

Lesson 1

A HEART FOR GOD

BIBLE STORY

1 Samuel 16:1-13;

Acts 13:22

God saw that David was a man after His heart. Therefore, God sent Samuel to anoint David to be the next king of Israel.

KEY CONCEPT

David had a heart for God and we can too.

BIBLE VERSE

“I (the Lord) look at what is in the heart.”
1 Samuel 16:7

OBJECTIVES

KNOW WHAT (LG):

Children will hear how God sent Samuel to anoint David to be the next king of Israel. David was a man after God's own heart.

SO WHAT (LG): Children will learn that God is concerned about the kind of person we are on the inside.

NOW WHAT (TT): Children will participate in an activity to discover things that we do and attitudes we have that are important to God. They will choose one to develop in their own lives.



SPIRITUAL FORMATION

Devotion to God

PEOPLE NEEDED

Teacher
Sound Assistant

SUPPLIES

- ❖ Round-Up, Flagpole, and Campfire settings props
- ❖ CD player
- ❖ Camp Iwilligoway Audio CD
- ❖ Walkie-talkie
- ❖ 6 Wood posts, logs, or boards (about 4-foot tall)
- ❖ 6 “Ranger” hats
- ❖ Thumbtacks, masking tape, or hammer and nails
- ❖ Rope
- ❖ 6 Large pieces of poster board
- ❖ “David” picture (Small boy)
- ❖ “Shepherd” picture (Small boy with a shepherd's staff)
- ❖ “Samuel” picture (Old man)
- ❖ “Brothers” picture (Seven big men)
- ❖ “Jesse” picture (Man with a beard)

- ❖ “David with heart” picture (Small boy with heart)
- ❖ Bible
- ❖ Bible Verse Sign
- ❖ 4 Response Cards
- ❖ Newspaper
- ❖ Eagle Flag

IN ADVANCE

- Determine the location of each “camp setting” in your Large Group room: Round-Up, Flagpole, and Campfire. These “camp settings” will be set up each week for the Large Group Program. See the MEDIA section on this CD-ROM for ideas for setting up each of these “camp settings” in your Large Group Program space. Gather and set up the props you will be using at each “camp setting.” Stage set props can decorate each of your settings. Stage set designs for creating these props are found in the MEDIA section of this CD-ROM. Create transparencies from the stage set designs and project them onto pieces of plywood or foam core, trace, and then paint the scenes using several colors. For the Flagpole setting, you will need a flagpole and stand. The following are two options for creating the flagpole. One option is to obtain or make an indoor-type flagpole and stand and string up each week’s flag. See the MEDIA section on making this type of flagpole. If you do not have room to string up all ten flags on your flagpole, string up the week’s flag and hang previous weeks’ flags in order on the wall or ceiling so kids can see all of the levels they have gone through so far. The second option

is to obtain a pole about 6-feet tall or larger and drill ten holes from the top to the bottom large enough to stick the pole of a flag in each hole. At the end of the ten weeks, you will have a flagpole filled with flags—week 1 at the top and week 10 at the bottom. To fit all ten flags, you may want to alternate the sides in which you drill the holes. In other words, drill the first hole on the top left side, then drill the second hole on the right side a little down from the other, and then go to the left again a little down from the one on the right. Continue until you have all ten holes made down the pole on each side. For the Campfire setting, you will need a campfire prop. A few ideas include using a fake flame purchased from a novelty store, using Christmas tree lights, painting a prop of a campfire, or assembling flashlights like logs. Wood and sticks, large indoor plants and trees, wooden stumps for kids to sit on, and rocks to encircle your campfire can also decorate your setting. See the MEDIA section for Campfire ideas.

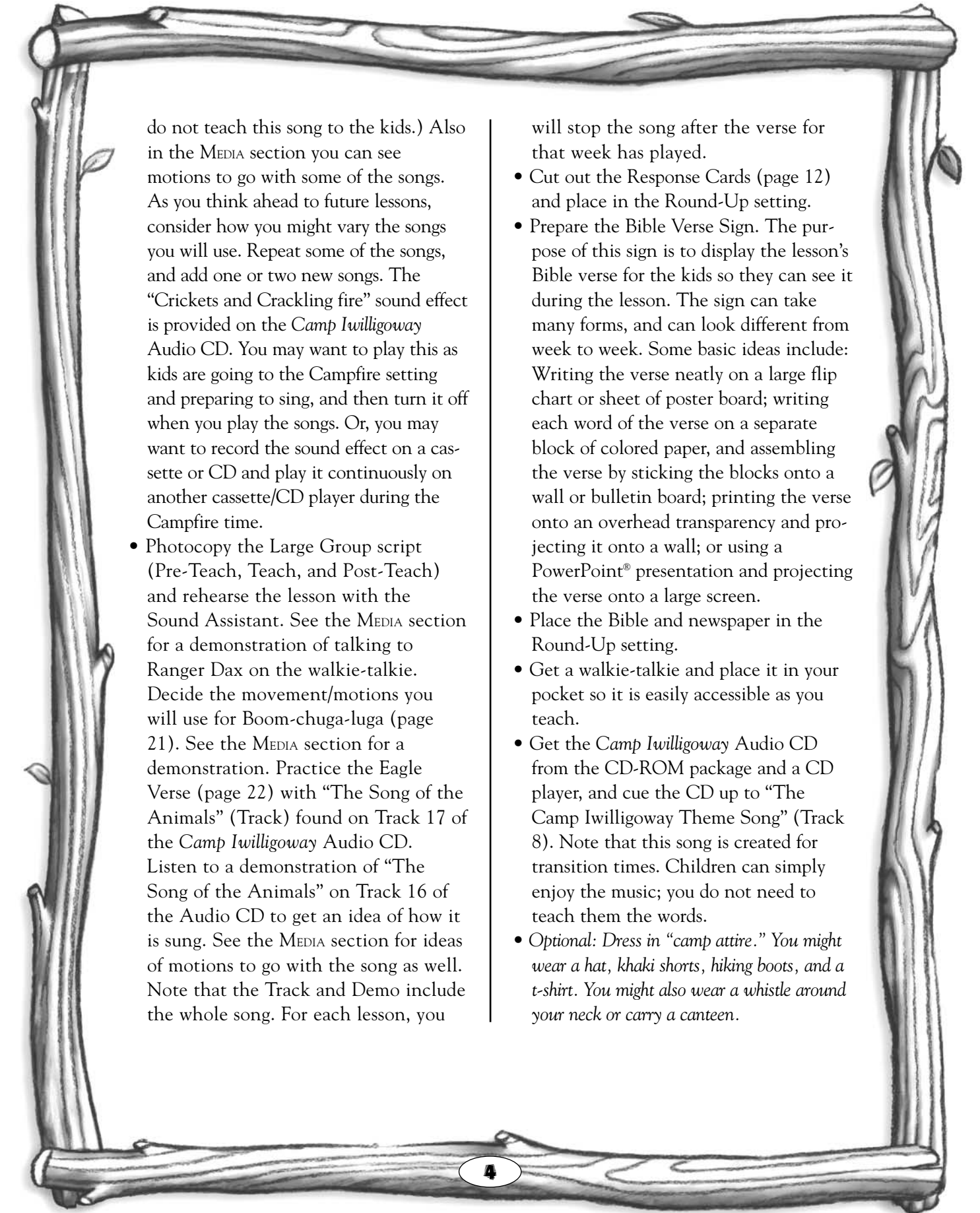
- Gather the wood posts, logs, or boards and place in the Round-Up setting. Kids will be pulled out of the audience to hold the posts upright during Round-Up. If you’d prefer for the posts to be freestanding, attach each to a plywood base (about 2 square feet). After this lesson is completed, save these posts as you will be using two of these posts in Lessons 7 and 8. You might also use these to decorate your “camp settings” in other lessons. Create fun camp signs to them and attach.

- Gather “ranger” hats for the kids who will be holding the wood posts during Round-Up. Place these in the Round-Up setting.
- Enlarge each of the pictures (pages 6-11) and attach to large pieces of poster board. Make them large enough for kids to see when they are attached to the wood posts during Round-Up.
- Gather Round-Up supplies: thumbtacks, masking tape, or hammer and nails; pictures; and rope and place in the Round-Up setting. The length of rope you will need will be determined by the space you have available to spread out the posts. You might set up your posts ahead of time to determine the length of rope needed to go around all six posts. See the MEDIA section on this CD-ROM for a demonstration of this teaching method.
- Make the Eagle Flag by following one of these options. The first option is to cut out either a triangular or rectangular shape from a piece of fabric. Depending on the type of flagpole you are using, place the necessary attachments onto one edge to string the flag up, or glue or sew one edge onto a 2-inch round pole or stick. You might use thick sticks gath-

ered from outdoors to add to the camp feel. Enlarge the Eagle Flag Design (page 5), and then cut it out. Place the design onto another color (or multiple colors) of fabric, trace, and cut out the design. Glue or sew the design onto the flag. You can also use fabric paint to add detail. Attach a backing to the flag such as a wirehanger, piece of poster board, or pieces of plywood to keep the flag straight. The second option is to cut out a triangular or rectangular shape out of foam core or plywood. Enlarge the Eagle Flag Design, cut it out, and trace the design onto the foam core or plywood. Use markers or paint to decorate. Be sure to place the attachments on one side or attach the flag to a pole/stick as done for Option 1. Place the flag in the Round-Up setting.

- Determine the music you will use for Campfire. Some songs are suggested, but your kids may have a few of their own favorites too. Charts and lyrics for the songs on the *Camp Iwilligoway* Audio CD are found in the MEDIA section. (There is not a chart for “The Camp Iwilligoway Theme Song” because you





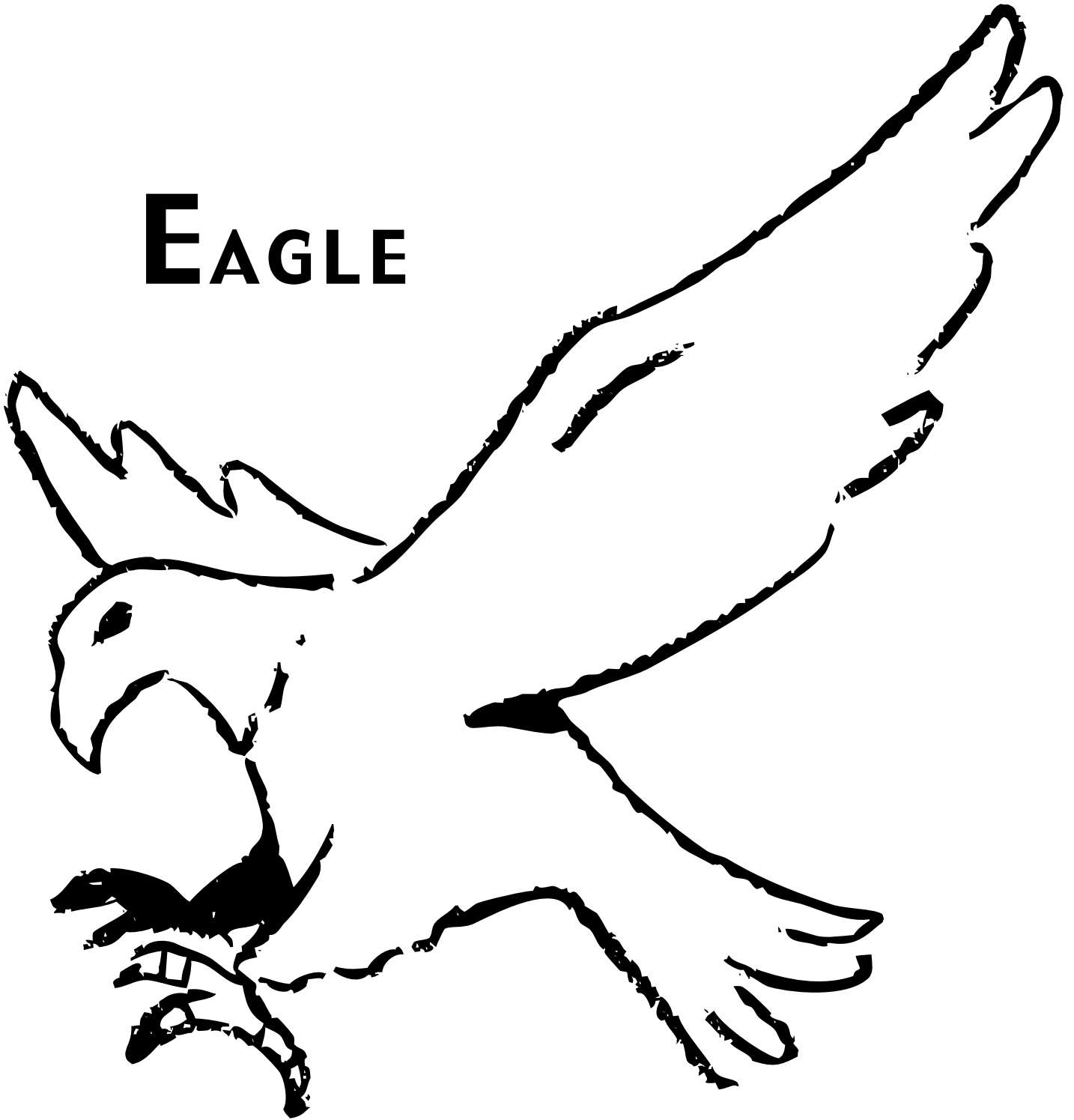
do not teach this song to the kids.) Also in the MEDIA section you can see motions to go with some of the songs. As you think ahead to future lessons, consider how you might vary the songs you will use. Repeat some of the songs, and add one or two new songs. The “Crickets and Crackling fire” sound effect is provided on the *Camp Iwilligoway* Audio CD. You may want to play this as kids are going to the Campfire setting and preparing to sing, and then turn it off when you play the songs. Or, you may want to record the sound effect on a cassette or CD and play it continuously on another cassette/CD player during the Campfire time.

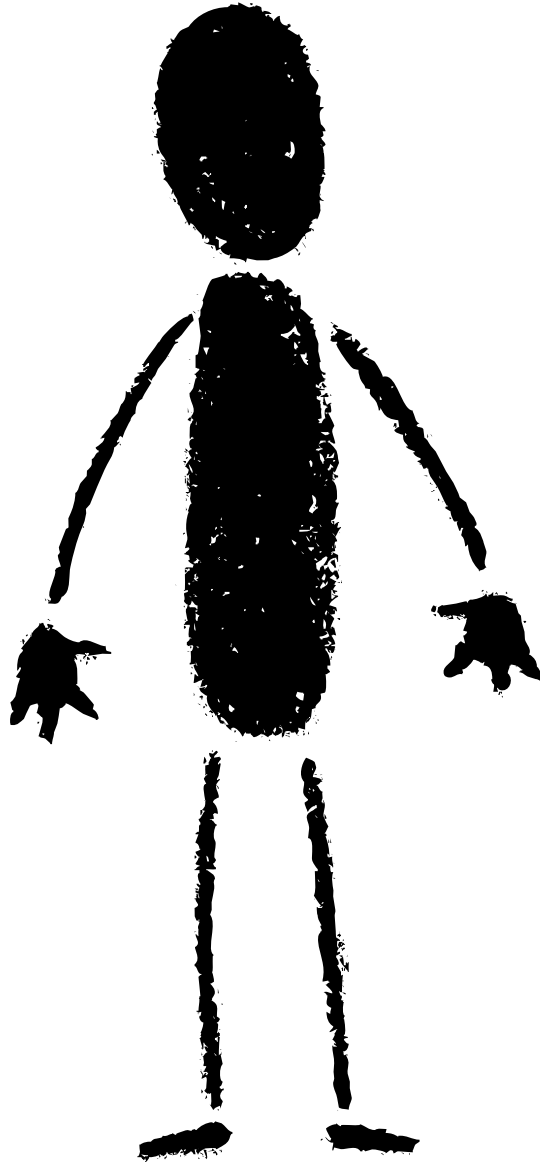
- Photocopy the Large Group script (Pre-Teach, Teach, and Post-Teach) and rehearse the lesson with the Sound Assistant. See the MEDIA section for a demonstration of talking to Ranger Dax on the walkie-talkie. Decide the movement/motions you will use for Boom-chuga-luga (page 21). See the MEDIA section for a demonstration. Practice the Eagle Verse (page 22) with “The Song of the Animals” (Track) found on Track 17 of the *Camp Iwilligoway* Audio CD. Listen to a demonstration of “The Song of the Animals” on Track 16 of the Audio CD to get an idea of how it is sung. See the MEDIA section for ideas of motions to go with the song as well. Note that the Track and Demo include the whole song. For each lesson, you

will stop the song after the verse for that week has played.

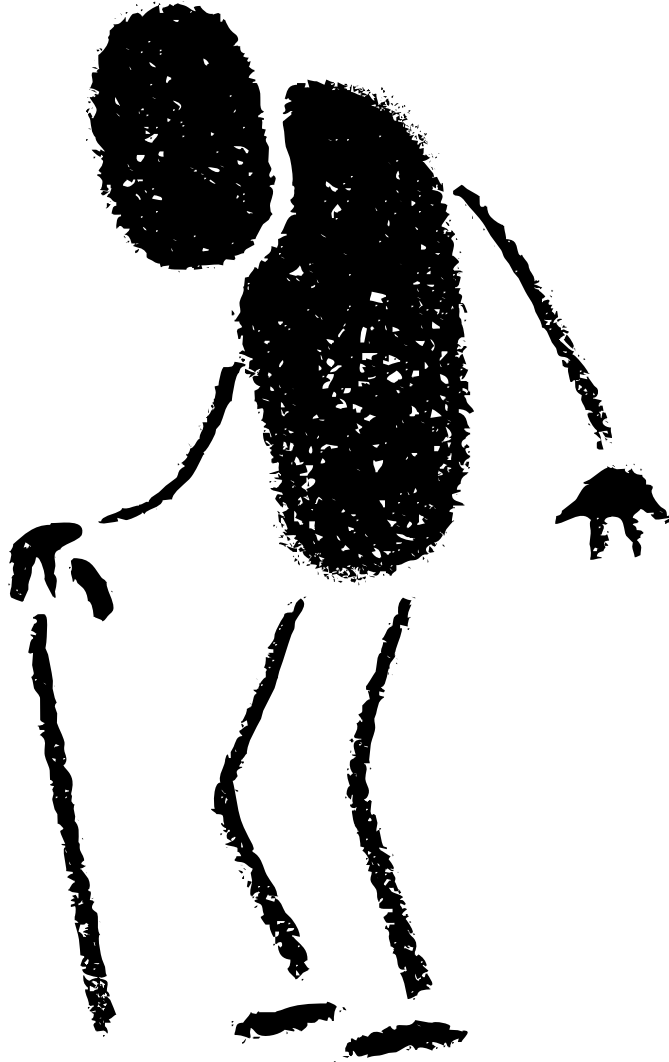
- Cut out the Response Cards (page 12) and place in the Round-Up setting.
- Prepare the Bible Verse Sign. The purpose of this sign is to display the lesson’s Bible verse for the kids so they can see it during the lesson. The sign can take many forms, and can look different from week to week. Some basic ideas include: Writing the verse neatly on a large flip chart or sheet of poster board; writing each word of the verse on a separate block of colored paper, and assembling the verse by sticking the blocks onto a wall or bulletin board; printing the verse onto an overhead transparency and projecting it onto a wall; or using a PowerPoint® presentation and projecting the verse onto a large screen.
- Place the Bible and newspaper in the Round-Up setting.
- Get a walkie-talkie and place it in your pocket so it is easily accessible as you teach.
- Get the *Camp Iwilligoway* Audio CD from the CD-ROM package and a CD player, and cue the CD up to “The Camp Iwilligoway Theme Song” (Track 8). Note that this song is created for transition times. Children can simply enjoy the music; you do not need to teach them the words.
- *Optional: Dress in “camp attire.” You might wear a hat, khaki shorts, hiking boots, and a t-shirt. You might also wear a whistle around your neck or carry a canteen.*

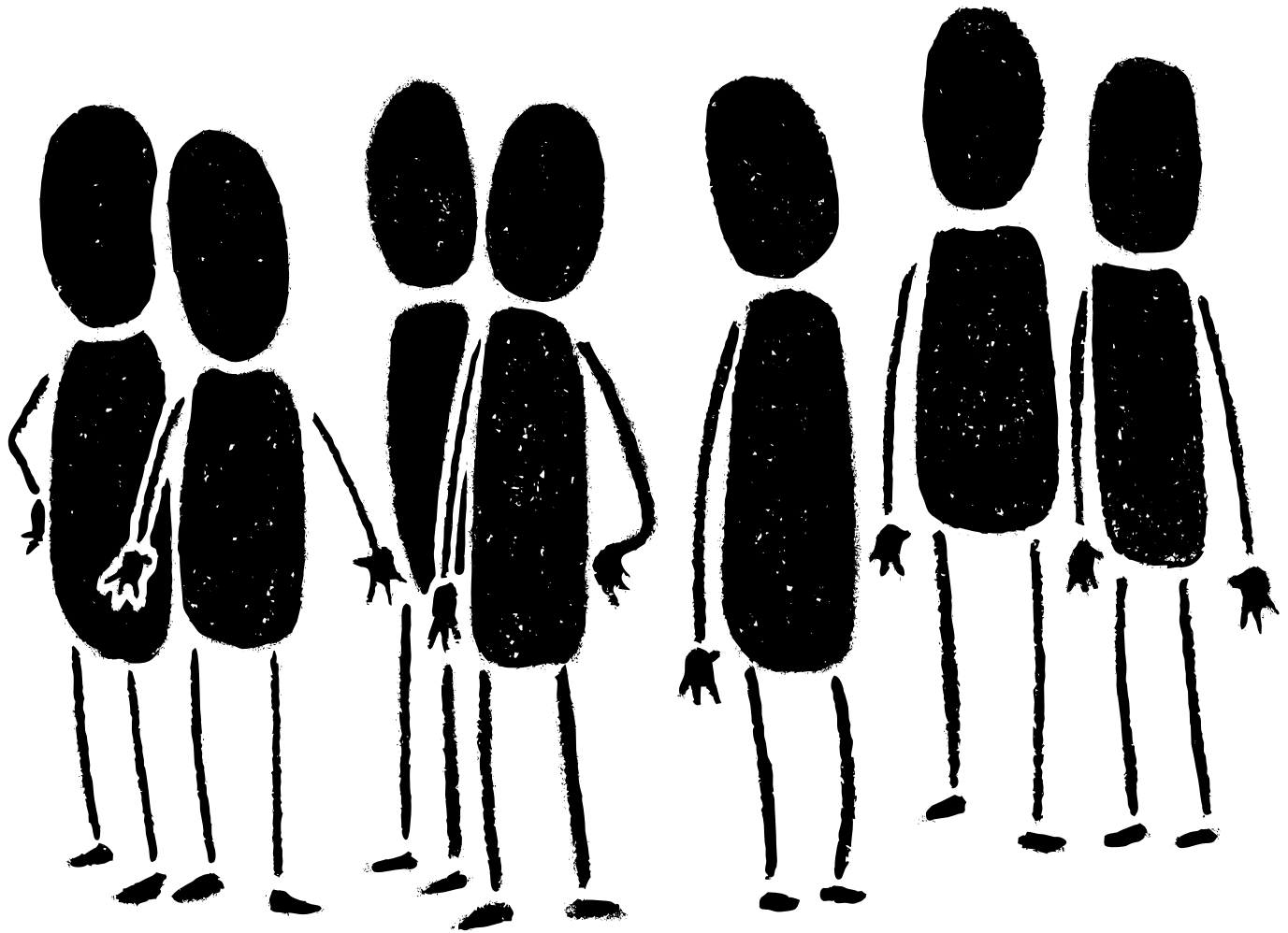
EAGLE

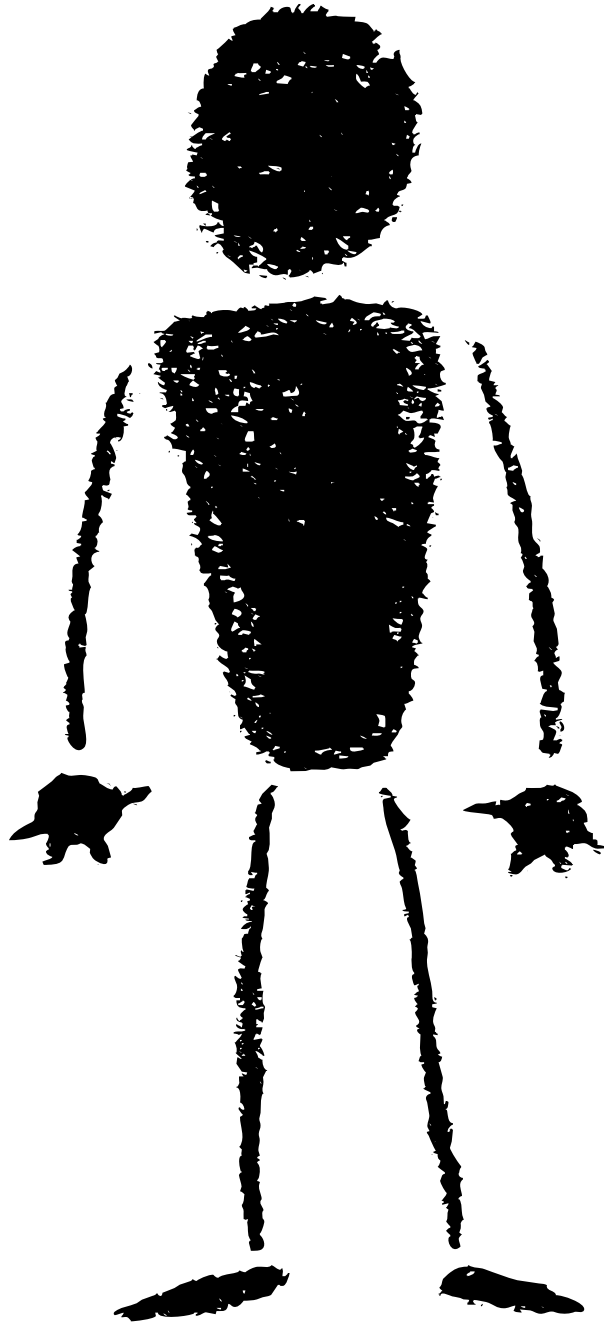


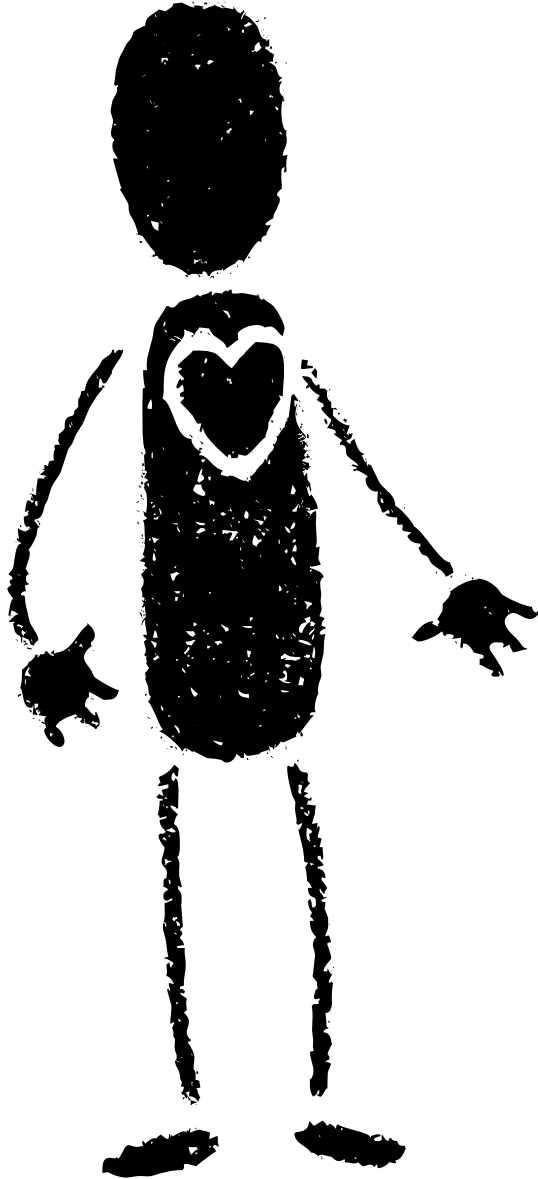


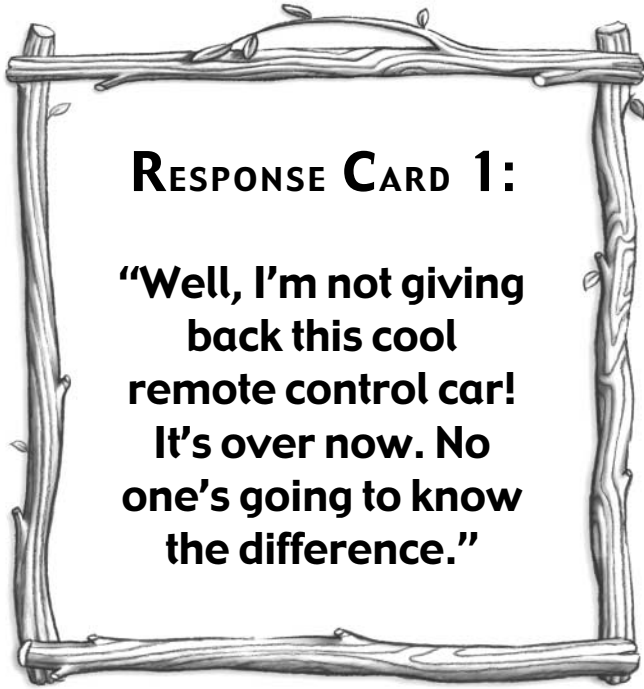






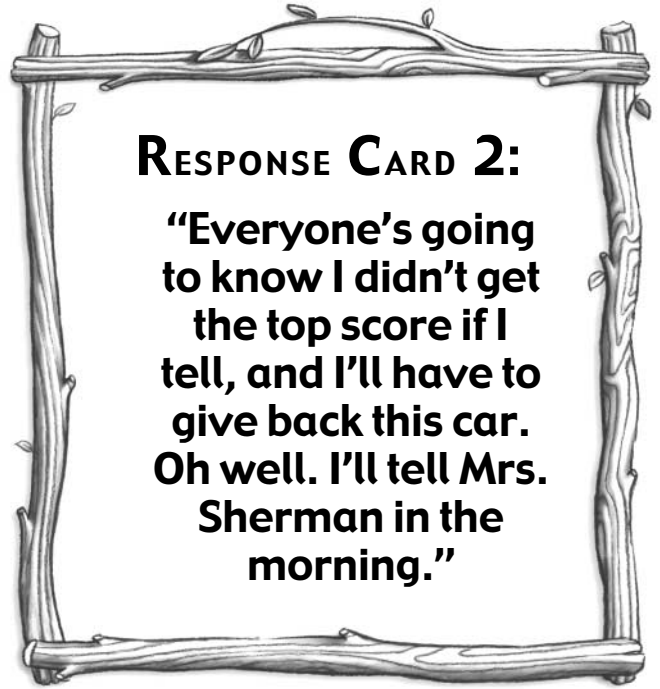






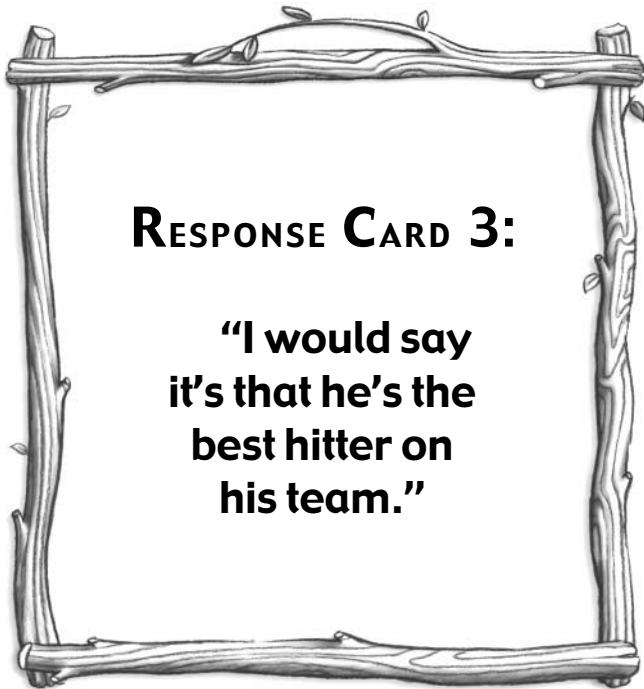
RESPONSE CARD 1:

“Well, I’m not giving back this cool remote control car! It’s over now. No one’s going to know the difference.”



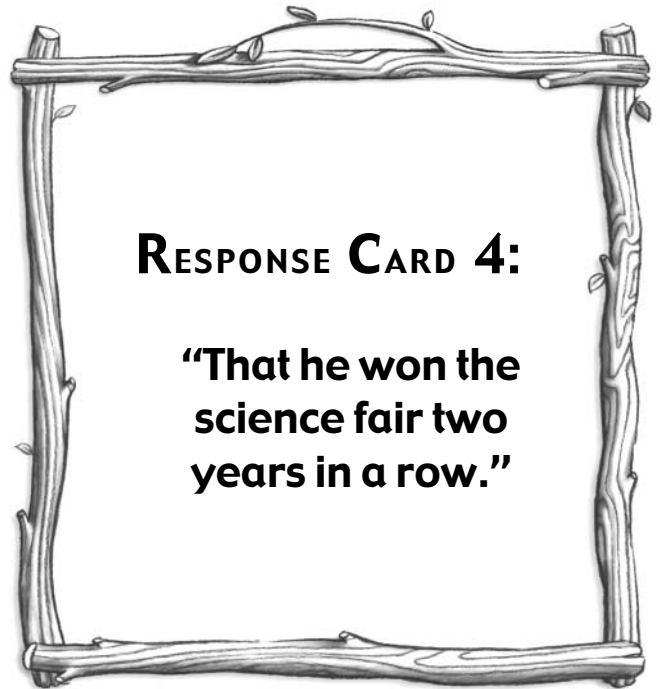
RESPONSE CARD 2:

“Everyone’s going to know I didn’t get the top score if I tell, and I’ll have to give back this car. Oh well. I’ll tell Mrs. Sherman in the morning.”



RESPONSE CARD 3:

“I would say it’s that he’s the best hitter on his team.”



RESPONSE CARD 4:

“That he won the science fair two years in a row.”

PRE-TEACH

(5 MINUTES)

[Play "The Camp Iwilligoway Theme Song" (Track 8) from the Audio CD as children arrive. Kids will meet in a general teaching area of the room for this first teaching section.]

Teacher: Welcome to Camp Iwilligoway, campers! Get ready for the greatest camp adventure of your life! Not only will you have the best possible time, this is going to change your life! See, the name of our camp, Camp Iwilligoway, comes from our camp motto which is "I will live God's way!" For the next ten weeks at Camp Iwilligoway we are going to learn how to live God's way. There's a guy in the Bible who is a great example of how to do this. His name is David, and most of the time he did a great job of living God's way. In fact, the Bible says he was a "man after God's own heart." DAVID HAD A HEART FOR GOD AND WE CAN TOO. We're going to take some time over the next ten weeks to learn about David's life. It's sure to help us grow as we learn to live our lives God's way.

We're going to use a system of levels to track our growth at Camp Iwilligoway. Each week we will make it to a new level to keep track of our growth—from level 1 to level 10. Each level has an animal that helps us remember how to live God's way.

One camp tradition you need to know

about is that every time I ask, "Is that a fact?," you will say, "That's a fact, Jack!" Got it?

(Yeah!)

Is that a fact?

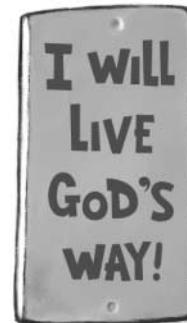
(That's a fact, Jack!)

[Repeat a few times.]

Good job! You'll have to be on your toes because you never know when one of us camp counselors could say, "Is that a fact?"

(That's a fact, Jack!)

Awesome!



TEACH (15 MINUTES)

[In the following, you will pretend you are talking on a walkie-talkie to Ranger Dax (a character the kids never see but only hear). Each of Ranger Dax's lines is on the Camp Iwilligoway Audio CD. The Sound Assistant will play Track 1 and push Pause after each of Ranger Dax's lines. There is about a 2-second space between each line, during which the Pause button is pushed. You may choose not to use the Audio CD, but instead have a live person speak the lines on a walkie-talkie. Rehearse this ahead of time, being sure the person speaking Ranger Dax's lines is out of sight of the kids and is loud enough for them to hear.]

Ranger Dax: You there, "Home Base?" This is Dax, here, come back.

Teacher: Oh sorry, guys, that's Dax calling in! [Say the following while pulling out your walkie-talkie.] Dax is part of the Wilderness Rescue Team for the area around Camp Iwilligoway. He and his bloodhound Bubba are mostly responsible for animal rescue and camper safety. I bet he has Bubba with him right now. You'll never find one of 'em without the other. Hold on a second, guys. [Speak into the walkie-talkie.] Roger, Dax, this is "Home Base." Where are you?

Ranger Dax: I'm out at the river, near Rattler's Bend, knee deep in sludge right about now. I've got Bubba with me and he's been howlin' like there's a full moon or something. I think he's afraid I'm not

gonna make it outa this mess.

Teacher: [Speak into the walkie-talkie.] Dax, do you need some help out there?

Ranger Dax: Oh no! I'll be fine. I just got overexcited about some of the things I found this morning. Bubba and I have been tracking one of the most rare and beautiful animals you'll ever hope to see around here.

Teacher: [Speak into the walkie-talkie.] Hey, Dax, our camp just filled up with a whole new group of campers, and they need to know what animal we have for our first level. [Speak to the kids.] Is that a fact!

(That's a fact, Jack!)

[Speak into the walkie-talkie.] Is that what you have out there, Dax?

Ranger Dax: Level number one, huh? Roger that. Let the rookies know that I can't believe I found one. Do you want me to announce today's level, or should I let 'em guess?

Teacher: [Speak into the walkie-talkie.] Let's see if they can figure it out. I want to see what kind of campers we have this year! [Speak to the kids.] Okay, Dax is going to give you some clues about the animal he found, which is the animal for level number one. It's up to you to guess what the

animal level is for today. [*Speak into the walkie-talkie.*] Okay, Dax, we're ready!

Ranger Dax: Okay. Hey, campers! Welcome to Camp Iwilligoway! I'll give you a few hints of the animal I found out here and once you get it you'll know what the very first level of camp is. Are you ready?

(*Yeah!*)

Ranger Dax: Is that a fact?

(*That's a fact, Jack!*)

Ranger Dax: Oooo-wee! This sounds like a good bunch! Okay, here's the first clue. This animal is about, oh, twenty pounds or so. She's a big one, 'course the females are always bigger than the males, and this is an old one! I bet she's going on 50!

Teacher: [*Speak to the kids.*] Can anyone guess what it is? [*Allow the kids to guess. Then, speak into the walkie-talkie.*] Hey, Dax, we're going to need some more information.

Ranger Dax: Well, let's see. This animal has large eyes that are located on the sides of its head, but it can see straight ahead. It has much keener sight than humans and other animals, and even more than all

other birds. Uh-oh, I might have given it away on that one.

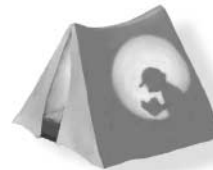
Teacher: [*Consult the kids. If they guess it now, play like some kids still don't have it or there's some uncertainty so Dax can give his final clue. Then, speak into the walkie-talkie.*] Give us one more, Dax. I think these guys are close.

Ranger Dax: Okay, it can see small things on the ground while soaring high in the air, and it's the most powerful bird in the world.

Teacher: [*Dialogue with the kids until they all agree on "eagle." Then, speak into the walkie-talkie.*] Hey, Dax, we figured it out. It's an eagle! Thanks for helping us out with that, Dax, and good luck getting out of that sludge.

Ranger Dax: Roger that, "Home Base!" We're awful glad to have you, campers. Over and out. Bubba, get out of that mud!

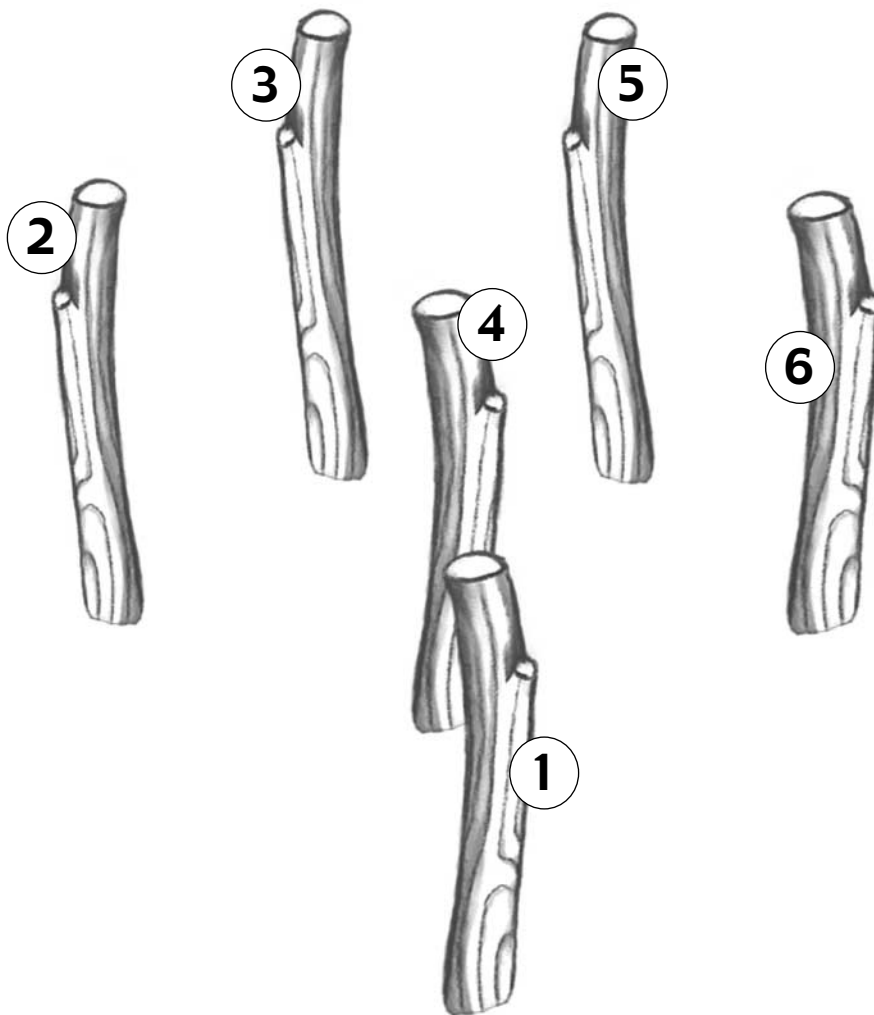
Teacher: [*Speak into the walkie-talkie.*] Over and out, Dax! [*Speak to the kids.*] Well, there it is, campers. Welcome to Eagle Level! Let's move into Round-Up where we'll hear all about what Eagle Level stands for.

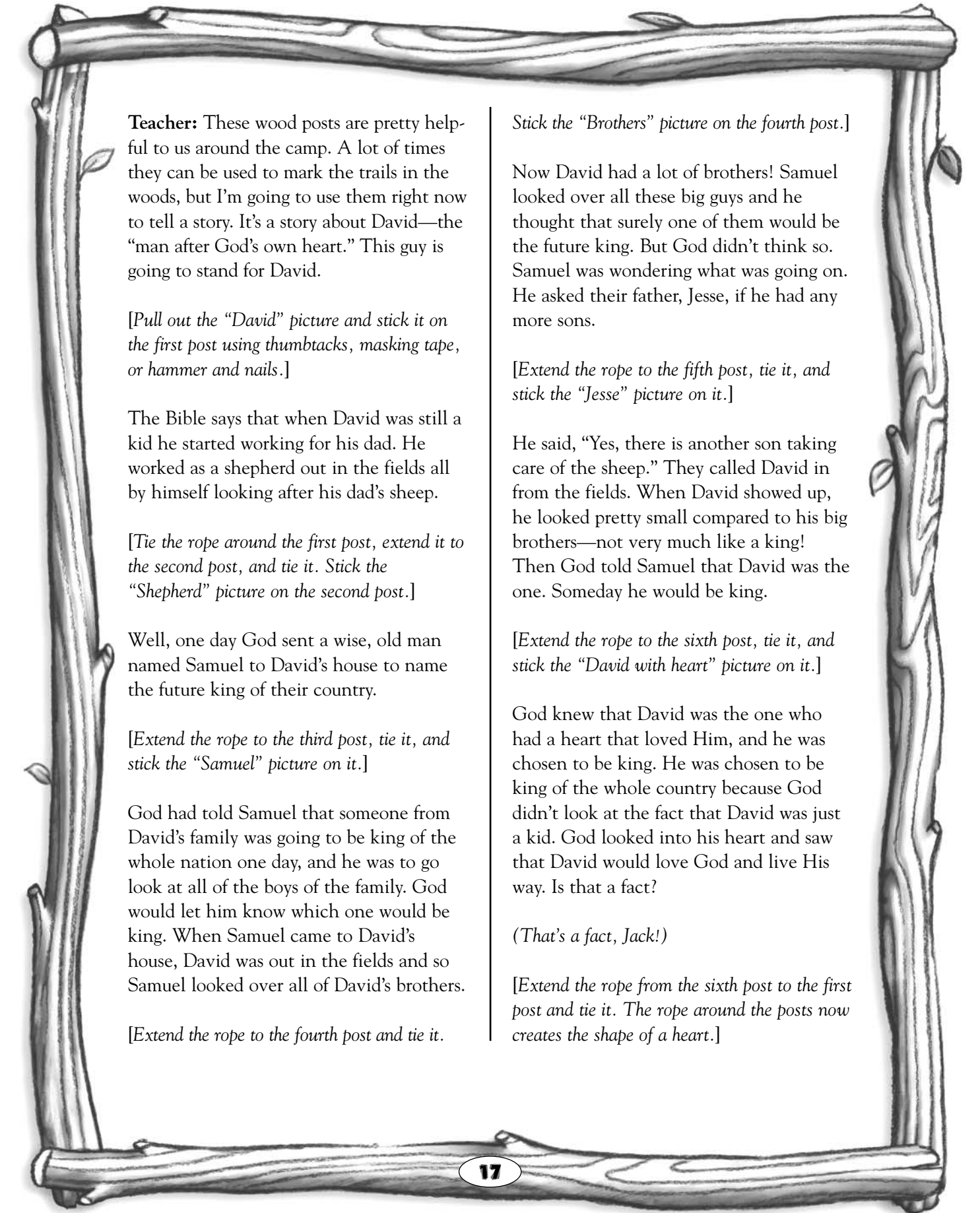


ROUND-UP

[Round-Up is the place where kids gather to hear a creative storytelling of the Bible lesson. Have kids move into the Round-Up setting and create an intimate storytelling feel. Have everyone sit on the floor in a semi-circle and be sure kids are in front of the wood posts so they can clearly see them as you teach. Select

six kids to come up and hold the wood posts in the order shown in the following illustration. Give each of these children a "ranger" hat to wear so they really feel like part of the story. If you choose to have the posts freestanding, be sure you place the posts in the correct order ahead of time. The order is important because when the ropes are tied around each post during the story, a heart shape will appear.]





Teacher: These wood posts are pretty helpful to us around the camp. A lot of times they can be used to mark the trails in the woods, but I'm going to use them right now to tell a story. It's a story about David—the "man after God's own heart." This guy is going to stand for David.

[Pull out the "David" picture and stick it on the first post using thumbtacks, masking tape, or hammer and nails.]

The Bible says that when David was still a kid he started working for his dad. He worked as a shepherd out in the fields all by himself looking after his dad's sheep.

[Tie the rope around the first post, extend it to the second post, and tie it. Stick the "Shepherd" picture on the second post.]

Well, one day God sent a wise, old man named Samuel to David's house to name the future king of their country.

[Extend the rope to the third post, tie it, and stick the "Samuel" picture on it.]

God had told Samuel that someone from David's family was going to be king of the whole nation one day, and he was to go look at all of the boys of the family. God would let him know which one would be king. When Samuel came to David's house, David was out in the fields and so Samuel looked over all of David's brothers.

[Extend the rope to the fourth post and tie it.]

Stick the "Brothers" picture on the fourth post.]

Now David had a lot of brothers! Samuel looked over all these big guys and he thought that surely one of them would be the future king. But God didn't think so. Samuel was wondering what was going on. He asked their father, Jesse, if he had any more sons.

[Extend the rope to the fifth post, tie it, and stick the "Jesse" picture on it.]

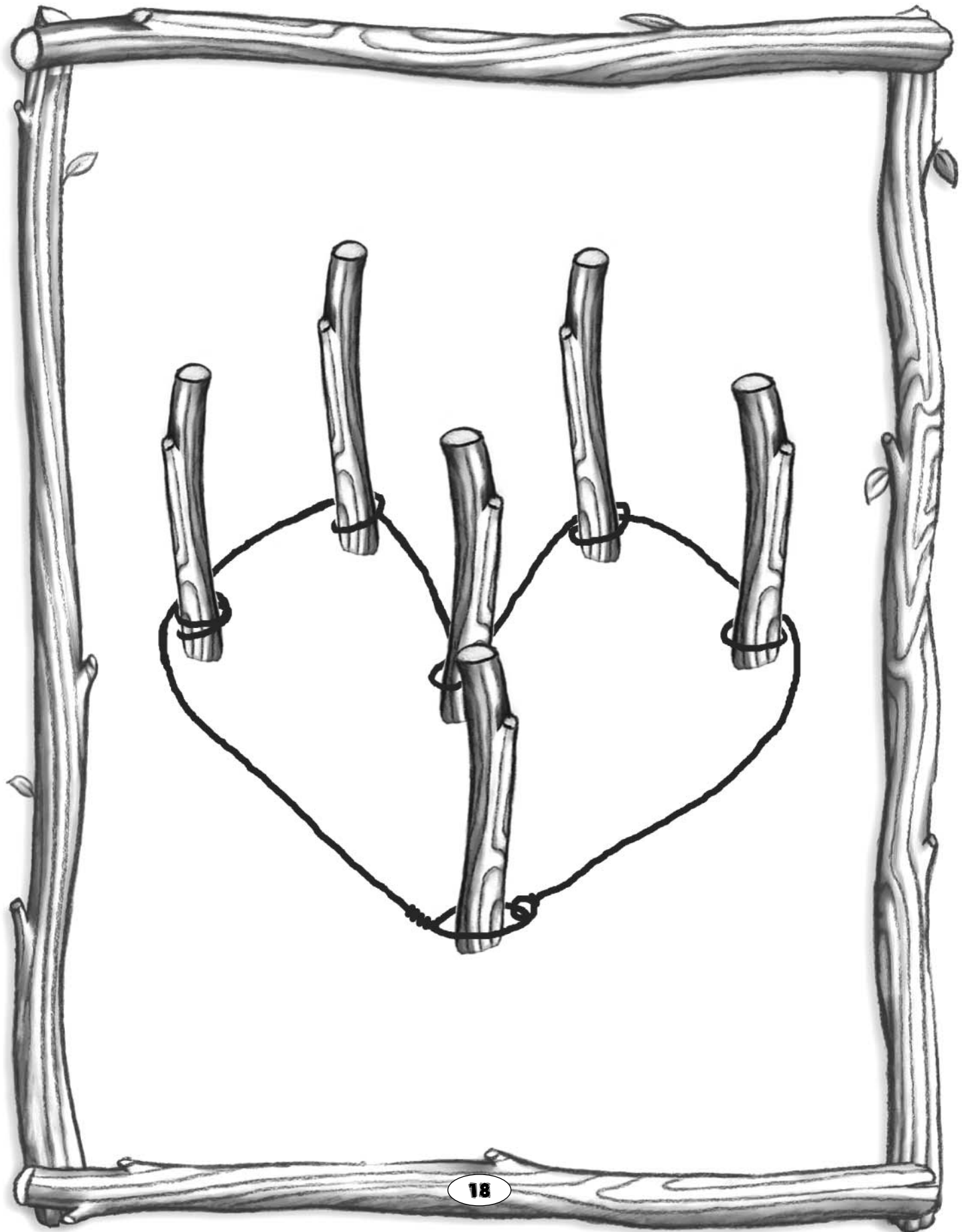
He said, "Yes, there is another son taking care of the sheep." They called David in from the fields. When David showed up, he looked pretty small compared to his big brothers—not very much like a king! Then God told Samuel that David was the one. Someday he would be king.

[Extend the rope to the sixth post, tie it, and stick the "David with heart" picture on it.]

God knew that David was the one who had a heart that loved Him, and he was chosen to be king. He was chosen to be king of the whole country because God didn't look at the fact that David was just a kid. God looked into his heart and saw that David would love God and live His way. Is that a fact?

(That's a fact, Jack!)

[Extend the rope from the sixth post to the first post and tie it. The rope around the posts now creates the shape of a heart.]



God doesn't look at the outside. He looks at our hearts. When we tie it all together, that is what we get. [Point to the heart shape.] People look at what we look like on the outside, but the Bible says that God looks at our hearts.

TEACHING TIP:

If kids can't see the heart shape, encourage them to stand up to see it better. You may want to walk around to each post, pointing out how the rope creates the heart.

[Pick up the Bible and open it to 1 Samuel 16:7.]

[Show the Bible Verse Sign.] In 1 Samuel 16:7, it says, "I (the Lord) look at what is in the heart."

[Play "Trumpet Reveille" (Track 11) from the Camp Iwilligoway Audio CD.]

Oh, that's the sound that tells us it's time for a Camp Iwilligoway Drill.

[In the following, you will lead a camp drill. You will deliver situations and there will be a face-off between a response read by one child and another response read by a second child. The audience will be given a chance to acknowledge which response to the situation best shows the point of the lesson. There are two situations, therefore, you will bring up a total of four kids.]

Teacher: Okay, campers, it's time to put today's lesson into action in your life and see if you can track with it. I need four kids to give me a hand. I'm going to read a situation, and when I point to you, read your response from the cards I'll give you.

[Pick four older kids who can read. Pair them off into Team 1 and Team 2. Give one child on Team 1 Response Card 1 and the other child Response Card 2.]

Okay, Team 1, it's time for your drill. Here's the situation. The teacher tells you that whomever gets the highest score on the final test of the year is going to get a prize. You take the test, get the highest score, and win a remote control car. The whole class knows you got the high score. But, after you get home, you look at your test and realize that the teacher made a mistake when she graded your paper. You didn't get the highest score. There are a couple of ways you could handle this:

[Point to Kid 1 to read from Response Card 1.] "Well, I'm not giving back this cool remote control car! It's over now. No one's going to know the difference."

Teacher: Or . . .

[Point to Kid 2 to read from Response Card 2.] "Everyone's going to know I didn't get the top score if I tell, and I'll have to give back this car. Oh well. I'll tell Mrs. Sherman in the morning."

Teacher: Which action shows a heart for God? Is it his/her response? [Point to Kid 1.]

[Let kids respond.]

Or, is it his/her response? [Point to Kid 2.]

[Let kids respond.]

Right! It's the second response!

Getting the top grade is pretty impressive, but having a heart for God means knowing that God is more concerned with us doing the right thing than looking impressive to our class or winning prizes.

Okay, Team 2, you're up! Here are your Response Cards.

[Give one child on Team 2 Response Card 3 and the other child Response Card 4.]

Here's your situation. I'm going to read a newspaper article from the school paper and then I want you to answer my question according to your Response Cards.

[Pick up the newspaper and say the following.]
"When I caught up with Joe Douglass, he was helping someone with her homework. I was able to ask him a few questions. This is one amazing 5th grader. He gets good grades, he's the best hitter on his baseball team, he won the science fair the last two years in a row, and his dad is really rich. I wouldn't mind being Joe Douglass."

Here's my question. Which is the most impressive thing about Joe Douglass?

[Point to Kid 3 to read from Response Card 3.] "I would say it's that he's the best hitter on his team."

[Point to Kid 4 to read from Response Card 4.] "That he won the science fair two years in a row."

Okay, campers, out of all that I read, what do you think God would say is the most impressive thing about Joe Douglass? Is it [his/her] response [point to Kid 3] that he's the best hitter on his team?

[Let kids respond.]

Or, is it [his/her] response [point to Kid 4] that he won the science fair two years in a row?

[Let kids respond.]

Is there anything else you would consider impressive?

[Let kids respond.]

I think, out of all I read about Joe Douglass that when God looks, He would be most impressed . . . that Joe was helping someone with her homework! Because he helped someone, that shows a heart for God. That was a tricky question! But, it just goes to show you, God is not impressed by the same things we are. He looks at the heart. Is that a fact?

(That's a fact, Jack!)

Great job, campers! Let's thank our temporary camp counselors up here.

[Applaud and cheer for the volunteers and tell them they can return to their seats.]

[Pull out the Eagle Flag and show it to the kids.]

Remember all of the things Dax told us earlier about eagles? Well, one of the

things we know about eagles is that they have great sight! That's where the phrase "eagle-eye" comes from.

[*Show the Bible Verse Sign.*] The verse today says, "I (the Lord) look at what is in the heart." You might say that God uses an eagle-eye when it comes to people. His vision goes right to the heart of the matter and He sees what really counts. He doesn't look at what we look like on the outside, so we use the eagle to remember that God is looking at our heart. When God looks at us, He sees how much love we have for others, or if we are humble, gentle, patient, and forgiving. When we love others, forgive them when they hurt us, and are kind to others, we are showing God that we really have a heart for Him. Is that a fact?

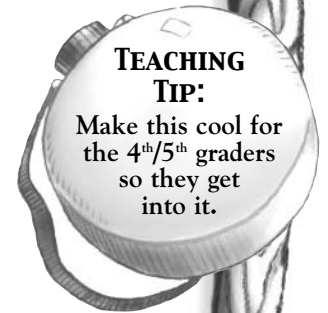
(That's a fact, Jack!)

Let's head over to the flagpole and put this Eagle Flag up. However, you need to know something right away. We don't just walk around Camp Iwilligoway, we Boom-chuga-luga! Here's how it works.

[*Teach the Boom-chuga-luga movement/motions and song and do this with the kids over to the Flagpole setting.*]

Boom-chuga-luga-luga
Boom-chuga-luga-luga
Boom-chuga-luga-luga-Boom!
Boom-chuga-luga-luga
Boom-chuga-luga-luga
Boom-chuga-luga-luga-Boom!

[*Repeat as many times as you'd like until you get to the flagpole. Have fun with it!*]



POST-TEACH

(10 MINUTES)

FLAGPOLE

[Flagpole is the place where kids gather to see the animal flag for the day being placed on the flagpole. The flag helps kids understand the Key Concept and how the animal's traits or abilities connect with the story of David told that day. Today you will place the Eagle Flag on the flagpole as you teach the following.]

Teacher: That's the way we travel around Camp Iwilligoway! Great job! At Eagle Level we learn that DAVID HAD A HEART FOR GOD AND WE CAN TOO. Remember, God is looking at what our heart is like. What if you were just chosen for the all-star team, but you'd been yelling at your brother to leave your stuff alone? When God looks at you, what do you think He's looking for? Does He just see that all-star jersey and think you're doing well having a heart for Him? What if at one of your all-star games you spend time with a new kid who hasn't made any friends? What is God looking for? Is He watching to see who wins the game? Our Bible verse promises us that when God looks at our hearts, He sees what's inside. He sees if we are kind to others. He sees if we serve people.

[Show the Bible Verse Sign.] Our Bible Verse says, "I (the Lord) look at what is in the heart." 1 Samuel 16:7

Now it's time to put together what we learned today about the Eagle Level.

[Teach the following Eagle Verse of "The Song of the Animals" and the motions to go with it. Be sure to teach it slowly before playing the Track with it. Then play "The Song of the Animals" (Track) (Track 17) from the Camp Iwilligoway Audio CD to accompany the words. Sing the song together with the kids. Be sure to stop the Audio CD right after the last line of the Eagle Verse shown here.]

The Song of the Animals

Eagle Verse

I saw an Eagle fly, (repeat)
Made me realize, (repeat)
That God sees me, (repeat)
With an Eagle eye, (repeat) . . . AND
The eagle flies high in the sky
At Camp Iwilligoway-hey-hey!
At Camp Iwilligoway

Teacher: Great job! Let's head over to the campfire for music! One of the best parts of camp is that at the end of the day we get to gather around the campfire and sing! Ready to move, campers?

[Do the Boom-chuga-luga movement/motions and song to the Campfire setting.]

Boom-chuga-luga-luga
Boom-chuga-luga-luga
Boom-chuga-luga-luga-Boom!
Boom-chuga-luga-luga
Boom-chuga-luga-luga
Boom-chuga-luga-luga-Boom!

CAMPFIRE

[Campfire is the place where kids gather around the “campfire” you have created and sing camp-style worship songs. A couple of songs are suggested. Kids can play the campfire instruments they have created during Activity Stations as they sing. The sound effects, “Crickets and Crackling fire,” found on Track 15 of the Camp Iwilligoway Audio CD, can be used to really give the kids the feeling that they are outside by a campfire!]

MUSIC

Song suggestions:

“Lovely Noise” (Track 21 from the *Camp Iwilligoway* Audio CD)

“Everybody Sing!” (Track 25 from the *Camp Iwilligoway* Audio CD)

Optional: A fun activity you might consider during this time is to play “Rainmaker” (if it’s been a hot day of camp!). Start at one side of the room or section of the circle and have the kids do the first action as you walk by them. Once everyone is doing the first action, have

everyone continue doing that action while you start with the second action and move around the room. Tell the kids they need to be very quiet so they can hear the rain.

1. Rub your hands together to make a swishing noise.
2. Snap your fingers of both hands, moving arms up and down, while making a popping sound with your tongue on the roof of your mouth.
3. Slap your hands on your knees.
4. Pound your fists on your palms.
5. Slap your hands on your knees more quietly.
6. Snap your fingers very gently.
7. Rub your hands.
8. Sit still and listen. The storm has passed.
9. Ask the kids, “Do you feel cooler?”

TEACHING TIP:

If you don’t have time to do this activity today consider doing it another week.

PRAYER

Dear God,
Thank You for teaching us about David and his heart for You. Help us to develop a heart for You too so that when You look inside our hearts, You see we have a heart to live Your way. Amen.

[Dismiss to Team Time. Play “The Camp Iwilligoway Theme Song” (Track 8) from the Audio CD as children exit.]