

Youth Cabin Time

Youth Leader Instructions

This material is intended to provide a resource for your morning cabin time. You will need to read through this material **before camp**. There are many items that you will need to bring with you, or prepare in advance for this material to be effective. You will also need to make copies of the small group discussion questions for your adult leaders. Feel free to adapt this information to meet the specific needs of your group. Some of this material is designed to be used in large groups and some if it is designed for small groups of students. Be sure your smaller groups are made up of students with a variety of levels of Christian maturity. Assign an adult leader to each small group.

This material is an extension of the Morning Encounter that your students will have already experienced. If you have students who are not believers, or have difficulty reading, you may want to read the I Kings 18 Morning Encounter passage with them that first morning, before dismissing them to work on the Morning Encounter material individually. Encourage them to mark this place in their Bibles. They will be reading from it every morning.

Portions of these Bible Studies were gathered from various websites including: youthpastor.com; thesource4ym.com; creativemethods.com; egad.com.

Youth Cabin Time Day One

A Burning Question

(Opening option one): You will begin by playing a game which will help your group get better acquainted. Explain that everyone is alike in some ways and everyone is different in some ways. Explain that you are going to call out a category and everyone must group themselves according to their “favorite” in that category. This may result in a group of one, or a group of several students. For instance, if you call out “Movie” then everyone would group themselves according to their favorite movie. After each grouping, take time to question students as to what makes it their favorite, etc. Other “favorite” categories you will want to choose from are: pizza, color, fast-food restaurant, song, TV show, band, teacher at school, etc. Use your imagination. You could also try this game with the category “worst” instead of “favorite.”

(Opening option two): Gather your students into the center of the room. You are going to play a game called “Would You Rather . . .?” Tell them you are going to give them two different options. If they prefer the first choice, direct them to go stand by one wall, if they prefer the second choice, then have your students stand along the opposite wall. Encourage your students to give each statement careful consideration and choose the option that fits them best, not necessarily the option that’s most popular (You do not need to use each question. Pick the ones that your group would respond well to.) After each question, select one or two students to share why they made the choice they did.

Would you rather . . .

Lose your ability to speak for one year, **or**, your ability to walk for one year?

Live next to a garbage dump, **or**, a cemetery?

Chew like a cow, **or**, laugh like a goat?

Be extremely lucky, **or**, extremely smart?

Be a bull rider, **or**, the clown that distracts the bull?

Have an extra leg, **or**, an extra arm?

Be an only child, **or**, have 7 siblings?

Have x-ray vision, **or**, the ability to read people’s minds when you want to?

Be the world’s tallest person, **or**, the world’s shortest person?

Get stranded in the jungle, **or**, in the desert?

Be able to fly, **or**, be able to become invisible?

Receive \$500,000 immediately, **or**, \$25,000 a year for the rest of your life?

Be famous for your brains, **or**, your good looks?

Be tone deaf, **or**, color blind?

Have low ambitions and succeed, **or**, high ambitions but fail?

Have the ability of 10 athletes, **or**, the knowledge of 10 scholars?

Never be able to answer a questions, **or**, never be able to ask a question?

Be stupid and rich, **or**, smart and poor?

Be known as a thief, **or**, as a liar?

Trust everyone, **or**, trust no one?

Before you read the last question, open your Bible and read the question in I Kings 18:21. Say: “How long will you waver between two opinions? If the Lord is God, follow Him, or, if _____ is god, follow it. (You may put anything in the blank. Select something you know several of your students are struggling with, for example, popularity, athletics, partying, money, etc. You may want to read the question several times and substitute different things each time.) Pause after each question is read and allow your students time to think, then physically take a stand for or against God. Don’t pass judgment at this time.

(Small group discussion): Ahead of time make enough copies of this page so each group has one. You may prefer each person to have a copy. Divide your students into smaller groups with an adult in each group who will help with the discussion. Have your students turn to Matthew 6:19-24. Read the entire passage, then ask the following questions:

1. Read verses 19-20. Where do people attempt to store up their treasures? What are some of those treasures? Why should they not store them on earth? Where does Jesus command us to store those treasures? Why? How can we store for ourselves treasures in heaven? (I Timothy 6:17-19)

2. Read verses 21-24. What is the relationship between treasures and the heart? What difference does it make in our lives if we have “good eyes” or “bad eyes”? (Hebrews 12:2) Why can we not serve both God and money? (Deuteronomy 6:5)

3. Read verses 25-30. What kinds of things do people worry about? Why shouldn't we worry? (Philippians 1:6, Philippians 4:6-7) What can we learn from the birds of the air and the lilies of the field?

4. Read verses 31-34. What do the pagans seek? What does it mean to seek first His “kingdom” and His “righteousness”? What is God's promise to us? What should be our attitude toward the future and today? (Matthew 28:20b, Matthew 6:11)

Now have your small group turn to Joshua 24:14-15. (Give a brief overview of the life of Joshua and this time in the history of the children of Israel.)

5. Read verses 14-15. What choice does Joshua ask the people to make? Why was it important to force a choice? What would happen if the people made no choice? What types of idols are there in the world today? (An idol is anything that takes your focus away from the Lord.) What types of idols do you struggle with in your own life?

6. Several times in chapter 24, the people answer Joshua with the words “We will serve the Lord,” however, their commitment was short lived. What is your commitment? Does your life show it? What choices do you make when no one else is watching? What was the impact of Joshua's choice and example? How does your example affect your world?

7. Challenge your small group to take the Joshua 24:15 covenant. Read the covenant together and discuss each item. (**Ahead of time** make enough copies of the Joshua 24:15 handout that accompanies this material. One for each student.)

Joshua 24:15 Covenant

1. Surrender to God daily. Carefully follow God's instructions with courage each day.
2. Re-order your priorities. Determine what should be part of your life and what shouldn't. Purify your life.
3. Value the eternal. It's a long haul, so keep your eyes on the real destination and the reward God has in store for you.
4. Expect victory! God is with you and will fight for you as you follow Him.

(Gather everyone back into a large group.)

(Closing option one): If you have access to video, play the YouTube video of the skit of the Lifehouse “Everything” song. It is a powerful example of how serving other gods can lead someone away from the one true God. There are several videos on YouTube when you type in Lifehouse Everything Skit. Select your favorite. As the video concludes you may want to discuss what the students have seen, or you may want to remain silent, then close with a word of prayer.

(Closing option two): Lead your students in a time of commitment as you review the Joshua 24:15 cards. Ask them to prayerfully consider their commitment to the Lord. You may want to leave your open Bible at the front of the group and ask those students who are willing to make this commitment to sign their cards and place them in your open Bible. After a time of challenge and prayer, dismiss your group. Later in the week you will want to meet personally with each student who signed his commitment card. As you give the card back to the student, encourage them to keep it in their Bible as a reminder of the commitment they made to the Lord.

Joshua 24:15 Covenant

1. Surrender to God daily. Carefully follow God's instructions with courage each day.
2. Re-order your priorities. Determine what should be part of your life and what shouldn't. Purify your life.
3. Value the eternal. It's a long haul, so keep your eyes on the real destination and the reward God has in store for you.
4. Expect victory! God is with you and will fight for you as you follow Him.

Signed _____

Date_____

Joshua 24:15 Covenant

1. Surrender to God daily. Carefully follow God's instructions with courage each day.
2. Re-order your priorities. Determine what should be part of your life and what shouldn't. Purify your life.
3. Value the eternal. It's a long haul, so keep your eyes on the real destination and the reward God has in store for you.
4. Expect victory! God is with you and will fight for you as you follow Him.

Signed _____

Date_____

Youth Cabin Time Day Two

Trial By Fire

(Opening option one): To begin your Cabin Time, you are going to play a game that teaches about trust and/or that things aren't always what they seem. You will need a blindfold, and a 2 x 10 board at least 3 to 4 feet long. It needs to be strong enough to support someone's weight. You will also need two physically strong guys who are "in on" the game. Position your helpers on either end of the board. They are going to "lift" a person standing on it. You may want to place a couple of "informed" spotters as well to act as catchers should anyone stumble. Select three or four "players/victims" who don't have a fear of heights and escort them out of the room.

Have your first player escorted back into the room. Tell them the object of this game is to see who can stand on the board longest as the guys lift it up a little at a time. This is a "test of bravery." Assure them that they are going to have one (or both) hands on your shoulder as the board is lifted. Blindfold your "victim." Instruct your students to cheer and encourage the "victim" as they are being lifted. In actuality, the board holders aren't going to lift the board more than six inches off the ground. By virtue of a person's weight they will naturally move and shift the board a little. With the "victim's" hand on your shoulder, you will begin to kneel down slowly until they can almost no longer touch your shoulder. At that point the "victim" really thinks they are going up in the air. At a given signal have your two guys tip the board over so the "victim" falls off. They think they are falling several feet when it's actually only a few inches. Remove the blindfold so the "victim" can see the reality of the situation. Move on to the next "victim."

At the conclusion of the game, ask your "victims" to share their reactions to this experience. Ask your students if they have ever put their trust in something that turned out to be different than what they originally thought. Ask them how it made them feel to be tricked by someone who they expected to be telling them the truth.

(Opening option two): Ahead of time, you will need to gather together as many different sources of light as you possibly can. For example: A floodlight, A 100 watt light bulb, a flashlight, a flashlight with dead batteries, a pen light, a campfire, a candle, a spark, a lamp with a three-way bulb, a lighthouse, a laser pointer. Make your room as dark as possible. Take each light, one at a time, and turn it on. Let your students see the result of the darkened room as the light is shone. Make a big deal about the flashlight that has dead batteries. Remind your students that they cannot shine unless they are connected to a power source. When demonstrating the three-way bulb talk to your students about the times when their Christianity is very bright and the times when it is very dim. Remind them that the power source is constant, it's up to them to shine God's light on others.

Have two students read Matthew 5:14-16 and 1 Peter 2:12. Ask your students: What is the common theme in these verses? Is your life a light on a hill? Which of these lights best describes your life? Do you live a life that causes others to glorify God? How might you shine brighter for Christ?

(Small Group Discussion): Ahead of time make enough copies of this page for each small group. You may prefer each student have a copy.

Ask your students to describe a time in their lives when they needed courage.

Read Acts 4:1-20. Ask your students: What is the most persecution you have faced due to your faith? How did you handle the situation?

Read verse 6. Remind your students that the men who were accusing Peter and John are some of the same men who fought to see Jesus crucified. Peter and John surely were aware of that, but look at what they do in verses 8-12. They speak to them boldly and full of the Holy Spirit.

Verse 13 is very interesting. According to this verse, how are “ordinary” people transformed into courageous disciples? Ask your students: Do you see yourself as courageous? What steps do you need to take to become a more courageous follower of Christ?

Now have a student read Romans 8:28-39. Ask your students: In what way does a belief in the promise of verse 28 affect the way you face the good and bad circumstances in your lives?

What does Paul say are the two conditions of receiving this promise? What does it mean to be called according to his purpose? (Philippians 1:6)

Paul talks about a group of people in verses 29 and 30. List the five active verbs that describe what God does to this group. What does each term mean?

What does verse 34 promise that Christ does for us as we trust in Him?

In verses 31-35, Paul asks five different questions? Put these questions in your own words.

As you finish your small group discussion, read Paul’s answer to these questions in verses 36-39. Remind your students that there is nothing that can separate them from the love of God.

Gather your students back together for a large group time. Close by sharing the following story with your group.

See You At The Pole - 2003

See You At the Pole in September of 2003 was pretty much like any other year. Our church gathered later that evening to hear the testimonies of our young people. Our church is located in a large metropolitan area, so our students were involved in several different school’s See You At the Pole activities. Many of them had the opportunity to participate, and some even lead out in their various events.

One young man in particular, Andrew, had the whole youth group talking. He was a freshman at a large high school and had attended his first See You At The Pole Rally as a high school student. Earlier in the school year, he had approached his school’s principal to see what things were being planned for the day. The principal told him that the school’s FCA (Fellowship of Christian Athletes) was in charge of SYATP and they would be the ones promoting and leading in the day’s activities. That morning, when Andrew arrived at his school’s flag pole, he waited until the FCA students began the prayer time. Very quickly the prayer time was over and the FCA student leaders were dismissing the students. Andrew asked if it would be all right for those remaining students to continue the prayer time at the flag pole . He gave instructions to divide into smaller groups and he assigned different prayer topics for each group. After this prayer time, followed by a time of singing and praise, the students dismissed quietly to class. A local newspaper reporter had been standing by and observing the morning. She approached Andrew and asked him several questions, even taking his picture which appeared in the local newspaper’s afternoon edition..

Needless to say he was quite the celebrity at our church that night. Our youth pastor allowed several students to share their experiences, but no one had a better morning than Andrew. That is until Kristina stood to share her experience. Kristina had recently moved to a new school. She was the only young person from our church to attend this school. She had already shared with her Sunday School teacher, her frustrations and fear that she was the only believer on her campus. After much encouragement and prayer, she decided to lead her school’s SYATP. She made flyers and posted them around the school in hopes that others would join her that morning at her school’s flag pole. The morning arrived

and Kristina found herself alone at the flag pole. She didn't let that get her down, she did what she came to do. After a time of prayer for herself, her school, and the leaders of the world, Kristina quietly went to class. Her name never appeared in the paper, and her picture wasn't taken, but the stand that she took that day was just as important as the stand that Andrew took.

(Ask your group some of the following questions. You may want them to respond verbally, or you may want them to listen and respond silently in their hearts.)

Which of these students do you think brought the most glory and honor to God? Which of these students did the easiest thing? Which of these students did the hardest thing?

Has there ever been a time in your life when you were the only one willing to do what was right? Tell about that time. Why is it so difficult sometimes to do what's right? Why are we so easily influenced by the people around us?

At your school or when you are hanging out with your friends, are you ever in situations when you know that doing the right thing would make you stand out? How do you usually respond? Are you willing to do what's right, even if it means standing out in the crowd? When you are confronted with these situations in the future, what are you going to do in order to take a stand for Christ?

Youth Cabin Time Day Three

Ignite

(Opening option one): You will begin your cabin time showing a movie clip from the movie *Evan Almighty*. You probably have already seen this hilarious film about an ordinary guy named Evan, played by Steve Carell, who is instructed by God to build an ark. The clip that you will show is a major transition in the movie. At this point in the story Joan (Evan's wife) and their three boys have been feeling that Evan is irrational and ruining the family by building the ark. They've left Evan to build the ark by himself and are on their way to stay with Joan's parents. Stopping at a diner on the way, Joan meets God, played by Morgan Freeman, but doesn't realize who she's talking to. God encourages Joan and gives her some insight on life and prayer.

Introducing the clip: Say - today we're going to watch a video clip from the movie *Evan Almighty*. The movie is about a guy named Evan who has been visited by God and told to build an ark. Just like in the story about Noah in the Bible. Evan's wife and kids think he's gone crazy, so they've left him to stay with her parents. In this scene, they're already on the road, and they've stopped to eat at a diner. Joan, Evan's wife, meets God but doesn't realize who she's talking to. God encourages Joan and gives her some insight on life and prayer. Listen to what God tells her about praying.

Begin clip at Scene 13 at 59 minutes and 54 seconds (after Jon Stewart's crude reference about Evan. It begins with the man at the bar saying "What an idiot.")

Following the clip say: God's comments on prayer are really interesting, aren't they? According to the clip, it seems we can't really treat God like Santa Claus, just expecting Him to give us what we ask for exactly how we expect Him to. Perhaps there is a lot of truth in what He says.

There are many types of prayers. Some are made just to thank God, and sometimes they are for confessing the wrong things we've done. This morning we're talking about the times we pray for God to help us grow or learn in some way. We're going to break into our smaller groups and discuss what this actually looks like when we pray for growth and help. Perhaps it may actually require something from us.

Divide into smaller groups and ask the following questions: (**Ahead of time** make enough copies of this page and the following page for each small group. You may prefer each student have a copy.)

If you could have one wish granted, what would it be?

Have you ever prayed to God about something you wished would come true? Did He ever answer your prayers about that? Why or why not?

In the movie clip, God said the following: "If someone prays for patience, do you think God gives them patience? Or does He give them the opportunity to be patient? If they pray for courage, does God give them courage, or does He give them opportunities to be courageous? If someone prayed for their family to be closer, you think God zaps them with warm, fuzzy feelings? Or, does He give them opportunities to love each other?" What do you think He means by this?

Why do you think God wouldn't just give someone patience or courage when they ask for it?

What could be dangerous about just expecting God to give us what we ask for, if we aren't given an opportunity to truly learn from it?

Read the following passage: Colossians 4:2-4. When Paul asks for prayer, what exactly is he asking for?

What do you think it means when Paul asks that God opens a door for the message? Where was Paul when he prays this prayer? It's incredible that Paul is concerned about other people's salvation, even while he's imprisoned.

In this case, when Paul is asking for prayer, it's so the people he is ministering to will become Christians. Why do you think he doesn't just ask God to make the people accept Christ?

Imagine if Paul only asked God to make the people around him Christians, and imagine that God "zapped" all those people and made it happen. Would that require anything from Paul? What?

What about the prayer Paul actually prayed? What did that prayer require from Paul?

Paul asks for prayer that God will present opportunities for him to be able to share the Gospel. Perhaps for you, your prayer is about something different. If you could ask God to help you grow in one area or change your circumstances, what would it be? What would that possibly require of you?

According to what Paul wrote, it seems God may want us to be a part of the solution when we pray to Him for help or growth. Let's go around the circle again and share one thing you can start doing now in order to allow God to answer your prayer.

Gather your students back into the large group and summarize. Prayer is such an amazing thing, isn't it? Some people treat God like He'll just give them whatever they ask for without asking for anything in return. Sometimes that is the case, and we're overwhelmed by God's grace. But a lot of times, especially when we're asking for help in a particular area, or when we're asking God to help us grow in some way, He wants us to be part of the solution. If we just pray for God to show us patience, but we aren't actually trying to be patient, how can we ever expect God to answer that prayer?

This morning, we're going to take a closer look at the way Jesus taught us how to prayer.

(Opening option two): You will need to have enough tea light candles for every member of your group. Before hand place them in the shape of a cross on a table or the floor in the center of your room with the chairs positioned around the cross. Don't place them too closely together because later your students will need to blow out their individual candle. You will also need to have plenty of matches on hand. You will want to have some quiet worship music playing in the background. You may want to divide into smaller groups for this activity.

Begin your time by asking your students to share their thoughts about prayer. Be ready to share some illustrations from your personal prayer life. You may also want to assign some of these scriptures and discuss what they mean:

Psalm 55:17 - We can pray regularly

Matthew 5:44 - We should pray for our enemies

Matthew 6:5-7 - We should pray secretly and honestly

Matthew 21:21-22 - If we pray, we will receive

Matthew 26:41 - Prayer will keep us from sin

John 14:12-14 - We can talk to God about anything

I Thess. 5:16-18 - We should pray at all times and be thankful

James 5:13-15 - Pray for the sick and others in need

1 John 1:9 - Prayer involves confessing our sins

(There are many other scriptures. Feel free to add or remove from this list to fit your group.)

Ask your students what their number one prayer concern is at this time. You may want to get specific and ask them to think of one lost person they are praying for or one area of their Christian life they are struggling with. Then ask them, one at a time, to go to the candle cross and say their prayer request out loud while lighting one of the candles. There may be a student whose request is too personal to say out loud. You can allow them simply to say that their request is personal before they light their candle.

After each student has had an opportunity to light their candle, lead your group in a prayer time before they begin the next activity.

Tell them that they're going to take a closer look at the way Jesus taught us how to prayer.

(Main emphasis) Ahead of time: You will need to prepare your room with four prayer stations. Each station will have a small table or area with certain items that pertain to a section of the "Lord's Prayer". On each table will be a list of instructions and questions for each student to contemplate. **Ahead of time** make copies of the prayer station instructions that accompany this material. Each student will need one copy at each station Do your best to make this time as quiet and solemn as possible.

Prayer Station One: “Our Father in heaven, hallowed be your name” You will want to have some quiet music playing that would remind your students of the majesty of God. (Chris Tomlin’s “How Great is our God” would be a good choice.) Have a lit candle in the center of the table and several pens or pencils available for the students as they answer the questions. You may want to scatter some pictures on the table of beautiful creation scenes, or have a laptop open with a slide show showing magnificent photos of creation. You may want to have a dictionary opened to the word “hallow”. Allow five or six students at a time to come to the first Prayer Station, while the others wait quietly. As these first students move on to the next Prayer Station, direct others in your group to begin.

Prayer Station Two: “Your kingdom come, your will be done on earth as it is in heaven. Give us this day our daily bread.” You will want to have art supplies and blank sheets of paper available at this station. The students will be asked to draw a picture of what they think symbolizes God’s dream of how the world would be if peace, love and forgiveness were at the center of all life. You will also need to have a whole loaf of bread, if possible. They will be asked to tear off a portion of the loaf and eat it as a reminder of how God meets their basic needs.

Prayer Station Three: “Forgive us our sins as we forgive those who sin against us. And lead us not into temptation, but deliver us from the evil one.” You will want to have several paper doll cutouts and slips of paper at this station. Your students will be asked to think about the people whom they need to seek reconciliation and to think about areas in their life where they are faced with temptation. They will write the names on the paper dolls, and their areas of temptation on the slips of paper. They will take those papers with them to the next station.

Prayer Station Four: “For thine is the kingdom and the power and the glory forever. Amen.” You will want to have a cross at this station. Your students will bring the paper dolls and the slips of paper from the previous station and pray over them and leave them at the cross. You may want to provide a hammer and nails so the students can nail their requests to the cross. You may also want to burn incense at this station.

(Closing option one): After your students have had a chance to visit each of the four prayer stations, call them back together for a closing prayer. You may want to lead them in a Directed Prayer. You will say out loud an area or topic that you want them to pray about, then wait for a few minutes before you say another topic. (For example say: Praise God for who He is . . . Tell Him something you are thankful for . . . Confess your sins to Him . . . Ask God to forgive you for . . . Pray for someone who needs to make a commitment to Him . . . Etc.)

(Closing option two): If you began your Cabin Time with the candles in the shape of a cross, you will want to close your time by gathering your students back around that cross. Begin a prayer time by encouraging those students who want to pray out loud. As they finish their prayer, rather than say “Amen”, instruct them to go to the cross and blow out the candle that they lit earlier that morning as a symbol that they are giving their requests to God. If a student isn’t comfortable praying out loud they can simply come and blow out their candle. After all the candles are blown out, pray for your students as they continue on through their day.

Prayer Station One

Our Father in Heaven, hallowed be your name . . . Matthew 6:9

Begin with a time of prayer and praise. Thank God for who He is and what He's done in your life. Listen to the music and reflect upon the wonder and majesty of God as you see Him in His creation. Ask yourself the following questions, you may want to write down your answers, or silently meditate on your answers.

1. How would you rate your prayer life at this moment?
2. Why do we begin the Lord's Prayer with the words "Our Father"?
3. What does the word "Father" mean for our relationship with and our access to God?
4. In what ways can we desire God's glory in our prayers?
5. Why is God's name significant?
6. How can you make the true God known and honored in the world?
7. What does the word "hallow" mean? How can you "hallow" the name of God?
8. How did Jesus demonstrate that He hallowed God's name?

Prayer Station Two

*Your kingdom come, your will be done on earth as it is in heaven.
Give us today our daily bread . . . Matthew 6:10-11*

Using the art supplies available draw a picture of what you think symbolizes God's dream of how the world would be if peace, love and forgiveness were at the center of all life.

Tear off a piece of the loaf of bread. Before you eat it, say a prayer of thanksgiving for the way God provides for your needs. After you've prayed, eat the bread as a reminder of how God meets your basic needs.

1. In what ways do our prayers often reveal that we are praying "My" kingdom come rather than "your" kingdom come?
2. What does praying "your kingdom come" mean?
3. What does it mean to seek first the Kingdom of God? (Matthew 6:25-34)
4. How does praying "Your kingdom come" involve us now in our Christian lives?
5. Why doesn't God always give us the things we ask for?
6. What is God's will in His eternal plan?
7. If God knows what we need before we ask Him, why bother praying?
8. How does prayer change us?
9. What is God's will in the way we should live?
10. Why is prayer often no more than a 911 call?
11. What does it indicate if we don't pray to God daily?
12. How is Jesus' instruction to pray, "Give us this day our daily bread", significant? Does it remind you of when God provided manna for the children of Israel as they wandered through the desert?
13. What is the significance of the word "daily" in the Lord's Prayer?

Prayer Station Three

Forgive us our sins as we forgive those who sin against us.

And lead us not into temptation, but deliver us from the evil one. Matthew 6:12-13

On the paper doll cutouts write the names of the people from whom you need to seek forgiveness. On the slips of paper write the areas in your life where you are faced with temptation. Take these papers with you to the next station after you answer the following questions:

1. Why doesn't God always say "yes" to our prayers?
2. How does "Forgive us our sins as we forgive those who sin against us" help to restore our relationship with the Lord and with others?
3. In Psalm 32:1-2 what do the words "blessed", "forgiven", and "covered" mean?
4. How does un-repentant sin break our relationship with God and others?
5. What is the importance of repentance and confession in prayer? How much repentance and confession do your prayers contain? Are you specific in these areas?
6. Are we forgiven only because we forgive others?
7. Is there someone with whom you need to resolve a grudge and begin the process of forgiveness?
8. What does our struggle with forgiving someone else show? What does it indicate if we refuse to forgive someone?
9. What does it mean that we are in a spiritual war zone?
10. Why does Satan want us to ignore him or not take him seriously?
11. Why should "Deliver us from the evil one" be a daily part of our prayers? (1Peter 5:8)
12. If God doesn't tempt us, why pray "Lead us not into temptation"?

Prayer Station Four

For thine is the kingdom and the power and the glory forever.

Amen. Matthew 6:14b (KJV)

Pray over the names on the paper dolls and the areas in your life written on the slips of paper then leave them at the cross.

1. Put the phrase "For thine is the kingdom and the power and the glory forever" in your own words. Can you begin to understand the awesomeness of the One you are praying to?
2. Why is it significant to close a prayer with a reminder of who God is?
3. Read I Chronicles 29:10-13 to discover David using similar words in his prayer to God.
4. Is this ending to the Lord's Prayer not only a statement of fact, but also a statement of faith for your life?
5. How can you use the Lord's Prayer as a pattern for your prayers?
6. Would it be appropriate to refer to the Lord's Prayer as Our Prayer?

Youth Cabin Time Day Four Consuming Fire

(Opening option one): Invite your students to worship with you this morning. Either play some worship music and have your students quietly sing along, or ask someone in your group to lead your worship time. This should be a serious time where your students reflect upon this past week of camp and what the Lord has done in their lives.

Distribute pencils and pieces of notebook paper cut in half. Ask your students to write a personal letter of confession to God. Tell them that no one will ever see what they are writing and that they will be burned immediately after. (This will help them be more honest in what they write.) Encourage them to open up completely and honestly. Remind them that God knows them so well anyway; He'd know when they were holding back. Encourage them to find a private place to write these letters. Make sure they are separated from each other. Give them approximately ten minutes.

After time is up ask them to silently come back to the group. Have a metal bucket or large metal bowl in an area with no flammable things nearby. If the weather is nice, you may want to do this portion of the activity outside. (Have a container of water handy in case there is a stray spark.) Instruct your students to come up one at a time. Light the first letter on fire and drop it into the bucket. Have each of them place their letter into the fire one by one, or hand the letter to you as you place them into the fire.

Have your students make a circle around the bucket, allowing them to watch the fire burn. This can be very powerful, to watch your sins burning in front of your eyes. Close this time with a word of prayer, thanking Jesus for what He did on the cross, taking our sins upon Himself.

(Opening option two): Ahead of time you will need to purchase some flash paper. This can be found at magic shops or ordered online. (Amazon.com, Dreamlandmagic.com, Thetrickery.com) They usually come in 8 x 9 sheets or 2 x 3 sheets. Take the larger sheets and cut them in half or fourths leaving smaller rectangular pieces.

Give each student a piece of flash paper and a marker (Sharpie's work best). Ask the students to write on the paper a sin or an area in their life that they are struggling with. Ask them to take some time and prayer over these sins, asking for God's forgiveness. Then they should bring the pieces of paper to you.

You need to be in an area with no flammable things nearby, standing behind a lit candle. Take the student's papers and pray over them. Then light just the edge of the paper and throw it into the air. The paper will burn in a flash leaving behind no ashes or other residue. (Make sure you practice this technique ahead of time. It takes a little practice to get it right.) Read Psalm 103:11-12, reminding your students that God's forgiveness is complete and He no longer remembers their sin.

(Everyone) Gather your students together and read Hebrews 12:18-29 from The Message Bible if possible. Remind them that in the Old Testament, God was a God of judgment, but in the New Testament, God is a God of mercy. Though it may be difficult to grasp, He is one and the same God. In other words, God is a God of love, but He is also a consuming fire. Is this a contradiction? Absolutely not! The same God who is love is also a consuming fire. His consuming fire demonstrates the great passion of His love. His love is a purifying love. His love knows no end and no defeat. He conquers all, not with might and strength, not with wrath and judgment, but with pure, unrelenting, unconditional love.

He can be terrifying to those who will face His wrath and comforting to those who know His love and forgiveness. God's wrath is not like that of an angry, spoiled, out-of-control child. It is the righteous anger of a Holy God, directed at those who rebel against Him and reject His offer of love and forgiveness. He is patient in exercising His wrath or we all would've been destroyed long ago. Both His love and wrath burn with incredible intensity.

Divide your students into two groups. (You may want to have several smaller groups.) You will assign one group Mt. Sinai, Hebrews 12:18-21. The other group will be Mt. Zion, Hebrews 12:22-29.

Ahead of time make copies of the handout that accompanies this material and distribute to the appropriate group.

Following the small group time, gather your students back together. Ask each group to give a brief report on what they've learned. Call on the Mt. Sinai group's report by saying the "mountain of judgment." Call on the Mt. Zion group's report by saying the "mountain of grace."

Tell your students that when they prepare to worship God, they must keep both Mt. Sinai and Mt. Zion in view. The approachable Mt. Zion with its consuming love and grace, and the unapproachable Mt. Sinai with its consuming fire. Then they can approach God in reverent boldness!

Ask your students what it is that consumes them? Close in prayer asking God to make pleasing Him your consuming desire.

(Closing option one): Gather your students back around the bucket of ashes where you burned their letters of confession. Stir the ashes and make sure they are completely out and have cooled. Talk to your students about the importance of confessing their sins to God. They need to be reminded to be aware of their sins and list them before the Father rather than lump them all together in one "forgive us of our sins" confession. Ask the students to come forward and have an outward sign of their confession placed on them. Take your finger and use the ashes to form a cross on their cheek or forehead. You may want to sing a chorus of commitment during this activity. You may also want to pray a prayer of blessing over each student as you make the crosses.

(Closing option two): Read the following story to your students:

On August 5, 1949, a very hot and windy day, a wildfire now known as the "Mann Gulch" fire, overran firefighters in Helena National Forest in Montana. As soon as the fire was discovered, an 18-man smokejumper crew was dispatched from Missoula, Montana, a little over 100 miles west of the fire; they parachuted into a small valley near the fire. The twin engine DC-3 experienced heavy turbulence and their fire-fighting gear was scattered and the crew's radio was broken.

By the time they gathered their gear, the crew's leader, R. Wagner Dodge could see the fire was burning more rapidly than before. The wind had shifted to the south and was blowing at nearly 20 miles per hour.

As the crew moved up the canyon, the timber began to thin and this lighter fuel produced a faster spreading fire. As quickly as the firemen were traveling, the fire was moving even faster. There was no trail to follow on this slope and the terrain was broken and littered with loose rock, making the climbing extremely difficult. When Captain Dodge instructed the crew to discard their heavy tools, they realized they were in real trouble. He knew they would not reach safety, and conceived the idea of burning away a small clearing. This "escape fire" would quickly clear an area where the crew could seek refuge, giving them a chance to escape the flames of the main fire.

Unfortunately the crew didn't understand the plan. The crew members still thought they could outrun the fire. Some of them stopped briefly to see what Captain Dodge was doing and listen to his pleas for them to get into the burned-out area he was preparing. However, the crew continued up the canyon. The slowest of the crew members only got about 100 yards before being caught by the fire.

Since they did not understand why the captain was setting fire to the grass, no one stayed with him. Captain Dodge lay down within the area he had burned off. The grassy slope had quickly burned away, giving him a large area free of fuels to prevent the fire's flames from injuring him. It took a few minutes for the fire to pass over him. A few times fierce winds lifted him off the ground. After lying there for 15 minutes, he was able to sit up and move about between the pockets of fire that were still burning.

What can we learn from this old tragic story? Respect the power of the fire. It can outrun you, it can destroy you. The sad truth is all of the firemen could've survived the flames, if only they had listened and acted on the advise of their leader.

How can we translate this to our spiritual lives? We love to sing songs about God's great love, but we cannot avoid the other truth about God - He is a "Consuming Fire". No matter how hard we try, we can't outrun God. We need to listen and take the advise of Jesus, who laid Himself down in the path of the fire for us. The fire of God's judgment burned against Jesus on Calvary. All who are in Christ are safe forever, for they are now standing firmly where the fire has been.

Youth Cabin Time Day Four
Mt. Sinai Small Group Discussion

Read Hebrews 12:18-21. What sense of God do you get when you read these verses? What words are used to describe God in these verses? God is not approachable at His law, at Mt. Sinai. It was almost as if you would come near to God and die. At Mt. Sinai, God demonstrated His holiness, but there was no indication of forgiveness, no promise of His grace.

Now go back to the Old Testament and read what actually happened on that day. Read Exodus 19:16-22. When God gave His law to Moses, it must have been a scary time for the children of Israel. Why do you think God chose to present Himself this way? Although Mt. Sinai was a fearful sight it was important. Why? Why do you think He chose to present the Law to the people in the middle of the desert? What was the people's response to God? (Exodus 20:18)

The law cannot save. It was a set of rules to help the children of Israel know how to live their lives, but it only led to frustration and failure. This covenant between God and the children of Israel was almost a covenant of fear. It was an "obey God or else" type of covenant. It was God displaying His holiness, justice, and terrible majesty, while man cowered and shook in the lowest condition of sin, guilt and death. What was the purpose of the law? (Romans 3:20, Galatians 3:24)

In order to insure the children of Israel's obedience, how does Moses describe God in Deuteronomy 4:23-24? Did these words have a lasting impact on them? (Exodus 32:1-4)

It is important to remember that though God is a consuming fire, He is also a God of love. God does not change and neither does His love. He loved you before you were born, He loves you now, and He will love you forever. Because of God's love demonstrated to us at Calvary, we no longer have to live our lives governed by the law. We are saved by grace, not by keeping a set of rules. Without Jesus we would never experience the eternal life offered by God, only the eternal judgment.

Youth Cabin Time Day Four
Mt. Zion Small Group Discussion

Read Hebrews 12:22-29. What sense of God do you get when you read these verses? According to verse 22 what is Mt. Zion? Mt. Zion has often been called the mountain of God's grace. It is a symbol of God's love for His people. In verse 23 God is described as the judge of all men. What will God do, and what does that mean for us?

Read Malachi 3:2-4. Refiner's fire and fuller's soap stress thoroughness and severity. The closer we get to the fire of God's presence, the more impurities will leave us. Even though this is a difficult process, it's more preferable than judgment. What will be the effect on those whom the refiner purifies? Why are God's faithful people not consumed because of their sins? In what way is Jesus like a refiner's fire? What did He do to purify us?

God's holy fire will bring judgment to the wicked, but it builds humility, faith and purity in those who seek to deepen their relationship with Jesus.

In I Peter 1:6-7 Peter describes being tested by fire. What words does he use? What types of trials are you experiencing in your life? What is your attitude when God sends trials your way? Do you grumble or do you persevere? God's consuming fire consumes that which is harmful to us, leaving us "refined" for Him. He uses His fire - those trials - for our benefit. Now read I Peter 1:8-9. Even though God is a consuming fire, He can't stop being love. God's love is constant and unconditional. His fire is provided on an "as needed" basis. He uses His fire for our benefit. He often uses our circumstances (problems, failures) as fuel for that refining fire, but His flames never burn out of control.

Read I Corinthians 3:12-15. These verses describe what is put into a life. According to these verses, what will test your work? What materials are you building with? Do you take care of your spiritual life? Are you on guard about spiritual dangers that could distract you from your devotion to God?