on the surface. Never assume that all is well with any one of your campers until you have become confident through personal acquaintance.
 - d. Have a genuine love and personal concern for each camper under your care and make it the point of your week to spend some time with each one. **Don't fail to find time to pray** for each camper.
 - e. Be alert and sensitive throughout the week to the needs of individuals--those who are lonely, those under conviction, and those ready to yield to Christ, but lacking understanding of a practical solution to their circumstances, etc.

2. **Be available.** Don't appear so busy and rushed or important that your campers feel they should not bother you. Be willing to spend much time with them, taking the time to listen if a counseling situation arises.
3. **Be a good listener.** Become thoroughly familiar with the problem before you dole out advice. Many times simply "talking it out" will help the camper to find the solution him/herself without your actually having told him. Get interested, but not to the point of unnecessary probing.
4. **Talk their language.** When talking about spiritual matters, avoid trite terminology and ambiguous terms. "Saved," though biblical, may imply a drowning situation to an indifferent camper who has had little contact with spiritual matters. Frame truths in understandable words. Use familiar terms to explain the unknown.
5. **Don't seem shocked** upon learning some things from an individual. Give encouragement using one of the best devices to put a camper at ease: the true fact that "you are not the first one" to face such a problem or temptation. Let them know "you can win the victory, many others have."
6. **Don't pretend** to have the answer when you do not. Frankly admit your limitations and offer help in finding the answer and perhaps arrange for an appointment with the Camp Director, speaker, or another of the leaders.
7. **Be practical in your counsel!** If the camper is not a Christian, endeavor to lead him/her to trust Christ as Savior. If he/she is a Christian, help him/her see the need of confession and repentance; but realize the burden and frustration of the problem, with its practical implications, may still face the person and need practical help. He/she will be asking, "what now?"
8. **Never be argumentative.** The consistency of your own life and the reality of your testimony will prove to be of far more value.
9. **Let your goal** be always to attract kids to the Christ of the cross and to the life of dependence and growth available in Him. Endeavor to be more than evangelistic. Lead Christians into a deeper life with the Lord.

THE COUNSELOR AND STAFF MEMBERS AS REAL PEOPLE

It is important, first of all, that the counselor be a "real" person. Since you are a key person in this camp, be sure that you honestly evaluate yourself in light of the Scriptures. As a counselor in a Christian camp, you must know Jesus Christ as your personal Savior and be assured of this. To be a "real" person, you must be transparent, so that the love of Christ will be evident in all you think, say, and do. To be open and honest with yourself, as to your capabilities and weaknesses, will help make you capable of being open and honest with your campers. Galatians 5:22-26 relates to us the spirit in which we should live if Christ has changed our lives:

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control; against such there is no law. And those who belong to Christ Jesus have crucified the flesh with its passions and desires. If we live by the Spirit, let us also walk by the Spirit. Let us have no self-conceit, not provoking one another, no envy of one another."

THE COUNSELOR AND STAFF MEMBERS AS FRIENDS

1. Although the campers in your group will vary from week to week, it is important that you be a friend to them. Matching names with faces is one of the first tasks. Be yourself and be a friend.
2. To be a friend, you must be personable and treat the campers like individuals as much as possible. Love these young people as much as you can. You will soon discover that children can be demanding, active (to the point of your exhaustion!) and at times trying on your patience. These are the times when we need to especially depend upon God for love, patience, and concern for these young people! Do your best to resist the tendency to classify campers into two groups: "...those I like and those I dislike. You love each person because you can accomplish little for any whom you do not love. The unlovely are our greatest challenge." (Mattson's Camping Guideposts, p. 22) Be open and not shocked with what they say. They need you!
3. Although you must be loving and kind, be sure to be firm and provide discipline (with love) when needed. Rules are necessary for the smooth and consistent running of the camp and the campers may see how far they can go in "stretching" the rules. Make sure that, as their friend, you occasionally remind the campers of what is expected of them. Combining firmness with love is not an easy task; it takes time and experience to develop. One of the basic needs is to "win the right to be heard."

THE COUNSELOR AND STAFF MEMBERS AS EXAMPLES

The counselor cannot be a good example unless he/she is a friend. You will discover that the way in which you live is as important (and usually more important) than what you say. Be enthusiastic and positive; campers usually gain least from the activities that are least interesting to their counselor. Your attitude, whether positive or negative, will quickly spread to your campers. Do your best to be positive about such matters as the Bible study, scripture memory work, recreation, handcrafts, and learning camping skills.

Children will quickly note how you treat other counselors and staff members. Your friendly treatment of the staff and a sense of unity will do much to promote a good spirit in the entire camp.

If you are concerned or dissatisfied with any phase of the camp program, the best procedure is to discuss it privately with the Camp Director and not with other staff members in the presence of campers.

Have some knowledge of every activity in which you have some responsibility, so that when campers need assistance, you will be able to help quickly and willingly. At the same time, if you are not sure of the specifics of some activity (such as handcrafts), don't be afraid to ask for help from some other staff member.

THE COUNSELOR AND STAFF MEMBERS AS SPIRITUAL GUIDES

There may be many opportunities during camp to speak with many campers concerning their relationship to Christ. Your role is one of guidance rather than pressure, of a friend who feels free to share the love of Christ with the young camper. It is important with youngsters of this age not to force the issue, since it might be easy for them to respond merely to please you. But it is still your responsibility to make sure that they understand the plan of salvation and the difference Christ's love has made in your life. One of the top priority goals of Camp Horizon is to present Jesus Christ to our campers through word and deed. As a counselor, you are a friend who wants to introduce Christ to each camper.

Regarding Decisions:

1. Your goal this summer is not "decisions" but rather changed lives.
2. Your place is one of **Guidance**, not pressure, in helping a child make a decision for Christ. Whenever a decision is forced or superficial, far more harm than good will be done.
3. Help him/her see his/her need, and then point him/her to God's provision for this need.
4. Let all counsel be biblical based--not just emotionally or experientially based. Intellect, will and emotions must all be converted to Christ and His way.
5. When he/she is ready, have the camper pray aloud first and then you lead in prayer. Be sure to set a **definite time** for the next contact with him/her.
6. Remember, we may have the privilege of "planting a seed" and watering and cultivating, but it is **always** the Holy Spirit who "brings the increase," and who prompts and effects lasting fruitbearing decisions.

CREATING A COMMUNITY GROUP

Our primary objective at Camp Horizon should be to make the total camp experience relate to the Gospel of Christ. This does not just happen. Here are a couple of things that help in that regard:

1. **Commitment**: Every camper must be helped to realize from the very outset of camp that he/she has a great personal responsibility for his/her own experience and for his/her fellow camper.
 - a. When your group accepts this type of Christian responsibility for one another, the routine of daily camp activities takes on a sense of great importance. Counselor and campers together will see that "what" activities we participate in is not as important as "how" we work together in those activities.
 - b. Commitment to become a better Christian and to help fellow campers provides the most effective basis for counseling by helping the individual and the group ask, "How am I doing on my commitment?" This opens the entire camp experience to the process of supportive fellowship, earnest prayer and study, and confession and forgiveness. The Gospel must be worked out in relationships.
2. **Communications**: Campers who are trying to learn about Christian discipleship together need to have frequent opportunities to communicate. For only through communicating can the group, including the counselor, express their desires, needs, and dreams out of which decisions emerge. No commitment can exist without decision.
3. Acceptance and worth can only be fulfilled in meaningful relationships with others.
 - a. We have great obligation placed upon us. We hold the power of fulfillment.
 - b. When a person turns us off by irritating or offensive behavior, what he/she really needs is love. This is contrary to our nature.
 - c. A Christian is one who has experienced this in Christ.
 - d. A Christian is obligated to love the unlovable. This is the meaning of grace: Accepting one as he/she really is.
4. People must experience love before they can change or grow. Our most common error as Christians is our belief that what unhappy people need is advice. Their first need, and the real test of our Christian maturity, is our ability to love them as they are. Giving advice or good counsel before we express love is a form of rejection. It is a fact of our humanity that being loved is the only experience which can free us to become what we ought to become.

DISCIPLINE

What is discipline?

1. **Discipline is not synonymous with punishment.** Broadly, it is a person's entire training by which he/she learned to choose for himself/herself constructive behavior and worthy goals. Discipline at camp is the camp's entire contribution toward this end.
2. **Discipline is always preventive.** Even when it includes correction and punishment, it prevents further misbehavior.
3. **Discipline is a 24-hour-a-day task** for the counselor. He/she himself/herself must be disciplined because he/she is communicating formally and informally, by example, the Christian way of life as it is expressed through this camp.

Techniques for dealing with attitude and conduct:

1. **Prevent behavior problems from arising by:**
 - a. showing sympathy and an understanding of problems.
 - b. having a genuine liking for campers.
 - c. showing no favoritism.
 - d. employing democratic methods.
 - e. having faith in campers to accomplish tasks and to do the right thing.
 - f. being fair in decisions.
 - g. having a sense of humor.
 - h. remembering that if campers are busy doing things they enjoy, problems will not usually arise.
2. **Principles for handling behavior problems.**
 - a. Get behind the act--that is, find out the reason for the act. Be interested, not so much in what was done, but why it was done.
 - b. Create a sense of responsibility--not fixing the blame.
 - c. Moralizing doesn't help.
 - d. In trying to bring a camper to some desirable decision, the method of questioning should be: Don't you think that....?
3. **Methods to solve problems of discipline if they arise.**
 - a. "Big stick" method--used only when all others have failed. It creates rebellion and lasts only while the counselor is around.
 - b. Person-to-person talks without lecturing. Discuss with the camper possible reasons for his conduct and consequences of his behavior.
 - c. Group pressure--the group, under counselor guidance, works out its own solution.
4. **If punishment has to be use, as a last resort, keep in mind:**
 - a. Punishment should follow the offense as soon as possible and be related to the "offense."
 - b. Never use physical punishment. You can be held responsible if there is personal injury.
 - c. Keep cool.
 - d. Never deprive camper of food except for snack shack.
 - e. If punishment is deprivation, deny something he/she likes to do very much.
 - f. Performance of extra work duties may be employed.
 - g. Punishment should be fair in type and amount.
 - h. Campers should be aware of reasons for fairness of punishment.

5. Most behavior problems arise around two kinds of personalities:

- a. The camper who withdraws, known as the introvert. The counselor should find ways of releasing his/her energy.
- b. The camper who wants to run the cabin, the extrovert. Find ways of helping him/her harness his/her energy.
- c. Don't overlook the "middle-of-the-road" campers.

Please review the camper discipline policy for specific discipline guidelines.

Summer Camp Discipline Policy

General Policy Statements

- 1) Disciplinary actions by counselors or staff are reported to the directors.
- 2) Disciplinary actions must fall within the guidelines of this policy.
- 3) Disciplinary actions must be as private as possible to avoid public embarrassment.

Procedure for common disciplinary problems

Examples

Failure to obey counselor, instructor, or administrative staff
"Horseplay", rowdy behavior, rough play
Out of bounds
Uncooperative behaviors: Refusal to participate in activities, etc
Verbal: Outbursts (anger), Swearing, Name Calling, etc.

- 1) 1st offence: Verbal Warning by counselor or instructor (privately if possible)
State what actions will be taken for repeat offence
Each category of common offence is treated separately

- 2) Repeat offence(s): Choose actions from the following guidelines.
The punishment should match the offence (some creativity is allowed).
If their actions caused a mess, they must clean it up.
If the action was physical, the discipline should be physical (i.e. pushups)
If the action was verbal (i.e. an outburst of anger), a quiet time would be best.
If the action offended another camper, perhaps that camper could be served

Examples:

Supervised "Time-Out" (No more than 10 minutes for each offence)
Up to 10 push-ups (no more)
Up to 10 sit-ups (no more)
Service for those offended (make their bed, do their assigned chores, etc)

- 3) Continual offences and/or refusal to accept disciplinary action.
Conference with Directors
Issue an Administrative Verbal Warning
Option to call parents on first Conference
Must call parents if there is a second Conference with Directors
Discuss disciplinary measures with parents and reach an agreement

Procedure for severe disciplinary problem

Examples

- Sneaking out after lights out
- Fighting / Kissing
- Destruction of property (camp or personal)
- Raiding of Cabins
- Use of electronics (cell phones, games, etc)

1) First offence

- Conference with Directors
- Issue an Administrative Verbal Warning
- Option to call parents on first Conference
 - Discuss disciplinary measures with parents and reach an agreement
- Restitution or repair
- Option to separate problem campers
- Option to replace a craft activity with a service opportunity
 - Weeding, moving bricks, moving dirt, etc. NO POWER TOOLS
- Option to replace Snak-Shak with a service opportunity
 - (they must be able to get a drink if you replace snak-shak)
- Option to send home for severe offences (i.e. life-safety issues) [no refund]

2) Repeat offence

- Conference with Directors
- Must call parents if there is a second Conference with Directors
 - Discuss disciplinary measures with parents and reach an agreement
- Replace a craft activity with a service opportunity
 - Weeding, moving bricks, moving dirt, etc. NO POWER TOOLS
- Restitution or repair
- Option to separate problem campers
- Option to replace a craft activity with a service opportunity
 - Weeding, moving bricks, moving dirt, etc. NO POWER TOOLS
- Option to replace Snak-Shak with a service opportunity
 - (Campers must be able to get a drink if you replace snak-shak)
- Option to send home for severe offences (i.e. life-safety issues) [no refund]

Additional Guidelines per the board of directors - October, 2004

- Zero Tolerance for aggressive or violent behavior.
- Multiple unrelated offenses should be considered grounds for dismissal.

CHARACTERISTICS OF CHILDREN AND YOUTH

JUNIORS (8 - 11)

Physical

They are developing better coordination. They work and play hard. They are apt to overdo. There is great interest in competitive activities. They have difficulty calming down after a strenuous game or exercise. They may work or play until they become exhausted. They make a sharp distinction between work and play.

They need to participate in organized sports. They need proper rest and food. These are generally healthy, happy years. They need to have games made out of work. Boys especially need to "let-off-steam" and may become aggressive. Tension release may come through fine motor movements such as fiddling, running hands through hair, or shuffling feet.

Mental

They like oral questions better than written ones. They want to know the "why" of everything in nature. They are eager to develop their understanding. They are drawing general conclusions. They enjoy real life stories and love to read. They are developing a great interest in facts.

They need to use oral games in reviewing their work. They need to become interested in science. They need their questions answered as they are asked and be guided in finding their own answers. They need a consistent example. A counselor teaches more by living than by his/her words. They need to be given good books to read, including missionary biography stories. They need to have facts brought out when they are being taught. Keeping a booklet on Bible facts of special interest may prove helpful.

Social

They like to be recognized. They enjoy the smile of encouragement. They are becoming more independent. They are not innately honest, truthful and considerate. They want to be one of the gang.

1. They need to have the counselor pay special attention to them. The counselor needs to encourage them.
2. They need to know that, in spite of their wrong, their counselor loves them, and above all, that God loves them and wants to redeem them from sin.
3. They need to have "gangs" of which they can be a part.

For the most part boys and girls play separately. There is exclusion of the opposite sex in play. The adult is rarely included or referred to in their play. However, they do enjoy a group game supervised by an adult.

Emotional

They are coming into the realm of more positive emotions. They may say that they hate certain subjects, but they try to do them anyway. If they are apprehensive about a subject, they must not be forced so that they "go to pieces" and refuse to participate at all.

They may be impatient and quick-tempered, but these responses are short-lived. They may cry only if they get mad enough or really hurt. They need loving understanding.

They can be persistent in doing things on which they have set their mind. They are capable of developing passions for certain activities. They may be critical of parents and siblings. They may show embarrassment easily. They are loyal and devoted to close friends. They admire members of their own sex, either of their own age or someone older. This is the beginning of hero worship.

1. Counselors need to display good manners and behavior.
2. Care must be taken not to cause embarrassment by criticism or awkward social situations.

They are easily impressed by what they are told. Strong feelings prevail; definite signs of empathy exist. They may swing from one extreme emotional reaction to another--from shyness to boldness, from a "don't care" attitude to a sensitivity to criticism and a desire to please.

Spiritual

Eight-year-olds are realists. They often show a marked lack of interest in God and religion. With some, interest in Sunday school and church decreases, and in others, a true religious feeling persists and grows. There is a need for stimulating interest in God, in the Bible, and in Sunday school.

When taught about salvation, they know they are sinners and need a Savior. They are sincere when they accept Christ. They need to be shown and taught how to come to Christ. They need adult guidance as they grow in their spiritual lives.

They desire love and security. They are learning the relationship of Bible standards to their own lives. They need love and security from their counselors. They need to know that God loves them and they can be secure in Him. They need to learn scripture passages that relate to their everyday living and apply them to their daily situations.

JUNIOR HIGH (12 - 14, YOUTH CAMP)

Physical

Great physical changes take place that distinguish the adult from the child. Body growth is rapid. This transition takes place sooner in girls than in boys. Girls may be about a year ahead of boys in mental ability and in interest. In general, the early adolescent enjoys very good health. He/she is a heavy eater and abounds in energy which at times leads to extreme fatigue. Rapid growth causes a lack of coordination and often embarrassing awkwardness. Complexion problems often appear that can become a great source of concern.

The early adolescent needs to understand his/her own pattern of growth and not compare himself/herself to others. He/she needs to learn to control his/her rapidly changing body; to find worthwhile activities for his/her abounding energy; to acquire accurate and helpful information about sexual development and to obtain a Christian attitude toward sex; to cultivate interests beyond himself/herself; to learn not to worry about physical awkwardness during the time of rapid growth. There should be opportunity to change position frequently during periods of study or assembly.

Mental

The 12-year-old is capable of a little abstract thinking. There is an increase in conceptual thinking and the use of ideas. The 13-year-old can become intensely engrossed in study, has a great interest in facts, and the experimental understanding of things. He/she possesses a great imagination, likes writing stories, wants to try new things, and tries to evaluate life. The 14-year-old is able to deal with ideas and abstract terms. He/she has an amazing intellectual curiosity and power, but is inclined to accept and reject blindly. His/her vocabulary is growing rapidly. He/she is idealistic in desires to improve the world. He/she likes human interest stories and will read and do research when he/she becomes interested.

The junior high schooler's needs are: opportunity to help plan and organize activities according to ability; to be allowed to express their own opinion; read good books, biographies, stories of Christians in other lands and God's opportunities to work around the church and in the community; opportunities to judge what is right and wrong; to learn to evaluate opinions and decide what is right; and to integrate the things he/she is learning.

Social

The 12-year old still holds to the social order of his/her childhood. He/she likes organized group activity with his/her own sex but admits interest in the opposite sex. However, his/her interests are wide and he/she will enthusiastically participate in many activities. By 13, he/she becomes more aware of the social world around him/her. Authority now tends to reside in the peer group rather than in adults. He/she begins to withdraw from his/her parents. There is an unevenness in his/her friendships of the same sex and a seemingly a lesser interest in the opposite sex (at least outwardly). Girls tend to have one or two close friends, while boys still prefer the small gang.

The 14-year-old becomes less withdrawn and tends to be more friendly, frank, and communicative, and has a more mature attitude towards adults. He/she has a variety of friends, enjoys the gang, and becomes very sensitive to deviations from the group's standards. He/she is anxious to be popular with his/her peers and is interested in organized social groups.

He/she needs: To feel that others approve of him/her; Help in obtaining a sense of self-confidence; To feel secure in the peer group and yet be able to stand for his/her own convictions; To be understood and appreciated by his/her parents; Opportunities to increase his/her knowledge of the world; To understand and adopt Christian standards in his/her conduct with the opposite sex; Increasing opportunity to make his own decisions and to learn to take the consequences; Constructive social groups that he/she can join.

Emotional

The early adolescent often experiences an emotional upheaval during this period due to rapidly changing interests and physical growth. The 12-year-old has abounding enthusiasm for anything. He/she is usually good natured and will listen to reason. He/she begins to take responsibility, but dislikes homework. He/she usually respects the feelings of others. The 13-year-old tends to withdraw and search for self within himself/herself in order to understand himself/herself. By 14, ambitions tend to rise and fall. His/her love and loyalty easily turn to worship.

He/she needs help in his/her search to understand himself/herself. He/she needs worthwhile channels for enthusiasm and acceptable outlets for his/her extreme feelings. He/she needs to have the sense of right and wrong firmly established. He/she needs the sympathetic understanding of his/her counselor and a feeling of security.

Spiritual

The 12-year-old thinks a lot about God and religion. This is a responsive age and the peak age for conversion. The 13-year-old often finds himself/herself in a period of doubt and is even shocked by his/her doubts. He/she begins to think of God as a spirit who has little to do with daily life. God KNOWS, replaces God SEES. Religion has an important place in his/her life so that he/she attends Sunday school and church on his/her own accord. The 14-year-old is gathering his/her own concepts of right and wrong. However, his/her conscience does not plague him/her. He/she doesn't worry about what he/she has done, but does try to fix the wrongs. He/she is less concerned with death, but is curious about what God is like, why there are so many churches, why suffering, and the like. He /she is interested in youth groups and social activities and responds strongly to church influences. He/she needs to know the facts concerning Jesus Christ, the gospel, and the beliefs of the church; to know the certainty of God and how God relates Himself to daily life; sympathetic answers to questions and duties; to understand something of the history of the church; to formulate his/her own moral and ethical conduct according to the scriptures; and to join actively in the youth groups and the membership of the church.

VARSDTY (15 - 18)

Physical

Middle adolescence is the time when youth approach their full physical growth. He/she begins to overcome adolescent awkwardness. Bodily changes due to sexual development are near completion and his/her physical maturity is progressing. Rigorous competitive sports and the development of skills are good with this group.

Mental

Youth in this group begin to act from a more mature point of view and exercise mental initiative. There is the urge to create, and he/she is capable of following things through on his/her own. The success of many great individuals has resulted from their carrying through in later years the ideals formulated at this time.

During middle adolescence, an individual is beginning to pull together somewhat of a philosophy of life out of the confusion of earlier years. He/she may listen more often to adult opinion and reasoning because his/her own experience has already proved the wisdom of following mature advice.

Social

This age is a time of marked social development. Youth begin to emerge further from the "uncivilized" stage and begin to accept the ways of society, and is in turn accepted by society. The natural rebelliousness of the earlier changing years begins to balance out into a more understanding attitude. Interest in the opposite sex develops further and sometimes they begin to "go steady." Although a few marry at this time, they usually prove too immature to shoulder the full responsibilities of marriage and adulthood.

EVENING DEVOTIONS

Each senior counselor is responsible for leading the evening devotions each night with his/her campers. The junior counselors should actively participate in the preparation and leading of these devotions. Counselors are encouraged to allow their junior counselor to lead devotions at least once during the week, and the counselor should assist the junior counselor in his/her preparation. However, the counselor should not thrust this upon the junior counselor if they are not ready for this responsibility.

The material selected for the evening devotions is left entirely to the discretion of the senior counselor. However, it should have some pattern and continuity throughout the week. You may wish to follow the theme established by the speaker during the morning Chapel time, utilize a devotional guide developed by other Christian teachers, or develop your own set of devotionals.

Guest speakers in cabin devotions sometimes make devotions seem special, but when you have a guest speaker every evening you undermine your own authority. Your campers may see you as a spiritual peer rather than a spiritual leader. Most campers are led to faith in Christ by their counselor and following evening devotions. You need this time to develop a trusting relationship with your campers. The board has approved a policy that you may only have a guest speaker once per week per cabin. Joint devotions with another cabin count as a guest speaker.

LEADING A CHILD TO CHRIST

MODEL I

Step 1 to this discovery is realizing God's plan--Abundant Life.

God loves you and wants you to experience peace and abundant life. The Bible says:

"For God so loved the world, that He gave His only begotten Son, that whosoever believeth in Him should not perish but have everlasting life." John 3:16

"...I am come that they might have life, and that they might have it more abundantly." John 10:10b

Since God planned for us to have peace, and abundant life right now, why are most people not having this experience?

Step 2 is acknowledging Man's Problem--Separation.

God created man in HIS own image and gave him an abundant life. He did not make him as a robot to automatically love and obey Him, but gave him a will and freedom of choice.

Man chose to disobey God and go his own willful way. Man still makes this choice today. This results in separation from God. The bible says:

"For all have sinned, and come short of the glory of God." Romans 3:23

"For the wages of sin is death (separation from God); but the gift of God is eternal life through Jesus Christ our Lord." Romans 6:23

Man through the ages has tried to bridge this gap in many ways, without success. There is only one remedy for this problem of separation.

Step 3 is recognizing God's Remedy--The Cross.

Jesus Christ is the ONLY answer to this problem of separation. When Jesus Christ died on the cross, He paid the penalty for our sin and bridged the gap from God to man.

"God is on one side and all the people on the other side, and Christ Jesus, Himself man, is between them to bring them together." I Timothy 2:5, Living Letters

"But God commendeth (showed) His love toward us, in that, while we were yet sinners, Christ died for us." Romans 5:8

"Jesus saith unto him, I am the way, the truth, and the life; no man cometh unto the Father, but by me." John 14:6

"For by grace are ye saved through faith, and that not of yourselves; it is the gift of God; not of works, lest any man should boast." Ephesians 2:8-9

God has provided the ONLY way...man must make the choice.

Step 4 is Man's Response--Receive Christ.

We must trust Jesus Christ and receive Him by personal invitation. The bible says:

"Behold I stand at the door and knock (Christ is speaking); if any man hear my voice, and open the door, I will come in to him." Revelation 3:20

"But as many as received Him, to them gave He power to become the sons of God, even to them that believe on His name." John 1:12

Is there any good reason why you cannot receive Jesus Christ right now? What you must do:

1. Admit your need (I am a sinner).
2. Be willing to turn from sin (repent).
3. Believe that Jesus Christ died for you (on the cross).
4. Through prayer, invite Jesus Christ to come in and control your life (receive Him as Savior and Lord).

What to Pray:

"Dear Father, I know that I am a sinner and need your forgiveness. I believe that Christ died for my sin. I am willing to turn from my sins. I now invite Jesus Christ to come into my heart and life as my personal Savior. I am willing, by God's grace, to follow and obey Christ as the Lord of my life."

God's Assurance--His Word:

Did you sincerely ask Jesus Christ to come into your life? Where is He right now? What do you have? The bible says:

"Behold, I stand at the door, and knock; if any man hear my voice, and open the door, I will come in to him, and will sup with him, and he with me." Revelation 3:20

"He that hath the Son hath life (right now); and he that hath not the Son of God hath not life. These things have I written unto you that believe on the name of the Son of God that ye may know that ye have eternal life, and that ye may believe on the name of the Son of God." I John 5:12-13

MODEL 2

1. Guidelines before the invitation. Bible truths he must understand:
 - a. God's love - John 3:16, Romans 5:8
 - b. Only Son of God - Galatians 4:4
 - c. Sinners - Romans 3:10, James 4:17, Isaiah 53:6
 - d. Precious blood - Hebrews 9:22, I John 1:7
 - e. Ever-living Savior - I Corinthians 15:3-4
 - f. Let Him be Savior - John 1:12, John 5:24, Romans 10:9-10

2. Guidelines during the invitation:
 - a. Make it clear - use an invitation verse such as John 1:12, John 3:16, Revelation 3:20
 - b. Make it brief - complete your message before the invitation.
 - c. Make it personal - "You" - never say "is there a boy or girl here today?"
 - d. Make it voluntary - "If today you know that you need Jesus..."
 - e. Make it definite - make clear the response you expect them to give you now.

3. Guidelines after the invitation:
 - a. Counseling the child to receive Christ.
 - (1) Counseling according to his/her need with the scriptures:
 - (a) If he/she came for salvation, show him/her through the Word that he/she can be saved, and lead him to the Savior. John 3:16
 - (b) If he/she comes to confess sin, show him/her I John 1:9 and have him/her pray, confessing to the Savior.
 - (c) If he/she comes wanting assurance of salvation, show him/her I John 5:10-13 or Romans 10:13, and pray with him/her.
 - (d) If he/she comes wanting to give his/her whole life to the Lord, show him/her Romans 12:1 and 2, and pray with him/her.
 - (2) Use the Word of God (keep open the Bible whenever possible).
 - (3) Trust Christ to show His love through you to a child.
 - (4) Ask questions which he/she must answer with a phrase or sentence, not just "yes" or "no."
 - (a) Why did you come?
 - (b) Why do you want Jesus to be your Savior?
 - (c) How do you become a Christian?
 - (d) Why did Jesus need to die?
 - (e) How do you make Jesus your Savior?
 - (f) What would you like to tell Jesus?
 - (5) Don't rush him/her. Trust the Holy Spirit to show you why this child came to you.
 - (6) Let the child pray in his own words to receive Christ. "What would you like to tell Jesus?"

 - b. Counseling the child after he/she receives Christ.
 - (1) Question him/her to see if he/she knows what God has done for him/her when he/she prayed.
 - (a) What did Jesus do for you?
 - (b) How long will He be your Savior? (Heb. 13:5)
 - (c) What happens if you should sin? (I John 1:9)
 - (d) How do you know you are a Christian? (I John 5:12)
 - (2) Help the child realize that Jesus didn't come into the heart that is red and pumps blood, but the "real you" that makes you feel sad or happy, love or hate.

- (3) Put the child's name in the scripture verse, and have a word of prayer thanking the Lord for being his/her Savior.
 - (4) Ask him/her to tell another Staff Member or a Christian camper what Christ has done for him/her.
 - (5) Share at Leaders' Prep; Note it on evaluation for follow-up.
- c. Instruction for growth.
- (1) Read the Bible (repeat your bible verses for little ones).
 - (2) Pray every day.
 - (3) Tell others about the Lord Jesus.
 - (4) Attend a Sunday school and church where the Bible is loved and taught.
- d. Evaluation of leading a child to Christ.
- (1) Did the child see his/her NEED of Salvation?
 - (2) Did the child understand the WAY of Salvation?
 - (3) Did the child RECEIVE Salvation?
 - (4) Was the child led into the ASSURANCE of his/her Salvation?

References, reading, and devotion materials are available in the library.

EVALUATIONS

Evaluation Procedures

Campers are evaluated each week by their counselors. The forms will be distributed early in the week with information about each camper printed on them. Copies can be made for the counselor to keep.

The form must be thoughtfully and prayerfully completed. Allow yourself time to get to know each camper--the "Getting to Know You" sheet handed out each week is a big help.

It is important to have a personal interview with each of your campers. This can be done informally and unnoticed by the others. Find out about the camper's salvation, Bible knowledge, and church attendance. This information is invaluable in organizing effective follow-up after the week of Camp is over.

We especially need you to identify campers who were saved at Camp; those who need encouragement or help in attending church; and those in Varsity who are potential staff material. It is better to focus on a few campers in these categories rather than turn in skimpy evaluations on all the campers.

Allow at least one full day to fill out the forms, as time allows. In other words, start by Friday morning at the latest!! Work together with your co-counselor or junior counselor--make it a training ground for him/her.

When complete, turn the forms in to the Camp Office. They will be kept confidential and forwarded to the assembly in the camper's area or to his/her church if he/she attends regularly. Many of the assemblies use the camper evaluations to follow up on the summer experience, and get the young person involved in the assembly. The staff committee also uses them for recruiting future staff. So complete them carefully!!

At the bottom of each evaluation form may be a small note about their past camp experience. You can add a small note about the camper that might be helpful to their next counselor or cross out items that no longer pertain to the camper.

PLEASE RETURN WEEKLY PACKETS AND CAMPER EVALS TO THE OFFICE ON SATURDAY