"The Update" eNewsletter, May/June 2013

Summer Camp Recruits Leaders!

Next month our summer camp season will begin. My first experience with summer camp came when my Pastor informed me that my church had voted to sponsor me to attend summer camp. I was already a teenager and was dealing with stuff that had me questioning my faith, my future, etc. so I decided to go to camp to get away.

I'm glad I did because I had the greatest time. It was that summer in 1987 at teen camp that I recommitted my life to God and felt God calling me into Pastoral Ministry. What influenced me the most was not necessarily the awesome Biblical skits or the great worships; it wasn't the friendships I made or the great talks from the Pastors. It was the camp staff. I believe everything at camp played an important role, but the thing that most touched me and influenced me was the way the camp staff treated me. As I think about it today, I realize that I saw Jesus in them. Especially in one of the counselors. He was nice, courteous and respectful and also had a great sense of humor. I liked hanging around him because he was fun and seemed to really love God. I will never forget how the camp staff made me feel that week.

I went off to college and later went on to work at summer camp myself as a counselor, camp pastor, assistant director, and eventually became a Conference Youth Director. As such I ran summer camp for 2 years. Today I continue to serve God as a Seventh-day Adventist Pastor. I have been denominationally employed for 18 years and I thank God every day for allowing me to be part of His work.

I wonder how many other individuals, both men and women have been called by God into Ministry during their weeklong experience at summer camp? I'm also talking about the staff itself. In a recent study conducted by the John Hancock Center for Youth and Family Ministry, it was found that working at summer camp "actually builds confidence in becoming an employee in the Adventist Church system".

Can you imagine…If summer camp is actually God's turf for recruiting….if summer camp is one of the places where God calls people into ministry….if summer camp is where God hangs out looking for His present and future leaders…Wow! What an awesome thought! That God would show up at your camp and utilize some aspect of your camp or some element of the camp experience to touch the life of someone….that someone may hear the voice of God calling. Think about it. God comes to camp to identify and call His people.
We come to camp to hear God's voice and to be called. What a humbling thought.

Pastor Manny Cruz
North American Division
Youth & Young Adult Ministries Associate Director


Prayers

Oklahoma Tornado Victims & Relief Efforts

Please pray for the victims and the relief efforts surrounding the rare EF-5 Tornado that hit Oklahoma last week.

Adventist Community Services (ACS) is providing disaster relief to victims of the May 20, 2013, tornado that cut a 17-mile path of destruction through Moore, Oklahoma, a suburb of Oklahoma City.

talk about it on Facebook
Learn How You Can Help

World Congress on Youth Community Service Event in South Africa

It is only about 1 month away -- many are heading to the African Continent early. Our prayers go with the NAD Delegates as well as the event planners.

Just Claim It 4 Prayer Experience

JCI Teleconference Information/Dates

Teleconference Date: May 7, 2013
Time: 3:00 pm – The call will start promptly at 3:02 pm
Duration: 45 minutes
Number to Dial: 866.822.1298
International Dial - 720–239-6452
Code for Both #s: 8642714


JCI4 Twitter!

Just Claim It 4 is now on Twitter @JustClaimIt. Follow JCI!

JCI4 Registration now Online

We are looking ahead to an awesome prayer and service event planned in February, 2014 in Miami, FL. Be alerted when the website goes live by finding us on Twitter (see below).

General Conference Youth Ministry

Global Youth Day was Church's Largest Social Media Event (March 20, 2013)

"Global Youth Day was the single largest international mobilization of Seventh-day Adventists through social media," said Gilbert Cangy, the world church’s Youth Ministries director. As hundreds of thousands of Adventist youth participated in community outreach, the church's Youth departments worldwide reported their service activities live.... More than 80,000 youth were connected through the social media - including Facebook Read More...
Pray for WCYCS and those from North America attending this event.

Master Guide Flag Unveiled

Download the new Master Guide Flag hi-res images from the GC Youth Website.

Youth/High School

Eugene Kitney's Testimony @ Livingiths.org
70% of Adventist students and 90% of all high school students attend public high schools. We need to reach them!

One of the leading reasons Christian young people walk away from church after high school is because they never learned how to live their faith in the real world -- outside the four walls of their church -- in high school!

Cuban Adventists Use Baseball as Outreach Tool:
What would you do to attract young people to church, particularly in a nation where overt witnessing is difficult? How about a game of baseball? That's the recent experience of Seventh-day Adventists in Cuba, where baseball has long been a popular sport.
Read More ~ Adventist News Network

ACF / Young Adults

Reaching the Technotribe Seminar
Columbia Union Pastor's Meetings in Baltimore MD recently featured a variety of speakers and seminars. This seminar by Pr. Dave Gimmel speaks directly to issues affect our target generations. Powerpoint | Seminar

ACF Institute
June 21-30 Orlando, FL.
If you are a campus ministry leader or would like training on how to start a ministry on your campus ACF INSTITUTE has been especially designed for you. ACF INSTITUTE features seasoned campus ministry professionals like Chaplain Michaela Lawrence Jeffrey, Director of campus ministries for the Georgia Cumberland Conference, Chaplain Angelo Grasso, newly appointed campus minister at the University of Florida, Gainesville campus, Dr Subodh Pandit, Christian apologist and Ron Pickell, ACF Coordinator for campus ministries, North American Division. For more information go to ACF INSTITUTE.

Resource -- Veritas Forum
The Veritas Riff Podcast continues to provide relevant, insightful commentary on today's most pressing issues. Check out one of the latest in the series of campus talks on "Why Health Care Reform Needs Spiritual Reform" by Dr. Ray Barfield of Duke University. Check it out at Veritas.

ACF Today Monthly Newsletter
We can't list all the resources you would receive on a monthly basis if you took the 20 seconds to sign up! Even YOU can take 20 seconds! Sign Up Now!

Cruise with a Mission
Are you a young adult looking for a service opportunity close to home? If so, Cruise with a Mission may be just the right opportunity for you! It's a mission trip, a cruise, and a spiritual retreat, all wrapped up in one meaningful adventure, a vacation with purpose!

Cruise with a Mission offers an opportunity to release the tensions of life in the context of Christian community. Join other young adults as we explore Alaska in 2013. The ship sails from Seattle.
Adventurers

Story to Share

From Ohio comes this heartwarming story: “This weekend at the Pathfinder Campout (Adventurer) Rhiana and her daddy were on a hike along with others. They were headed down a very, very steep hill called Power Line Hill. Rhiana slipped and fell a couple times and daddy would help her back up. At vespers that night, the Pathfinders were asked to share a spiritual lesson they learned from their hike. Rhiana went up front and said: “My name is Rhiana and I’m from Adventurers. When I was on the hike and I would fall down, my daddy would help me up again. That is what Jesus does.”

New Adventurer Logo Patch Proposed

At the 2012 Adventurer Advisory Meeting we voted 1. Motion: Create a single graphic to represent all 6 class levels in the Adventurer ministry. Motion passed.

Now we need your creativity and ideas – what might this logo look like? The Focus Group would like for the patch to have NO CLASS insignia - so that if adopted it could be used worldwide (Little Lambs and Eager Beavers in the NAD, Joeys and Armadillos in SPD, etc.

Submit ideas and proposals to the Adventurer Facebook page!

Brainstorms Elicit a Wide Response

Twelve groups of Adventurer leaders met to talk about ways to improve Adventurer Ministry. Their ideas included:

1. Help Adventurers and VBS be a bridge to each other
2. Encourage and grow Family Networks through intentional programming, worships, family events/outings and more
3. Develop technology/apps specifically for Adventurer Ministry
4. Create a Children’s Ministry Council
5. See Adventurers as an Evangelistic Ministry
6. Interface intentionally with the Community (Rotary, Lions, Ambulance/Fire, VFW)
7. Provide webinar trainings
8. International Fitness Day connection
9. YOUR IDEA HERE...Continue the discussion/list on Facebook. “Like” and join our conversation.

Pathfinders

NEW "AYMT" Pathfinder Staff Training Roll-out

Adventist Youth Ministries Training (AYMT) For Pathfinders is a curriculum of learning designed to provide role specific training for adult Pathfinder club staff members. While it's primary targets are those who have been invested as Master Guides, it also provides structured training for staff who have not yet earned their Master Guide class. The purpose of AYMT is to provide the framework for that life long training. The system is designed to allow flexibility in many areas, and provides opportunities for unions and conferences to develop additional certifications and seminars that meet their specific needs.

Read the details... Download AYMT-PST Overview Program Document

PBE Division Event Reports!

Thirty-eight teams from eight unions and one international team matched their skills of memorization and comprehension at the 2nd Annual Pathfinder Bible Experience Division Event. Twenty-six teams placed first, meaning that they achieved correct answers for 90% of the highest score. An additional... News article/Official Results

Photos Flickr Facebook | Next Year’s Book | NAD News Article | Columbia Union Recorder Article | Mid-America Union Outlook News | North Pacific Union Gleaner Article
Geocaching is SO HARD to Plan for Pathfinders...NOT!?

Geocaching used to require expensive equipment and tons of pre-planning. With the birth of smartphone apps, that is no longer the case! The apps are inexpensive and the time to load a set of nearby caches is well...instantaneous. You might need inspiration from Podcacher. You may simply need to know how to start geocaching. Or, you may wish to earn the honors related to Geocaching – Geocaching, Advanced Geocaching, and Geological Geocaching.

Pathfinder Games & Events

Pathfinder Games & Events provides simple solutions for Pathfinder leaders looking for fun activities for their club. Over 100 games and activities promote good sportsmanship, Bible knowledge, and practical application of Pathfinder skills.

Pathfinder Museum

The Pathfinder Museum, while still a traveling museum, now has an online presence!

Resources

Guide Magazine Stories

Guide Magazine Online offers an inspiring continued story, Anything Can Happen, that also appears in print magazines.

The Adventists 2

Martin Doblmeier, award-winning filmmaker and director, will release a new documentary, THE ADVENTISTS 2, next month. In the film, sequel to the award-winning The Adventists, Doblmeier shares the story of how the Seventh-day Adventist church is changing healthcare in communities around the world. Filmed on location in Haiti, China, the Amazon, Africa, and Peru, THE ADVENTISTS 2 is a collection of six powerful stories that demonstrates the importance of the health message and mission to Seventh-day Adventists, and its commitment to take both to the whole world.

Youtube Trailer

Ministry Openings

Campus Ministry Intern @ Chico State: The Chico SDA church is interested in hiring a campus ministry volunteer to work with students at Chico State University for the fall 2013 - spring 2014 academic year. If you are interested or have a suggestion for someone to work with students and help launch an ACF group at Chico State University email them at: Chico ACF

UC Berkley Campus Ministry Intern: Ron Pickell, lead pastor for the Berkeley SDA church and campus minister for UC Berkeley ACF, is looking for a ministerial intern to share ministry on campus with UC Berkeley students. Position begins August 1, 2013 thru May 31, 2014. For more information go to: BACF Campus Minister

We Welcome...

Angelo Grasso Florida Conference Campus Ministries The Florida Conference recently hired Angelo Grasso as their new chaplain for campus ministries at the University Of Florida, Gainesville campus. Congratulations UF and Florida Conference Youth Ministries Department. Angelo and his family plan on relocating to the Gainesville area sometime this spring. Godspeed and blessings for ACF at UF.
In Closing...

Thank you for being a part of the team that makes ministry happen in the North American Division or around the globe.

Jesus is coming soon. Maranatha!

The NAD Youth/Young Adult Ministry Team

To unsubscribe from our list(s), CLICK HERE.
NEWS 5/20/2013 -- Yesterday Newcastle and Moore Oklahoma was struck by what is being called an F4 tornado. 30 square miles of land were torn apart and many lives have been lost. Hope Adventist Fellowship of Moore, which was spared by a mile and a half, has members who have experienced damage from minor to catastrophic. The church is now becoming a location for supplies and disaster relief and is up and running. It is located at 1426 NE 12th, Street, Moore, OK. 73160. I-35 remains closed to Moore. An easy way to access the church would be from I-240 and Sunnylane, east of I-35. Head south on Sunnylane, turn right on 119th Street. The Church is about a mile down. Pastor Michael Smith (Pastor of Hope Adventist Fellowship of Moore) is coordinating with Stan Buckmaster (Oklahoma Community Services and Disaster Relief) to accept and deliver the needed supplies. Please Do Not self-deploy to the Moore disaster. A security perimeter has been established around the impacted area and you need appropriate credentials to be allowed in. There is a need for nonperishable foods that can be eaten without preparation with electricity, Gatorade, gloves, drugs and supplies for wound treatment. Please DO NOT SEND CLOTHES.

If you are from out of state and wish to help, there are a couple of things you can do. First of all, please pray for all the individuals who are involved in the search and rescue/recovery process. Any donations can be mailed to the Oklahoma Conference, please specify “Oklahoma Disaster Relief” somewhere on your check or money order. Also, our Oklahoma Conference website has been set up for online giving. You can log into www.oklahomaadventist.org. Click on the “Online Giving” button. The website will walk you through the process. Please make sure you clarify “Oklahoma Disaster Relief” when you make the donation.

As stated above, the officials in the City of Moore are asking that volunteers do not just show up. There are group efforts being made to secure the proper credentials in order to be allowed inside the disaster perimeters. For now they are being overwhelmed with volunteers, the need is for supplies. Water, food, blankets, dust masks, gloves, toothpaste/toothbrushes and other necessary toiletries will be greatly appreciated.

Thank you for your prayers. Please continue to keep the families in Newcastle and Moore in your prayers as they seek comfort in this devastation.

Jung-Wook (Apple) Park
Oklahoma Youth Director
Global Youth Day--Church's Largest Social Media Event

March 16's Global Youth Day was the single largest international mobilization of Seventh-day Adventists through social media, said Gilbert Cangy, the world church's Youth Ministries director.

As hundreds of thousands of Adventist youth participated in community outreach, the church's Youth departments worldwide reported their service activities live on Hope Channel in Australia, Germany and the United States.

More than 80,000 youth were connected through the social media – including Facebook and Twitter – and over 4 million people were talking about the initiative on the Internet.

Adventist youth skipped hearing a sermon and mobilized for service to demonstrate practical Christianity.

"It was a historically unifying moment for global Adventist youth," Cangy said. "At the heart of it all, this was not any of our doing; we simply made ourselves available to God as his hands and feet to get His work done. It was so inspiring to see the results."

Hundreds of young people in Spain participated in a flash mob in one of Madrid's biggest shopping centers.

Youth and children get ready for a day of service activities on March 16 in San Pablo City, Philippines. Hundreds of thousands of Adventist youth participated in the community outreach day worldwide.

In England, young people served as missionaries for the day at local nursing homes and hospitals. Another group transformed their church into a shelter for abused women.

Young Adventists in Tanzania responded to an urgent call for blood donations.

In Puerto Rico, young people prayed for motorists on a busy street.

In South Africa, young people made breakfast for law enforcement officers.
And a headline in the **Guyana Times**

"It was so wonderful to see the Youth Ministries department taking leadership in mobilizing the whole church this way," said Daryl Gungadoo, distribution and network engineer for Adventist World Radio Europe and an organizer of the event.

Megan Brauner, social media specialist in the world church's Communication department who assisted with the event, called for more social media integration with church activities and initiatives. "Social media is the perfect vehicle for spreading awareness and showing the results of a global movement in one place," she said. "The more we integrate social media into our projects, the more we'll reap the benefits of quickly communicating with millions of people and receiving immediate feedback.

The next Global Youth Day is scheduled for March 15, 2014.
PLA
Pathfinder Leadership Award

General Conference Youth Department 2003
Introduction

You now hold in your hands Part Two of the most current leadership development program for youth ministry in the Seventh-day Adventist Church. This concept uses the Master Guide as the foundation for junior youth ministry leadership, then builds two levels of continuing education which will help keep youth leaders sharp, up-to-date, and focused on why we are in this business.

Part Two-- Pathfinder Leadership Award (PLA)

Once the Master Guide level has been completed, most leaders feel they “have arrived” and now have the necessary tools to properly guide their youth through the varied programs the church has for its youth. This feeling of adequacy may last a short time or for quite a while, but sooner or later one begins to sense that unnecessary mistakes are being made; that the world continues but somehow “I got left behind.” Also, in many areas of the world there are now in place laws which require continuing education on the part of anyone who works with young people, be they paid employees or volunteers. Generally, this expected continuing education can be in the form of youth-related workshops/seminars to be attended on a periodic basis. There is also a growing group of persons who have put in many years of service to local clubs and are now being asked to share those years of experience and expertise with other clubs as “Area Coordinators” (or other similar titles). It becomes easy for these people to begin living in the past and get out-of-touch with the realities of the present. Getting out-of-touch is even easier for church-paid employees—namely, youth department directors, at all levels from local fields/conferences to the General Conference.

The purpose of this level of continuing education is to 1) continue equipping people for a sharper Pathfinder ministry and 2) enable those who are finding themselves removed from reality to keep pace. Again, there is a refocus on personal spiritual growth, which must be a never-ending upward path. There are also several seminars of advanced-level leadership development and opportunity for practical application of lessons learned.

Part One-- Master Guide

This continues to be the highest level of leadership within the Adventurer/Pathfinder programs of the church. It focuses on one’s personal spiritual life and growth first and foremost. General leadership skills are then woven into the sharpening of those skills which are specifically geared to leading youth in God-ordained areas of development: understanding God’s world of nature, outreach ministry, service to others, and a life-style which denotes healthy living.

As one church leader of the past simply put it: “You can’t teach what you don’t know, and you can’t lead where you won’t go.” As leaders we must not be good at only spouting theory if we expect to see success with our youth ministry; we must live what we preach and demonstrate.

Part Three-- Advanced Pathfinder Leadership Award (APLA) (Pathfinder Instructor Award– PIA)

This level is heavy on training the trainers—Area Coordinators and others who will be
involved in helping local club leadership be as focused and sharp as possible. Persons who attempt this level must be approved by the local conference youth department, which would imply that these persons are already living exemplary Seventh-day Adventist Christian lives. They qualify as true role models in their daily living, in leadership, and in all Pathfinder-related skills. The skills learned during this level of continuing education will enable the candidate to clearly present the very best of knowledge in the very best of ways so that club leadership will gain the maximum benefit – implying, therefore, that the children receiving the actual development process might truly become the very best youth in the world. It should be true, indeed, at every investiture that “these symbols presented represent the very highest ideals of the church for its youth.”

Parts One and Three are available from the same source you obtained this manual. So, now, welcome to the Pathfinder Leadership Award. Enjoy the avenues of continued learning and discovery ahead, and may God bless you as you continue your ministry to God’s children.

General Conference Youth Department, 2003
Pathfinder Leadership Award

I. Prerequisites

1. Be a Master Guide. 6
2. Have completed a Pathfinder Basic Staff Training Course within the past three years. 6
3. Be an active Pathfinder staff member. 6
4. Be an active Pathfinder Class and/or Honor curriculum instructor. 6

II. Personal Growth

1. Complete a Bible Year plan or the Encounter Series II, *Christ the Church.* 6
2. Read a book on self-esteem, adolescent development or interpersonal relationships. 6
3. Select and develop a new personal skill useful to Pathfinder ministry through reading, listening to tapes, attending a class or joining a specialized organization. 7
4. Hold a current Red Cross CPR certificate or its equivalent. 7

III. Skills Development

1. Increase your Pathfindering skills by attending the following scheduled minimum hours for each seminar as sponsored by the conference Pathfinder Ministries personnel. 7
   A. Administration and Human Relations........................8 hours 7
      1. Team Building ...............................................(3 hours) 7
         a. Goal setting 7
         b. Planning process 9
         c. Motivating volunteers 12
      2. Personal Improvement .................................(2 hours) 14
         a. Know your temperament 14
         b. Finding your purpose 19
         c. Conflict resolution 20
      3. Development of Faith in Pathfinder Growth ...(1 hour) 26
         a. Preadolescent and adolescent growth patterns 26
         b. What makes adolescents tick 28
         c. Discipleship through mentoring 29
      4. Discipline .................................................(1 hour) 32
         a. Understanding discipline 32
         b. Effective discipline 33
         c. Christian discipline 36
      5. Current Issues .............................................(1 hour) 39
(Family violence, AIDS, child abuse, violence prevention, teen drug use, tobacco and your heart, alcohol, etc.)

B. Camp Planning and Programming ..............................4 hours
   1. Introduction to Camping–purpose, objectives, planning process 42
   2. Hiking, backpacking, other forms of camping 44
   3. Campsite– arrangement, environmental impact, sanitation 48
   4. Fires, first aid kits, safety, rescue 49
   5. Cooking, menus, equipment, edible plants 50
   6. Wilderness techniques and survival 50
   7. Orienteering 52
   8. Sabbath schedule and activities 54
   9. Cold weather camping 55

C. Pathfinder and Community Ministry ..........................3 hours
   1. What is Pathfinder Ministry? 61
   2. Pathfinder Class curriculum applied to ministry 64
   3. Service Learning 68

D. Resource Materials .................................................2 hours

E. Pathfinder Drill and Ceremonies .................................2 hours
   1. Commands
   2. Individual drill
   3. Basic club drill
   4. Club guidon drill
   5. Flag customs and procedures
   6. Program ceremonies
   7. Club inspections
   8. Advanced drill

F. Outdoor Education ....................................................3 hours
   1. Concepts of outdoor education 72
   2. Nature awareness 73
   3. Spiritual applications of nature 73

G. Recreation ............................................................2 hours
   1. Philosophy of recreation 75
   2. Types and guidelines for Christian recreation 78
   3. New games and sports 80

2. During your involvement as a staff member in the local Pathfinder Club (prerequisite I.-3.), select any two areas listed above under requirement II.-1. and demonstrate the skills learned through application to specific projects, events, or situations in the Pathfinder Club.

Requirement Completion Control 80
Pathfinder Leadership Award Curriculum Resource

This course is designed as a continuing education unit for Pathfinder staff who have completed the Master Guide and are actively involved in Pathfinder Club leadership. The emphasis is on in-service skills training and experimenting with creative approaches to instruction which will enable the local club to meet the objectives of Pathfinder Ministry.

I. PREREQUISITES

1. Be a Master Guide.
   The Master Guide is the foundation for all formal youth ministry in the church; therefore, it is expected that all who wish to be well-prepared to meet the needs of a local Pathfinder Club will have completed this foundation prior to continuing their training.

2. Have completed a Pathfinder Basic Staff Training Course within the past three years.
   The participant must have a working knowledge of the basis and mechanics of Pathfinder Ministry. If the Master Guide class was obtained too long ago and the participant has not maintained an active current involvement with a local Pathfinder Club, then time should be spent in refresher study.

3. Be an active Pathfinder staff member.
   It goes without saying that this level of study is for Pathfinder Ministry; therefore, all participants must be active in local club leadership in any staff capacity as recognized by the local club director or local church board.

4. Be an active Pathfinder Class and/or Honor curriculum instructor.
   Because of the nature of Pathfinder Club curriculum, it is assumed that regardless of the staff title a participant may hold, one of the items in their job description, at least during the pursuit of this course of study, will include curriculum instructorship. This will also apply to persons who may not be directly involved with a local club due to function on a wider scope, such as Area Coordinator, Conference Director, etc.

II. PERSONAL GROWTH

1. Complete a Bible Year plan or the Encounter Series II, Christ the Church.
   Consult your Conference/Field Youth Department for availability of leaflets which may be used to check off one’s reading progress. It has been said also that reading for 15-20 minutes per day at average speed will complete the Bible in one year. This second stage of the Encounter series covers the New Testament letters and the books Acts of the Apostles and Great Controversy by Ellen White. It is available from your Conference/Field Youth Department. (See page 93 of this manual)

2. Read a book on self-esteem, adolescent development, or interpersonal relationships.
   There are numerous books available from several very good authors. We mention only a few
here: Norman Wright, Nancy Van Pelt, James Dobson, etc. (See also page 99.

3. **Select and develop a new personal skill useful to Pathfinder ministry through reading, listening to tapes, attending a class, or joining a specialized organization.**

The skills to be developed under this requirement are those which fall under the category of personal hobby skills which have been, so far, unfamiliar to you rather than those which would translate into direct leadership rolls listed under the next Section III. Someone might select an adventure in a particular ethnic cooking class or a recreational pursuit from a wish list but never tried or a manual skill so far undeveloped, etc. The idea is to expand our own horizons beyond our current status. Venture into the unknown and rekindle that spirit of adventure in ourselves that we are wishing to instill in our Pathfinders.

4. **Hold a current Red Cross CPR certificate or its equivalent.**

Most countries have a Red Cross, St. John’s Ambulance, or other similar program of emergency training. Any one of these which relate to cardio-pulmonary resuscitation (CPR) qualify.

### III. SKILLS DEVELOPMENT

1. **Increase your Pathfindering skills by attending the following scheduled minimum hours for each seminar as sponsored by the conference/field Pathfinder ministries personnel.**

   **A. Administration and Human Relations.........................8 hours**
   **1. Team Building .........................................................(3 hours)**
   **a. Goal setting ...............................................................(3 hours)**

   Goal setting helps leaders to uncover their wants, needs, and desires for their future personal or business accomplishments. They may want to learn a foreign language so they can travel to different parts of the world and experience new cultures. Possible goal “seeds” would be to learn the French language, travel to a French-speaking country and experience their culture. This type of goal is innovative—nice to do. The basic objective would be self-improvement.

   **Writing Goal Statements:**
   A well-defined goal statement is the foundation of goal achievement. The goal is only as good as its statement of intention on how to:
   - Fulfill responsibilities
   - Solve a problem
   - Be creative and innovative
   - Have a better Pathfinder ministry or personal life

   A goal statement formalizes:
   - What is to be accomplished
   - Who will be involved
   - When the activity will be completed
   - How much cost and resources will be used
Deadlines for goals must leave no room for interpretation.

SMART goal statements are:
- Specific
- Measurable
- Action-oriented
- Realistic
- Time- and Resource- constrained

➤ Specific— means “detailed, particular, or focused.” A goal is specific when everyone knows exactly what is to be achieved and accomplished. Being specific means spelling out the details of the goal.
  
  Example:
  “Increase Pathfinder membership” is too general for a goal statement because it does not provide any specific information about what is to be accomplished or how to reach the goal.
  
  To be more specific, a goal statement should say something like:
  “Increase Pathfinder Club membership by 30% this Pathfinder year with a membership drive once per calendar quarter.”

➤ Measurable— goals are quantifiable. A measurable goal provides a standard for comparison, a means to an end, a specific result; it is limiting. A goal must have a method for determining when the goal is reached. Doing something “better, more accurately, or precisely” does not provide the measurement necessary to determine goal achievement; these kinds of words are too ambiguous to measure outcome.

➤ Action-oriented— means that the goal statements indicate an activity, a performance, an operation, or something that produces results. Some sample action verbs which describe the type of activity to be performed include: evaluate, increase, investigate, appraise, inform, restrict, etc.

➤ Realistic— goals must be practical, achievable, and possible. Goals must motivate people to an “I can do it” attitude. They should require a “stretch” that reaches beyond that which is easily attained and becomes more of a challenge. There should be a balance between effort required to achieve and probability of success.

➤ Time- and Resource- Constrained— means scheduled. Goals must include specific deadlines and, if necessary, “mile markers” along the way. Also, if time and money are no object, any goal may be reached, so what other restraints are there involved? These must be spelled out. Often Goal Action Forms are used. See sample below:

Goal Action Form

1. Goal __________________________________________

2. Rationale for Goal ________________________________
3. Action Plan (steps, procedures, requirements)
   a. ____________________________________________________________________
   b. ____________________________________________________________________
   c. ____________________________________________________________________

4. Projected Results (success indicators)
   a. Immediate ____________________________________________________________________
   b. Long-term ____________________________________________________________________

5. Obstacles/Constraints ____________________________________________________________________
   ____________________________________________________________________

6. Cost (money, personnel time, equipment) ____________________________________________________________________

7. Person Responsible ____________________________________________________________________

8. Completion Date ____________________________________________________________________

**b. Planning process**

Planning is a rational, systematic method of decision-making and problem-solving. It combines your experience, knowledge, and skills with realistic assessments of where you are and where you’d like to be. The entire process can be summarized in these eight steps:

1) Assessment
   · You get an uneasy feeling about where you are heading or doing.
   · You decide you want to do better than you’re doing right now.
   · You see where you are, recognize a need to do things better.

2) Commitment
   · You make up your mind that you’re going to do something about a change and set your sights on doing it.

3) Investigation
   · You collect necessary data.
   · You study every aspect of the program, including success and failure.
   · Make a list of skills and handicaps.
   · Examine relationships between team members.
   · How much flexibility do you have in trial and error.
   · What kind of risks are you willing to take or are allowed.

4) Decision
   · You get a premonition of what you think will happen or develop.
   · Use intuition and come up with a number of alternate choices of what you want to do and when.

5) Organization
· Select the goals best suited to your needs.
· Select a planning strategy best suited to getting you where you want to go.
· Set priorities, establish timetables, decide evaluation process.
· Choose the definite course of action.

6) Preparation
· Gather up everything you need to carry out your plan of action (including material in this book).
· Fine-tune your plan and prepare for unforeseen circumstances.

7) Implementation
· Carry out a series of well-defined tasks, pausing on occasion to measure performance.
· Stop when you run into a problem and shift into “plan B” as efficiently as possible.

8) Achievement
· You reach your current desired goal and begin process on next.

⇒ The Benefits of Planning
· Gives Direction– Planning stimulates you to think about the promise of the future rather than the failures of the past.
· Coordinates– Planning ties all your efforts and aspirations together in a simple, easily-understood, well-balanced program.
· Provides Standards– Planning helps you size up your performance, measure your progress, and figure out how well you’re doing.
· Clarifies– Planning helps you figure out what you really want out of life by cutting through all the needless gobblygook that clutters up your mind.
· Prepares– Planning gives you the tools you need to deal with sudden and unexpected problems that can hit you at any time and from any position.
· Reveals– Planning gives you a clear picture of how different tasks and activities interact to ensure success in your overall quest.
· Stimulates– Planning leads you onward and upward by providing the stimulation you need to avoid dead-ends and blind alleys in your work, creativity, and personal relationships.

⇒ Dangers in Planning
· Loss of Spontaneity– Spontaneity comes with flexibility. It means taking advantage of spur-of-the-moment opportunities as soon as they happen. You can’t plan to be spontaneous– that’s a contradiction in terms. But you can plan to be flexible, and that’s the key. If your planning strategies are flexible, you’ll gain spontaneity, encounter a wealth of opportunities, and have an open road in your drive to success.
· Too Much Faith in the Process– If you put too much faith in how you’re going to carry out your plans, you may be afraid to break out and try something new. Your single-mindedness will keep you from seeing obstacles and alternatives that could affect your chances for success. Instead of moving ahead, you’ll pull up short and your plans will come to a grinding halt.
· Lack of Growth– If you don’t grow, you’ll stagnate and never get off square one. In order to grow, you need the excitement and stimulation of new ideas, new
knowledge, and new methods. So no matter how good you think your plans are when you first start out, you should still allow for motivation and improvement along the way as new concepts germinate and begin to bear fruit.

- Psychological Distress— Undisciplined planning can result in shortsightedness, a lack of creativity, and an inability to innovate, leaving you as frustrated and unhappy as having no plans at all. Disciplined planning can remove the stress and make your journey a pleasant one.

- Hang-up on Methods— How it’s done becomes more important than whether it’s done; then methods, techniques, and procedures will gradually take over the entire goal-seeking process, and your dreams for the future will fade like a summer romance.

Key Ingredients for Successful Planning

- Curiosity— Good planners take time to figure out why things are as they seem to be. They look ahead and try to gauge their chances for success against the unknown.
- Creativity— Good planners look for new ideas, strategies, and ways of applying old ideas to current issues. Are you creative?
- Competitiveness— Good planners enjoy intellectual competition and are skilled at verbal give-and-take. They look for strengths and weaknesses in other people’s ideas and test contradictory positions against their own. Are you competitive?
- Practicality— Good planners are realistic, enthusiastic, and very pragmatic about their chances for success. They know what can be done, how fast it can be completed, and what they have to do to finish it. Are you practical?
- Confidence— Good planners can cope with criticism and rejection from any quarter. Logic and reason help them persevere no matter what the odds. Are you confident?
- Wisdom— Good planners keep up with developments in all fields of knowledge, especially those that affect their goals and objectives. Do you try to learn something new every day?
- Persistence— Good planners are so committed to their well-tuned plans that they’re able to overcome just about any obstacle or threat that stands in their way. Do you keep going when the going gets tough? “When the giving gets tougher, the tougher keeps on giving.”

Here, then, is a summary for the process of Pathfinder Programming:

1. Planning
   - Set your priorities
   - Commit your staff
   - Formulate your goals and objectives
   - Get your budget
   - Delineate your plans and programs

2. Execution
   - Keep things organized
   - Lead and motivate
   - Train staff
   - Communicate

3. Evaluation
   - Evaluate your program
   - Evaluate with staff
Evaluate with Pathfinders
Evaluate with conference Pathfinder leadership

One more note: Determine Pathfinder Priorities. If you’re feeling a bit overwhelmed by the number of activities and tasks on your schedule, stop and prioritize. Analyze each item and decide whether it’s really important. What are your goals? What is most important in reaching those goals?

c. Motivating volunteers

Motivation is everybody’s problem. It doesn’t matter what we do or where we fall in the pecking order; we still have a need—a critical need—to motivate others. Perhaps 99% of everything we do is habit. Much of the motivation process involves changing someone’s habits. Key to that is substitution of a better habit pattern:

😊 To get out of a rut, provide a better path. If you want people to change, show them a better way...BUT you need to do more than just provide a better alternative (to your way of thinking), you need to show them that it’s better. People are usually quite comfortable with their established patterns, so when you try to make changes, they need to see that the new approach will be even better for them.

😊 Minimax. It means minimize weaknesses and maximize strengths. If you spend a lot of time correcting weaknesses, you may waste a lot of time. Find a person’s strengths, focus on them, build on them, and help the person to do even better in those areas they are already good in. This leads to understanding temperaments, which will be dealt with in the next requirement.

Frederick Herzberg, a behavioral scientist, arrived at two conclusions—factors that most influence people’s opinions regarding their work. These do not include money, security, cheery atmosphere, or other issues one would think would be involved. He called them motivation and maintenance. They are absolutely necessary but not directly linked.

Motivation Factors— Motivation factors will satisfy and motivate personnel. Though their absence may not cause dissatisfaction, a decrease of motivation will occur:

- Achievement: The person needs to feel that he has accomplished something.
- Recognition: The person needs to feel that his achievement has been noticed.
- Interesting Duties: The person needs to feel interest in the work itself.
- Responsibility: The person needs to feel that he is responsible for himself and his work. Responsibility for new tasks and duties is also important.
- Growth Opportunity: The person needs to feel that he/she has the potential to grow within the organization.

Maintenance Factors— These keep staff on the job. They are less inclined to “jump ship” on you. The presence of these factors causes satisfaction; their absence causes dissatisfaction. Their presence or absence, however, has little direct impact on motivation.

- Supervision: The person feels that the manager is willing to teach and delegate responsibility.
- Administration: The person feels that management has good communication. They also feel good about policies and procedures.
<table>
<thead>
<tr>
<th>Working Conditions</th>
<th>The person feels good about the physical conditions at work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-relations</td>
<td>There is a feel-good attitude with peers, subordinates, and superiors.</td>
</tr>
<tr>
<td>Status</td>
<td>The person feels that his job has status and rank. Within the framework of servant leadership, some find this difficult to achieve at a level beyond a superficial verbal recognition.</td>
</tr>
<tr>
<td>Remuneration</td>
<td>Money is not the only (obviously) remuneration possible. With volunteers, one must always develop other forms which will allow a feeling of adequate compensation for work.</td>
</tr>
<tr>
<td>Personal Life</td>
<td>The person feels that the assignment (hours, etc.) enhances the personal life and does not adversely affect it.</td>
</tr>
</tbody>
</table>

The core of motivation is meeting needs. If a person’s needs are being met, he’s totally satisfied with his situation and isn’t open to any kind of change. The satisfied person is generally self-motivated– but if he’s self-motivated, he’ll be pretty hard to motivate! But who in the world is totally satisfied? Probably no one. It is our challenge to find those unmet needs and use them to motivate.

Consider your Pathfinder staff, the Pathfinders, and their parents. What needs do they have that you (Pathfindering) can help fulfill? Human needs fit into several categories:

- **Physiological Needs**– When even one physiological need is unmet, it begins to dominate a person’s thoughts and actions. (i.e., A manager has a hard time motivating people who are hungry until the hunger is satisfied.)
- **Safety Needs**– Even the most “macho guy” has an aversion to personal harm. (i.e., If a person who has a fear of heights has to work on scaffolding, don’t expect high productivity!)
- **Belonging Needs**– Everyone needs to feel loved and accepted. We all want to feel part of the group. Grouping is a social instinct crossing all ages but is especially strong during the Pathfinder age-frame. One psychiatrist stated, “Loneliness is perhaps the most unbearable of all human emotions.”
- **Control Needs**– Control enables us to make sense of our existence and to make order of things. People seek an understanding of God and religion for this reason. They seek knowledge and competence. The development of habits stems from the desire for order. Control can also be seen in people’s search for their niche in life. The niche represents order, competence, and control over portions of his life.
- **Individual Needs**– We all need to be recognized as unique individuals. People, especially the young, will at times do something quite ludicrous in an effort to establish their uniqueness– to “be some one recognized.”
- **Potential Needs**– No matter how far we rise, there’s always another step we can take. Progress is a journey, not a destination. We all need to progress and develop; it’s called *self-actualization*. We are told that “higher than the highest human thought can reach is God’s ideal for His children...He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work.” *(Ed 18,19)*
- **Change Needs**– Without change we would stagnate and decay. Those who spend
their lives building a completely safe and stable environment end up building a prison for themselves. We need new experiences; we need movement emotionally, socially, and intellectually.

- **Freedom Needs**—We need to feel that we have flexibility and choices. Even small children need opportunity for choices and some control of their lives. If the will is not exercised, the soul will atrophy and weaken. The personality becomes unbalanced, and unmet needs for freedom and control dominate until the situation is rectified.

**Who Motivates the Motivator??**

It is our role to motivate others, but who or what motivates us? The farther “up the ladder” one goes, the fewer people there are around to motivate us. Two things can happen: we fall into the “Peter Principle” and find ourselves floundering over our heads, or we motivate ourselves to succeed. The first spells failure. The second— if we become self-motivated in the truest sense of the word, we can do anything we want to do. At that point we can most effectively motivate others.

**2. Personal Improvement ........................................(2 hours)**

*a. Know your temperament*

This first section is based on the material titled *Understanding Your Temperament* by Peter Blitchington and Robert Cruise at Andrews University. The booklet, test, and scoring sheet package may be obtained from the University, from Advent Source, or from your Family Life Service at your local conference or field. This test and concept is based on research done with over 4,500 people as well as extensive usage and piloting in many different countries. It is one of the few (and perhaps the most popular) scientifically validated four-temperament tests in existence.

There are many uses for a test of temperament such as this one. Temperament influences practically every aspect of your life, from vocation selection to interpersonal relationships; from the knowing the best way to raise your children to spiritual growth; you will find this information beneficial.

As part of this seminar, it would be very beneficial to take the time and take the test. For that, the above-mentioned materials will be necessary. The following four pages are a summary of the four temperaments, which may be reviewed after having taken the test and understanding what is meant by the four temperament terms:

Notes:
CHOLERIC

**Emotions**

**Strengths**
- Confident and strong to make decisions
- Strong-willed and self-determined
- Optimistic
- Self-sufficient
- Fearless and bold
- Unsympathetic and harsh
- Impetuous
- Disgusted by tears

**Weaknesses**
- Anger problem which may become violent
- Highly opinionated
- Insensitive to needs of others
- Unemotional and cold
- Little appreciation for aesthetics

**Relationship to Others**

**Strengths**
- Does not expect anyone else to do something she/he can’t do
- Not easily discouraged
- Strong leader
- Good judge of people
- Motivator of others
- Exhorter
- Never daunted by circumstances
- Haughty and domineering

**Weaknesses**
- Lack of compassion
- Makes decisions for others
- Can be cruel, blunt, and sarcastic
- Tends to dominate a group
- Arrogant and bossy
- Uses people for own benefit
- Unforgiving and revengeful
- Prone to bigotry

**Activities**

**Strengths**
- Good organizer and promoter
- Decisive; intuitive ability to make decisions
- Quick and bold in emergencies
- Keen, quick mind
- Great capacity for action
- Does not vacillate
- Very practical
- Stimulates others to activity
- Thrives on opposition
- Sets goals and reaches them

**Weaknesses**
- Overly self-confident
- Crafty
- Prejudiced
- Opinionated
- Bored by details
- Non-analytical
- Forces others to agree to plan of work
- Tiresome and hard to please
- Only time for own plans and projects

**Occupation and Hobbies**
- Manager/Leader
- Producer
- Builder/Organizer
- Promoter
- Educator
- Executive
- Crusader

**Greatest Needs**
- To become sensitive to the needs of others
- To confess angry spirit and seek forgiveness of God and others
- To be forgiving and tolerant of others
- To develop inner strength and beauty by quiet hours spent reading the Bible and praying
MELANCHOLIC

Emotions

**Strengths**
- Loves music and art
- Rich, sensitive nature
- Analytical ability
- Emotionally responsive
- Deep, reflective thinker
- Gets depressed
- Proud

**Weaknesses**
- Moody and gloomy
- Pessimistic, frequently negative
- Likes to suffer; martyr
- Hypochondriac
- Introspective to the point of being harmful

Relationship to Others

**Strengths**
- Dependable friend
- Self-sacrificing friend
- Makes friends cautiously
- Deep feelings for friends
- Suspicious of others
- Can erupt into violent anger after prolonged animosity
- Often deeply hurt by others
- Will carry a grudge and be revengeful
- Dislikes those in opposition
- Hard to get along with

**Weaknesses**
- Critical of others’ imperfections
- Searches for perfection and judges everything according to own ideas
- Fearful of what others think

Activities

**Strengths**
- Strong perfectionist tendencies
- Likes detail and analytical work
- Self-disciplined; finishes what she/he undertakes
- Fitted for creative, intellectual work
- Conscientious and thorough
- Gifted; genius-prone
- Knows own limitations

**Weaknesses**
- Indecisive
- Theoretical and impractical
- Tires easily
- Hesitant to start a new project
- Too much analysis; leads to discouragement
- Life work must demand the greatest in sacrifice, self-denial and service
- Gets moody over creations

Occupation and Hobbies

- Professor
- Inventor
- Physician/Nurse
- Musician/Artist
- Seamstress
- Accountant
- Beautician
- Interior Decorator
- Author/Poet

Greatest Needs

- To overcome critical spirit
- To be delivered from self-absorption
- To develop a thanksgiving spirit
- To become occupied in loving service for others, thus forgetting self
- To live a balanced life that includes adequate rest, exercise and a good diet
- To consistently spend time in study, meditation and prayer
PHLEGMATIC

Emotions

* Strengths * Weaknesses
- Calm and dependable  - Lacks confidence in self
- Good-natured and easy to get along with  - Pessimistic and fearful
- Kindhearted  - Worrier
- Peace-loving  - Rarely laughs aloud
- Cheerful and pleasant even if doesn’t have much to say  - Passive and indifferent
- Self-righteous  - Compromising

Relationship to Others

* Strengths * Weaknesses
- Pleasant to be with  - Doesn’t allow self to get involved
- Has many friends  - Selfish and stingy
- Dry, witty sense of humor  - Studies people with indifference
- Softening and conciliating effect upon others  - Unenthusiastic
- Constant and faithful  - Stubborn
- Diplomatic and peacemaker  - Indifferent about others
- Good listener  - Teases others who annoy him/her
- Faithful friend  - Not too openly cordial
- Gives advice only when asked  - Attitude of superiority

Activities

* Strengths * Weaknesses
- Works well under pressure  - Calm, serene, uninvolved spectator in life
- Practical, easy way of working  - Slow and lazy
- Conservative  - Reluctant leader
- Neat and proficient  - Lack of motivation
- Plans work before beginning  - Indecisive
- Stabilizing influence  - Overprotects self from involvement
- Dependable worker  - Discourages others
- Opposes change of any kind  - Opposes others

Occupation and Hobbies:

- Accountant
- Technician
- Diplomat
- Elementary Education Teacher
- Social worker
- Counselor
- Crafts
- Administrator
- Secretary
- Good parent

Greatest Needs:

- To overcome passivity and become involved
- To learn to give of self to others
- To recognize fearfulness as a problem and learn to trust God with concerns
SANGUINE

**Emotions**

**Strengths**
- Warm and lively
- Charismatic
- Talkative, never at a loss for words
- Carefree, never worries about the future or frets about the past
- Great storyteller
- Lives in the present
- Conversation has an infectious quality
- Unusual capacity for enjoyment
- Comes on too strong

**Weaknesses**
- Cries easily
- Emotionally unpredictable
- Restless
- Spontaneous anger
- Exaggerates the truth
- Appears phony
- Lacks self-control
- Emotional decisions; impulsive buyer
- Naive and childlike

**Relationship to Others**

**Strengths**
- Makes friends easily
- Responsive to people
- Enjoyable and optimistic
- Always friendly and smiling at others
- Easy to apologize
- Tender and sympathetic
- Shares other people’s joys and sorrows
- Forgets promises and obligations

**Weaknesses**
- Dominates conversation
- Not attentive
- Weak-willed and little conviction
- Seeks credit and approval
- Enjoys people and then forgets them
- Makes excuses for negligence
- Talks too often about self

**Activities**

**Strengths**
- Makes good first impressions
- Not bored because living in the present
- Gifted in caring for the sick
- Easily engages in new plans or projects
- Breeds enthusiasm
- Many unfinished projects
- Easily distracted
- Falls short of goal

**Weaknesses**
- Completely disorganized
- Undependable, late
- Undisciplined
- Wastes time talking when should be working

**Occupation and Hobbies**
- Public speaker
- Actor or actress
- Courtroom lawyer
- Salesperson
- Preacher
- Athletic director
- Receptionist
- Visiting and caring for the sick
- Volunteer work
- Hospitality

**Greatest Needs**
- To be more reliable and dependable
- To develop a greater self-disciplined life
- To cultivate genuine humility
- To think before speaking
b. Finding your purpose

Definition of purpose: “Something that one sets before himself as an object to be obtained, an end or aim to be kept in view.” – Webster

Mission, values, calling, meaning, passion– these are words that describe the human need to identify and express our purpose. Finding a purpose is a spiritual quest– using God-given talents to serve people. It represents your ability to connect with something greater than yourself.

➡️ What is purpose?⬅

Every once in while you meet people whose work is inspired. They exude enthusiasm. They appear to care genuinely about what they are doing, the people with whom they work, and the people they serve. They express a joy that seems to come from deep within; it is not forced or superficial.

Who are these people? They can be anyone– a parent, teacher, executive, mechanic, secretary, or Pathfinder staff person– it doesn’t matter. What matters is that they do what they do in a manner that is special, above the norm.

Job satisfaction and fulfillment come from the heart and emotions of the individual. In other words, two Pathfinder staff people can do the same job, have the same level of expertise, yet one has an assignment while the other impacts other people’s lives. One feels stressed out, while the other feels excited, energized, and challenged. The difference between them is that one staff member is fulfilling his/her purpose, while the other is not.

➡️ Is your present Pathfinder assignment your purpose?⬅

Answer the following questions to find out.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐</td>
<td>1. Do you love what you are doing?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>2. Do you find it easy to go to your Pathfinder Club meeting?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>3. Does your Pathfinder assignment and leisure sometimes seem the same?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>4. Do you feel things are all right in your Pathfinder life?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>5. At times when you feel frustrated or irritated with a particular aspect of your Pathfinder assignment, do you maintain a deep feeling that what you’re doing is still right?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>6. Do you feel that there’s nothing else you’d rather be doing?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>7. Do you feel a peace in your life?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>8. Do you trust that things will work out for you?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>9. Do you have a positive attitude?</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>10. Does your Pathfinder assignment energize you?</td>
</tr>
</tbody>
</table>

The more yes’s you can answer above, the more likely Pathfindering has become your purpose– and all those other good words listed in the introduction. (Warning: Some people might even think you have a terminal disease.)

What does this expression mean to you? “Don’t be so greedy for the fruit that you miss the flowers.”

Goal attainment can be shallow because it is the process of accomplishment that gives life meaning. It is the striving, searching, seeking, and yearning that is the thrill. It is not arriving. A
goal simply sets the direction.

If you focus exclusively on goals, on those occasions when you do reach them, you probably won’t take time to savor your accomplishments. Instead, you’ll rush on to the next Pathfinder project. Do you celebrate your achievement?

Notes and remarks:

c. Conflict resolution

Conflict is inevitable! There is a passionate pull inherent in the relationships of life. Humankind always struggles with conflict. Wars have been fought with little lasting effect; the business world is full of conflict and related stress on a daily basis; good people leave the church because of it. This ever-present conflict topic demands our attention.

Map-makers of old labeled unknown territories as the place where dragons existed. Psychological security is gained when we name our fears. We need a way to diffuse our fear of conflict. Therefore, our first stop toward effectively managing conflict is to name the territory. The Chinese symbol for conflict comes from two ideas: “danger” and “opportunity.” This symbol provides an excellent label for conflict and removes it from the unknown. Conflict, lone, is neither positive nor negative, and conflict resolution can move in either direction. It does not always mean impending disaster, but includes opportunity. The territory is manageable!

Myths about Conflict

Myths arise when we lack understanding. They cause us to operate under biased perspectives. Here are just a few common myths:

Myth #1: The presence of conflict is the sign of a poor manager. This myth plays on both low self-esteem and pulls a manager into a cycle of worry. The fact is, conflict happens! An effective manager anticipates conflict when possible, deals with it immediately, and enjoys its absence whenever possible. Relationships are too diverse to effectively judge a manager based on the presence or absence of conflict. You will be judged by what you do with conflict, not by the presence of it.

Myth #2: Conflict is a sign of low concern for the organization. This implies that people expend enormous amounts of time and energy on things that don’t matter. Generally, people defend and protect those areas where deep concern exists, so conflict indicates genuine concern. Conflict serves as a tool for identifying your underlying values.

Myth #3: Anger is negative and destructive. This myth ignores anger as an emotion. The energy needed to move in a positive direction comes from the emotions generated by those who care enough to get involved. While anger is very close to danger (notice the spelling in English of the two words), it can also lead to satisfaction when dealt with appropriately.

Myth #4: If left alone, conflict will take care of itself. This is a half-truth. Avoiding conflict is one way to deal with it, but it is not the only way. Conflict intensity varies. Left unchecked, conflict can escalate as easily as dissipate.

Myth #5: Conflict must be resolved. This myth stifles creativity, causing the manager to
become solutions-oriented. Some conflict is best managed by endurance, while other events require multiple solutions. Quick movement toward resolution can limit success.

This excessive focus on a solution can be counter-productive. Single-focused thinking that sometimes happens when we believe we must find a solution can cause a loss of perspective. Failure to see the big picture while coping with a particular problem, even a major one, can become a major pitfall during conflict.

Competent people often become ineffective during conflict, held captive by the power of the myths listed above. The goal is to explore the territory known as conflict, name it, and weaken the control of exaggerated emotions (myths) that surround it. *We are now ready to take the next step in conflict management: assessment.*

Managing conflict effectively happens when you develop and implement a deliberate conflict strategy. There are three distinct stages of conflict. Picture conflict as a series of events that can be managed. If the conflict is identified early and deliberate steps are taken to modify events and manage the emotions, almost any conflict can become a source of opportunity. Left unchecked, conflict is dangerous to you, your staff, and your club.

Three stages of conflict:
- Stage One: Daily Events
- Stage Two: Challenges
- Stage Three: Battles

Stage One conflict is least threatening and easiest to manage. As conflict escalates to stages two and three, it becomes more difficult to manage and the potential for harm increases.

Conflict moves between stages, but not necessarily in a linear pattern. A Stage One conflict in the morning can become a Stage Three by afternoon. Conversely, a Stage Three may dissipate quite unexpectedly. Given this fickle nature, the following list of characteristics might provide some additional insight:

**Characteristics of Conflict**

1. As conflict escalates concern for self increases.
2. The desire to win increases with a rise in self-interest. Saving face takes on increased importance at higher levels of conflict.
3. Nice people can become harmful to others as conflict increases.
4. Conflict management strategies that work at low levels of conflict are often ineffective, and at times are counter-productive at higher levels of conflict.
5. Conflict may skip levels.
6. People are likely to be at different individual levels during conflict, but an overall organizational level of conflict can be identified.

**Stages of Conflict– an analysis**

**STAGE ONE**

**Characteristics**

This stage is characterized by day-to-day irritations which can often be ignored, sometimes indefinitely. But an irritation can become a problem. Most individuals employ coping strategies
unconsciously, but coping strategies, like tolerating annoying behavior, are most effective when they are deliberate rather than unconscious. The variable that causes irritation to become a problem is people. Differing personalities, coping mechanisms, ever-changing life events, all make it impossible to predict when an individual has had enough. Conflict at this level is real, although low in intensity. When people work together, differences exist in goals, values, and individual needs. Individuals are usually willing to work toward a solution during Stage One conflict, often with a sense of optimism that things can be worked out. Communication is usually clear, specific, and oriented to the present because the people and the problem are not intertwined as they are in more intense conflict.

**Ways to handle**

1) Avoidance is one effective coping strategy for day-to-day irritations. The deliberate coping strategy of avoidance happens when you determine there is neither time nor motivation to alter the idiosyncrasies of another. At this stage, a “live and let live” attitude works well.

2) Listening and participation are essential at this level. Initiate a process that examines both sides. Can a framework be built that encourages understanding of one another?

3) Ask if the reaction is proportional to the situation. Is either party carrying residual emotions from another event?

4) Identify points of agreement and work from those points first, then identify the points of disagreement. Is it possible to leap the hurdle by seeing the whole picture?

**STAGE TWO**

**Characteristics**

Conflict takes on the element of competition at this stage, typified by a “win-lose” attitude. Losses seem greater at this stage because people are tied to the problems. A “cover your hind-end” attitude can also be observed. People keep track of verbal victories and record mistakes; imaginary scores are tallied. Volunteer organizations (read here: Pathfinder clubs) have difficulty managing conflict at Stage Two because it is easier to walk away rather than maintain the commitment necessary to manage conflict.

Because the conflict is more complex at this stage, problems can no longer be managed with coping strategies–people are the problem. Discussion of issues proves futile because people and the problem have become so entangled. You begin to hear generalizations such as the phantom “they” and “everyone,” “always” or “never.” Persons involved are less likely to produce accurate facts; sarcasm and innuendoes become the survival tactics.

**Ways to handle**

You must separate the people from the problem as a first step to managing conflict at this stage.

1) Create a safe atmosphere. Provide an environment where everyone is secure: Make the setting informal. Establish neutral turf. Have an agenda. Be in control.

2) Be hard on the facts, soft on the people. Take an extended amount of time to get every detail. Clarify generalizations. Who are “they”? Is “always” an accurate statement? Question whether any fact was missed.

3) Do the initial work as a team, sharing in the responsibility for finding an alternative everyone can live with. Stress the necessity of equal responsibility. Do not carry this
load for the group, which is a tendency of conflict managers.
4) Look for middle ground but do not suggest compromise. Compromise implies “giving up” cherished points. Instead, creatively look for the middle ground by focusing on points of agreement.
5) Allow time to pull competing parties toward acceptable ground without forcing issues of concessions.
6) Remember, it is much harder to compete sitting next to someone than across the table. Or sit in a circle.

When you notice comments that focus on either/or, black and white thinking, conflict has escalated into Stage Three:

**STAGE THREE**

**Characteristics**
The objective of this stage shifts from winning to hurting. The motivation is to “get rid of” the other party. Changing the situation and problem-solving are no longer satisfactory for those locked into Stage Three conflict. Outsiders are enlisted toward the cause, giving little room for middle ground. The merits of an argument and the strength with which positions are held are greatly exaggerated at this stage. A loss of perspective is quite likely on the part of all participants.

**Ways to handle**
1) Initiation of an intervention team that is neutral and perceived as being impartial and able to provide a fair hearing for everyone.
2) During mediation, both sides present their cases to the intervention team; the team then facilitates discussion and movement toward a mutually acceptable solution.
3) The opposing parties remain responsible for finding common ground and solutions in mediation.
4) Arbitration takes the negotiation process one step further. Each side presents their best case. The outside agent then selects one or the other. The benefit is that one side is clearly the winner; the disadvantage, of course, is that someone is clearly the loser.
5) Details are important. One must wade through a lot of negative emotion to find all the details that are relevant.
6) Logic and reason are not effective in dissuading others at this stage; those who find themselves at lower levels of conflict should be re-routed, giving alternatives for energy usage.
7) There must be clear goals and a sense of direction so that at least some, if not all, walk away feeling like winners. It is not a time for cover up but need not be the all-consuming issue either.

**Seven principles for maintaining positive relationships during conflict:**

**Constructive Conflict Action**

1. Build winners; voting often builds losers. Voting is a technique used to decide between options, but, unfortunately, options tend to represent individual desires; people begin keeping score. Should voting be used? Yes, but. You should assess the decision being made and consider the ramifications of a choice made by the voting method. How will
the losers participate with the new majority?

2. Declare a moratorium. Relationships are more important than a decision. “We have some time; let’s meet in small groups and look for alternatives.” “I want to find out why there is such diversity of opinion.”

3. Encourage equal participation. Shared responsibility increases ownership. Higher stages of conflict cause individuals to become destructive and lose sight of the organization in favor of personal issues. Opportunities for participation increase the likelihood that individuals will see Stage Three conflict as risky—too great a loss. The importance of shared responsibility is to make the point, emphatically, that no one person owns a problem and everyone shares in the responsibility for solving sticky issues.

4. Actively listen. All a manager has to do is stop speaking. The effective manager knows that taking time to listen, even if there are periods of silence, is an investment in the relationship.
   - Watch the individual’s eyes
   - Learn to read body language
   - Test yourself after visiting with others. Did you gain as much as you gave?

5. Separate fact from opinion. Far too often, opinion reflects perception rather than reality. Particularly, Stages Two and Three are dealing with perceptions. When we develop a “conditional truth” orientation, it grants every participant the opportunity to be correct and have the right to be heard before conclusions are drawn or decisions made. Conditional truth assumes that the other person’s position is accurate and in the club’s best interest. Conflict becomes a matter of separating perspectives rather than challenging liars—a difficult task with adults.

6. Separate people from the problem. Once people and problems are tangled together, a problem becomes unmanageable. Some find it difficult to separate the people from the problem, but as a manager you must! Some ideas include:
   - Talk in specific rather than general terms
   - Use concrete terms and ask for facts
   - Address conflicting parties as if they have no information— they can hear a perspective without having to defend their territory
   - Create a safe environment

7. Divide and conquer. The destructive power that is present during the higher stages of conflict comes when coalitions are formed. Also, as conflict increases, people have a greater need for support. So if there is a constant reference to a team—that is bigger and of more value than a temporary coalition, it’s harder for these to form.

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**During conflict it is easy to focus on the negatives. Here are five major don’ts:**

➤ Five Don’ts During Conflict

1. Don’t get in a power struggle. Your authority increases when you empower others instead of getting into power struggles. Power tends to be coercive; authority involves a sense of respect. Power struggles usually are not worth the payoff. To avoid power struggles:
   - Don’t argue unless you are prepared to waste time.
Don’t engage in a battle unless you are prepared to lose.
Don’t take total responsibility for other’s emotions.

2. Don’t become detached from the conflict. A macho image of detached leadership provides a distorted perspective too easily imitated and too frequently used. Who wouldn’t like to be in charge and have the physical and mental skills to dominate a situation—have complete control? The super-power image works in the movies! But rarely do we have a tailor-made script of power and ability that movie hero’s possess. The tendency to imitate this macho image can deprive you of the natural passion for both your people and your program.

3. Don’t let conflict establish your agenda. Time management specialists suggest it is important for a manager to “do the important and delegate the urgent.” This principle is often distorted under pressure of conflict, and managers are found ignoring many important business matters in an attempt to deal with the conflict. A time study should reveal that you have spent time managing the priorities and not managing conflict unendingly.

Some tips:
- Don’t spend all your time and energy on one issue.
- Watch time traps. Are there tasks that always seem to consume your time before you’re aware it’s gone?
- Identify urgent issues, especially negative or conflict issues. If you notice one consistent time offender, manage that offender.
- Are your staff delegating up to you, getting you to do their work?
- Are they bringing solutions along with concerns?
- Do they feed your moan-and-groan needs? It’s easy to get caught in a negative cycle, and there are always people and events that can feed a “poor me” syndrome.

4. Don’t be caught “awfulizing.” “Awfulizing” is the tendency to escalate a situation into its worst possible conclusion. It is easy to be pushed to worst-case scenarios when faced with Stage Two or Three conflict.

Reminders:
- People are rarely as benevolent as they perceive themselves to be.
- People are rarely as evil as their opponents perceive them to be.
- Individuals rarely spend as much time thinking about the issues as believed.
- The motivations of others are rarely as planned or thought out as presented.
- Every conflict has a history that extends beyond the present.

5. Don’t be fooled by projection. Individuals unconsciously project their own flaws and weaknesses onto others. To be effective during conflict, you should notice the generalization and accusations being made about others, especially comments about someone’s motives. We may understand others and we may be able to predict their actions accurately, but it is dangerous to believe anyone can read the mind of others.
3. Development of Faith in Pathfinder Growth ...(1 hour)
a. Pre-adolescent and adolescent growth patterns

An introductory summary of the generalized pattern of faith development:

**Childhood Years** (preschool and early primary school years)
- Times of discovering and then affiliating with the values, beliefs, and faith of parents

**Late Childhood and Earliteen Years** (junior and late primary early secondary years)
- Living with the tension of taking the first step beyond a cultural or parental faith bias, accompanied by the most intense desire to affiliate with that bias.
- A beginning of identity; of will, of asserting one’s own person in the initial stages.
- Often the young person formally affiliates with faith as “a personal decision” (baptism).

**Mid-teens** (high school years)
- An increase in tension between inherited and personalized faith.
- Less parental faith influence, more influence accepted from other adults and peers.
- Asserting individuality and identity; stepping beyond previous limits.
- Often a time to be authentic to one’s own chosen faith.
- Interest in faith can vary from sporadic to latent to intense during these years.

**Late Teen and Early Twenties** (post-high school, college, early career)
- Often attempting to be very untraditional; experimentation with novel ideas of faith, restlessness.
- Formulating the most important life directions amidst sporadic and hectic growth.
- Rebelling against parental influence and separation from one’s own heritage.
- Coping with newfound adult independence; recognition of the inadequacy of one’s own faith-shaping.

**Mid-twenties to Mid-thirties** (marriage, child-bearing, establishing vocation)
- Formulating idealistic goals and dreams for life in mid-twenties, refining of life goals to more realistic proportions by mid-thirties.
- Integrating inherited faith with personalized faith (having children and or becoming a recognized contributor to society often hastens the integration). The question that new parents often ask is, “What is there from my past that I want and do not want my child to experience?”

➔ Seven Adolescent Faith-shaping Tasks:

1. Experiencing– Youth years are often filled with intense religious feelings. Spiritual emotions can be sporadic, spontaneous, and superficial. However, without this wellspring of emotions, faith-shaping would lack power. A teenager who has had few religious stirrings is one who has not really entered the faith-shaping process. Religious experiences can happen in worship, at camps, on outings, while serving others, while singing together, through personal sharing, or at times of quiet retreat.

2. Categorizing– is more than an intellectual exercise. Bits and pieces of emotions, attitudes, values, and intentions are involved in this task. The categories used by youth in early adolescence are frequently simplistic; their religious thinking might be definite yet naïve.
3. Choosing— is deciding “What’s important to me?” In choosing is the role of valuing, deciding, and shaping a belief. It is a natural result of categorizing. For adolescents, choosing might have long-term consequences, or might be quite transitory.

4. Claiming— Claiming is committing oneself to one’s choices. There is a sense of pride and satisfaction at having arrived at an important milestone. It is often a rich, emotional experience.

5. Deepening— This is the task of growing in the faith— of deepening conviction, commitment, and understanding. Sometimes the deepening is called honest doubt; others can cause it to be guilt-ridden doubt. There is a great deal of irregularity in the pace of the deepening of one’s faith. People grow in unique ways.

6. Separating— This task is perhaps most characteristic of older adolescents and young adults. Some authorities consider it a legitimate faith task, others question this label; regardless, it does occur with frequency. Distance and perspective are now compared, rebellion often marks it. Some youth will swing far away from their roots, as in a pendulum, before resuming a more balanced stance.

7. Responding— This is the task of gaining a sense of one’s life-calling. Here is where one’s mission or unique life purpose is considered. What informs this decision is the successful completion of the earlier faith-shaping tasks. Often this task is reached as a young adult rather than as an adolescent.

**Adult Responsibilities Related to Faith-shaping Tasks:**

1. Experiencing—
   - Try to provide for open-ended expression of feeling.
   - Encourage feelings that lead to something further— positive.
   - Allow youth to express themselves openly.
   - Provide for rich experiences.
   - Model with your own feelings.
   - Don’t let matters stop there, move into next tasks.

2. Categorizing—
   - Do Biblical studies on Christian principles and values.
   - Don’t do the work for youth but provide some handles.
   - Be a person who can be trusted.
   - Never ridicule ideas and concept processing.
   - Be affirming, but do provide honest feedback— don’t agree dishonestly.

3. Choosing—
   - Encourage youth to think. Challenge them!
   - Model your own values and choices.
   - Focus discussions on beliefs that can be prized.
   - Teach youth how to “doubt creatively,” and they’ll arrive at more authentic beliefs.

4. Claiming—
   - Plan invitations to commitment in a variety of settings.
   - Talk to youth individually about their own decisions.
   - Plan appropriate times of celebration when claiming occurs.
   - Be certain to provide follow-up support after claiming.
· Don’t treat claiming as an end in itself but as a step in a lifelong process.
· Develop young people’s open-mindedness.

5. Deepening–
· For youth who are ready, provide appropriate intellectual stimulus.
· Don’t have high expectations here.
· Don’t push too soon after conversion.
· Share the depths of your faith, your struggles, your growing edge.
· Be a helping and enabling person– provide prayer and support.

6. Separating–
· Don’t be disappointed or fret unnecessarily as this occurs.
· You should express honest reactions– but give freedom and space.
· Never let this sever relationships– keep communication lines open.
· Work with parents and others affected by their own sense of guilt, despair, or failure.
· Celebrate new growth as it occurs.

7. Responding–
· Encourage when the person is ready.
· Portray callings as “glimpses” and “visions.”
· Study gifts and prayer meditation with youth.
· Always affirm and lift up a person’s gifts, abilities, and talents.
· Provide opportunities for youth to develop their God-given potential.
· Provide a warm and positive atmosphere for persons to experiment with their own mission and purpose in life.

**b. What makes adolescents tick**

Each expert has his own idea as to what the underlying causes for behavior happen to be. Some think it is all sexually driven, some universal life drive, some autonomy, others interpersonal needs or need to belong. They are probably all at least partly right and all at least partly wrong– ask any parent of adolescents. Answers vary between individuals, and vary from one day to another.

Maslow chose to try and cover all bases by arranging a hierarchy of needs, with the lower, most basic being met before others could be. While it isn’t always accurate, it at least provides a springboard from which to view those forces which at one time or another might be blamed for adolescent behavior patterns.

**Physiological Needs–**

This category includes all of the basic body needs like food, sleep, sexual release, and physical activity. Parents are quite familiar with the impact on finances and other ways these needs are able to provide ample reasons for headaches. Possibly the most sensitive one of these for parents, and youth leadership as well, is that of sexual needs. Youth ministry is charged with finding increasingly effective means to help young people understand and follow the biblical principles regarding sexual expression prior to marriage. It is not the purpose of this manual to fully outline this study– rather, recognize it as important. There are numerous excellent materials on the market and through our church Family Ministries Department that can provide in-depth resources.
Safety Needs–
This includes the need for protection from bodily harm and security from threat to one’s life. Many teenagers, especially those who live within large cities, need to assure themselves of their safety. They choose to arm themselves, join gangs, travel around in groups and other similar behavior. The broader picture of harm also affects many youth– nuclear destruction, terrorist attack, even a string of local robberies or rapes will cause them to find it difficult to concentrate on school work, develop excessive dependence on others, etc.

Love and Belonging Needs–
This category includes the needs for acceptance, warmth, affection, approval and relationships with others. Peer acceptance is extremely important to teens, and a great amount of energy is invested. When belonging is threatened, most adolescents will react with panic, depression, anxiety, aggression, or withdrawal. Often, the establishment of a new relationship will bring release.

Esteem Needs–
Closely related to the above needs, this includes feeling adequate and worthwhile. Status and self-respect are also included. They establish belief in their own personal value as an honor student, athlete, in leadership or whatever social position they see as meaningful.

Self-development Needs–
This level of needs concentrates on personal growth and the fulfillment of one’s created potential, not to be noticed by others, but for their own personal satisfaction. It’s all part of finding answers to the question, “Who am I?”

Knowledge and Understanding Needs–
These needs include the quest for information, just for the value of knowing. Adolescents who function at this level study what they enjoy regardless of whether it is assigned in class– just the pure joy of expanding their knowledge and understanding. Operating at this level enables young people to move beyond themselves and further into God’s creation.

Spiritual Needs–
These needs go beyond the boundaries of self. Religious activities and aesthetic experiences are common forms of expression in seeking fulfillment of spiritual needs. For Christians, the goal is to become more Christlike. We seek to transcend, with God’s grace and power, the limits of our own egos and bodies (Eph 4:11-13).

Teenagers place themselves under tremendous self-imposed pressures both from direct action on the part of others and from perceptions. They pressure themselves to conform to those expectations to gain their anticipated reward.

c. Discipleship through mentoring
History and legend record the deeds of princes and kings, but each of us has the birthright to
be all that we can be. Mentors are those special people in our lives who, through their deeds and work, help us to move toward fulfilling that potential.

Mentoring can be defined as having a significant beneficial effect on the life or style of another person, generally as a result of personal one-on-one contact. A mentor offers knowledge, insight, perspective or wisdom that is especially useful to the other person.

Mentoring can be done by anyone, at any time and in almost any place. Mentoring can be a one-shot intervention or a lifelong relationship. It can be carried out informally, as part of a friendship, or formally, as part of a highly structured new training program. Mentoring can also be almost unconscious. One person may, without realizing it, do or say something which has an important effect on another person. Or the recipient may only slowly become aware of how important a given intervention has been in his or her life.

Have you had mentors? Think back in time for a few moments. Can you give one or more person’s name[s] in your past in the answers to the following questions:

- Who provided one of those special experiences which allowed you to pierce the core of meaning of some event?
- Who provided you with a quote that had great meaning for you, that influenced your thinking or behavior, and that you sometimes repeat?
- Who helped you uncover an aspect, an ability or a talent of yours that, until that moment, had lain dormant?

What mentors do: For each item, check (✓) whether you have knowingly done this for someone.

- Set high expectations of performance
- Offer challenging ideas
- Help build self-confidence
- Encourage professional behavior
- Offer friendship
- Confront negative behaviors and attitudes
- Listen to personal problems
- Teach by example
- Provide growth experiences
- Offer quotable quotes
- Explain how the organization works
- Coach someone
- Stand by someone in critical situations
- Offer wise counsel
- Encourage winning behavior
- Trigger self-awareness
- Inspire someone
- Share important-for-the-moment knowledge
- Offer encouragement
- Assist with someone’s career
The Empowering Mentor: Mentoring (even formal mentoring) is largely the art of making the most of a given situation. There really is no “cookbook” approach to it, there is no precise what...how... and when... to do it. Mentoring is part intuition, part feelings and part hunch, made up as you go along; from that actually comes its power.

Sound mentoring respects the uniqueness of the person and strives to enhance their special strengths. Doing something the mentor’s way may lessen ownership; it may be a way to avoid thought or responsibility. It may also be downright uncomfortable. The person should adapt the mentor’s help to their own situation and style. An effective mentor lets go or, more importantly, does not take charge of the person. A helping relationship is a freeing relationship.

Mentor Self-development: Some of the best mentors are persons who assume that they, as well as their protégées, are in a lifelong process of self-development. Applying fundamental truths to new challenges requires constant reassessment, discussion and even argument until new wisdom is forged. Keep abreast of new developments and their implications. This is a dynamic source of mentoring. It means that a mentor’s task of self-development, learning, and mastery is never finished. Mentoring itself is an evolving field. If, as a mentor, you choose to master active listening, coaching skills, effective confrontation techniques or new methods of resolving conflict, you are starting a journey of self-development.

Mentoring change: When a person is undergoing significant change, he or she usually needs five things to adapt successfully:

1. A vision of how things will be around them when the change has occurred
2. Time to absorb the new vision
3. Time to adjust behavior
4. Coping mechanisms to manage the stress of change
5. Time to ponder the meaning of change, internalize and own it

We should not expect instant change. In fact, quick change can be so stressful that pain overwhelms one as well as it encourages backsliding.

Seven types of mentor assistance: Research has shown the following types that are particularly good for encouraging growth:

1. Helping a person shift their mental context
2. Listening
3. Identifying feelings and feedback
4. Confronting negative intentions or behaviors
5. Providing appropriate information when needed
6. Delegating authority—giving permission
7. Encouraging exploration of options

Mentoring vs. advice: Many mentors believe that a large part of their job is giving advice to their charges. There is a down side to giving advice. When we give advice, we assume we have superior knowledge, insight or wisdom related to the problem. This may be true under certain circumstances... BUT, when we are dealing with an individual’s personal problem, our friend is likely to know more about the problem than we ever will. After all, they’ve been living it. That’s
why we often encounter frustrating resistance and a lot of “yes, buts.” This should not be too surprising. It is a bit of arrogance to assume we know more about a person’s personal problems than that person does!

Often we can serve best by:
· Listening carefully
· Feedback the emotions we hear them expressing, confirming we not only hear but understand some of the deeper emotional nature of the difficulty.
· Provide ideas from which they can draw their own conclusions or road ahead

Most people really don’t want advice; they do value experience, ideas, information, special insight, knowledge of how things work. They must learn to make their own decisions, if they haven’t already.

Growth depends on people learning to solve most of their own problems.

4. Discipline ......................................................(1 hour)

   a. Understanding discipline

Generally, we associate the word discipline with a response to misbehavior. This is true of external discipline (punishment). However, we are working with an age group that should be in a transitional mode from external discipline (that we all need and should have during our early childhood years) to internal discipline, which is that form necessary for a successful and productive life. Internal discipline enables us to understand David’s bursts of excitement in so many of his psalms when he declares “Thy word have I hid in mine heart, that I might not sin against Thee,” or “I delight to do Thy will!” Internal discipline is that which we take on ourselves as moral guidelines and will not cross them no matter who is or is not looking, because we must “be true to ourselves.” If we are building “future,” then internal discipline is what we are looking for— it focuses on the future; punishment focuses on the past. As a side note: remember the experience of Israel when they left Egypt. Due to their previous condition, they required considerable external discipline. God did His best; in the end only two persons caught on and developed internal discipline. How many of the original crowd made it into the Promised Land? That should be a caution to us about how important God considers internal discipline and the outlook for the next big entrance.

Since the Pathfinder age is a transitional stage between the two, we find Pathfinders at all points of transition along the way—from those who do not even comprehend external discipline to those who are totally self-disciplined. It makes our work extremely delicate and challenging, to say the least. When we are told that “the greatest want of the world” is that of people who are “as true to duty as the needle to the pole,” that’s internal discipline we need. Since Pathfinders are the best young people in the world, this is an area we can work on to truly shine and show to the world the truth. Discipleship is the goal of discipline. Here are some constants we as leaders can incorporate:

😊 Do not be whimsical or capricious—Two culprit areas: 1) The rules - obviously there are some things dangerous and some things wrong; no’s are necessary. But, use yes’s whenever possible. 2) Consistency - say what you mean and mean what you say; children have learned in other settings that persistence will get their way.

😊 Keep the rules to a minimum—As much as possible, you want your relationship with a child to be based on the positive; rules generally deal with negatives. Keep them few. Some adults
like to use three that if broken will bring punishment: 1) Don’t lie 2) Don’t disobey 3) Don’t be disrespectful. The more rules you have, the easier it is to forget which are which to be enforced how.

😊 Allow a child the freedom to be honest– Proverbs 18:13: “He who answers before listening - that is his folly and his shame.” Hear a child out before discipline rather than after.

😊 Be willing to admit you are wrong– All of us make mistakes. You cannot fool a child; he knows when you are wrong.

😊 Seek to solve the basic problem– Often, behavior is only the outward expression of something deeper that is needing attention much more urgently than any outward symptoms.

😊 Allow a child to help evaluate his disobedience– Remember, your goal is to develop internal discipline. If the child is teachable, the more he is involved in the process, the better the chance for positive results. Let him cross-examine himself and come up with the solution.

😊 Never accuse a child; always ask– This is a hard one to put into practice, especially when you’ve “really got the goods on him.” Isaiah prophesies of Jesus, “He will not judge by what He sees with his eyes, or decide by what He hears with His ears.” Often, these can deceive. Jesus refused to judge by them; we should be slow to do so as well.

😊 Make sure you and your staff presents a united front– children are experts at playing one person against another. If you sense that you and your staff are not together, suspend judgment until you can get alone and talk about it. “A household divided against itself cannot stand.”

😊 Never ridicule or belittle a child– For most people, their sense of self-worth is fragile. While disciplining, we need to build, not destroy that sense. Correction is for the purpose of restoration.

“The object of discipline is the training of the child for self-government.” – Ed 287

b. Effective discipline

➔ A summary of effective discipline concepts:

1) Discipline is an educational process whereby a person learns what behavior is not acceptable and why it is not.

2) Punishment inflicted for a consequence which a person receives for misbehavior.

3) Focuses on misbehavior which
   a. Hinders one’s relationship with God
   b. Harms oneself or hinders one from realizing his potential and achieving his goals
   c. Infringes upon the rights of others

4) Focuses on misbehavior caused by:
   a. Unfulfilled needs
   b. A lack of understanding
   c. Thinking that misbehavior is more desirable than acceptable behavior
   d. Rebellion

5) A behavior contract (see also c. Christian Discipline below) should be simple and include four things:
   a. What the child promises to do
   b. What the adult promises to do
   c. What will happen if the child breaks the promise
d. What will happen if the adult breaks the promise

6) Six rules for setting up a behavior contract:
   a. The contract should be compiled by both adult and child
   b. The contract should include reasonable demands
   c. Everyone should be satisfied with what they are getting in the bargain
   d. The contract should not be revised until given time to prove itself
   e. Avoid premature “payoffs” but only as close to the desired behavior as possible
   f. Kept easily accessible for review by both parties

7) A good disciplinarian
   a. Has a positive relationship with the child
   b. Is able to forgive and forget
   c. Is unselfish
   d. Has reasonably pure motives

➤ Some principles of good discipline:

1) Establish rapport. When a child experiences a relationship characterized by such terms as warmth, love, understanding, acceptance, there is a natural tendency to want to please by doing what is asked.

2) Establish authority. Some interpret authority as “holding the reins tight.” Another definition is “specialist.” This second definition engenders respect and confidence. This is the kind of authority we need to become. We need to become specialists in understanding children as well as in Pathfindering.

3) Be consistent. For a child to feel secure in the Pathfinder Club and with its staff, he must be assured that here, at least there is some order in his world. There are many aspects of consistency that are important:
   · in following through on requests made of the children
   · in methods of discipline used for certain behavior
   · the entire staff working together to maintain limits and handling problems
   · between home and club in terms of expectations for the children

4) Avoid conflict. Remember the principles taught in the unit on Conflict Resolution.
   · Do not lose control of yourself
   · Intervene only when actually necessary
   · Be flexible in methods of discipline used
   · Win the child’s confidence
   · Try humor to relieve tension-filled situation
   · Do the opposite of what the child expects

5) Plan program carefully. Empty time and transitional time, even if only a few minutes, create time for trouble. Meeting rooms should be organized in such a way that one activity will not interfere with another. Begin and end exactly on time.

6) Define limits. The child who understands clearly what behavior is not accepted, will feel more secure and better able to control himself. You might want to try something like this:
   · You may not hurt yourself
   · You may not hurt others
   · You may not hurt things
Every limitation can be based upon these easy-to-remember rules.

7) Anticipate difficulties. A forewarning will help a child to gain control of himself before he loses it.

8) Touch control. Often problems occur because adults are not observant of growing tensions. A gentle pat or placing of a hand on a shoulder will serve as a reminder that you are near and will help the child when he needs help.

9) “Hypodermic affection.” A friendly injection of affection may give a child a quick boost over a difficult situation. A smile, a wink, a spontaneous comment of appreciation lends necessary reassurance of acceptance and support which helps establish self-control.

10) Diversion. Change of activity to something the child finds more manageable will help the child refocus.

11) Point out reality. Some children become frustrated because they want to do something, but there isn’t enough time, space, tools, etc. They become angry and aggressive because they do not understand the limitations. When the reality and what can be done is pointed out, they’re OK.

12) Let children experience natural consequences. Sometimes it’s best not to step in and solve a problem too quickly. They can learn more appropriate behavior by allowing the situation to run its course.

Obviously there are limits to this; some consequences can be more serious and the child should be forewarned so that the child may have a reason for discontinuing. Isolation may be a natural consequence. If the child cannot cooperate, then he loses the right to associate with others. Isolation doesn’t necessarily have to be an unpleasant experience in order to learn the lesson. When a child is isolated, it is a good idea to give him something to do.

13) Praise the positive; ignore the negative. Being aware and taking the time to spend with those who are behaving appropriately is key. Unfortunately, often excess time is spent with those who misbehave, which reinforces’ negative behavior.

14) Don’t moralize. Remember to criticize the act, never the person. Long talks of what specific behavior causes the adult to think is not very useful.

15) Consider the motives. Most children consider that punishment should be given based on the amount of damage regardless of the motives involved. Good discipline is based on motives.

16) Be positive. Make positive requests of children. Instead of telling them not to do something, tell them to do something. “Stand on the floor” instead of “Don’t stand on the table.”

17) Save face. Don’t put either yourself or the child in an impossible situation. Leave room for a gracious way out. Don’t extract a promise which the child likely will never remember.

18) Hands-off policy. ‘Nuff said.

19) Be an example. God reminds us through Ellen White, “If parents desire to teach their children self-control, they must first form the habit themselves. The scolding and fault-finding of parents encourages a hasty, passionate temper in their children” (CG 94).

20) Pray. There is power in prayer—even when all else fails. It is important to pray for guidance concerning the type of discipline and manner in which it should be
administered so that the child may experience the best learning.

c. Christian discipline

Most people are not always confident about their ability to manage and discipline their own children, yet Pathfinder directors assume the responsibility of maintaining discipline for an entire club! Fortunately, many of the skills of discipline and management can be learned and, with careful implementation, be very successful. Most Pathfinder leaders have observed that discipline techniques improve with practice.

A behavioral management plan should be developed parallel to the annual program plan. It can be developed by the staff during the pre-annual program planning sessions. The team may wish to receive input from professional educators in the area, guidance counselors, or other trained personnel.

Following the approval of the church board of the program and management plan, both should be presented during the club organizational meeting at the beginning of the yearly cycle. Written copies should be provided to all families.

➡ Responsibilities of Pathfinder Leaders ✅

- Establish rules.
  1. Few rules, simply stated
  2. Post rules and give copies to families
  3. Discuss rules in detail at first meeting and review periodically

- Establish discipline procedures. The following is a five-step management plan that is utilized by many clubs. The goal for each step of the procedure is to help the Pathfinder choose appropriate behavior. The consequences for misbehavior become more serious with each succeeding step of the program.

  1. Verbal Interaction. Most Pathfinders respond to verbal interaction. Derogatory remarks may change behavior but do not foster a Christian atmosphere. Here we outline two techniques of verbal interaction.
     a. Reality dialogue– a method of asking four questions which helps the Pathfinder become aware of his own actions.
        Leader: “What are you doing?”
        “Is it against the rules?”
        “What should you be doing?”
        “What is your plan?”
        What if the Pathfinder does not have a plan or does not respond to the sequence of questions? Then the leader, in a very friendly manner, tells the Pathfinder to sit in a quiet place until he has a plan.
     b. Broken record dialogue– simply restating over and over the same statement. The leader does not become involved in an endless arguing. Simply repeating the original request somewhat as the following example:
        Leader: “Please put the tent in the truck.”
        Pathfinder: “But I’m going to swim.”
Leader: “Please put the tent in the truck.”
Pathfinder: “Please let me go swim.”
Leader: “Please put the tent in the truck.”
Pathfinder: “But my mom said I could go swimming.”
Leader: “Please put the tent in the truck.”
Pathfinder: “Well... OK...”

If the Pathfinder continues to choose inappropriate behavior and does not respond in a positive manner to verbal interaction, then the leader would go to the second step of the program— the Caution Ticket.

2. Caution Ticket. A written ticket is the second step in the procedure. This is given in such a way as to not disrupt the meeting. The leader simply hands him a ticket. No verbal comment is necessary; however, a smile or pat on the back may help the Pathfinder realize that he is still accepted by the leader even though the behavior is not.

**Sample Caution Ticket**

![Sample Caution Ticket]

The ticket is discarded at the end of each meeting or event so that the member can start with a “clean record” for each activity. Few Pathfinders will go beyond the ticket stage. However, if the Pathfinder continues to choose inappropriate behavior after the ticket, third step kicks in.

3. Isolation and written contract. The purpose of this step is to separate the Pathfinder from the group so that the group activities can continue. It allows the Pathfinder one more opportunity to specifically describe and choose appropriate behavior.

The leader asks the member to sit in an isolated spot and think about the behavior that he is choosing. The leader then hands the member the following contract and says, “When you’ve decided on good behavior, then complete this contract by describing the type of behavior that you will choose for the rest of this meeting.”
If the member does not want to choose good behavior, the leader respects the Pathfinder’s choice, but the Pathfinder must stay in the isolated place until the meeting or event comes to an end. If the behavior is a continuing problem, then have the Pathfinder take the contract home and have it signed by the parent and returned at the next meeting. If inappropriate behavior continues...Step Four:

4. Parent Conference. The purpose of the Parent Conference is to provide another opportunity for the Pathfinder to make a commitment to choose appropriate behavior. The appointment should be at their home or some other more neutral meeting place. The leader should be careful to refer to behavior as the Pathfinder’s choices, not condemn the child but refer to the choice process he is using; also what management steps have been taken to enable better choice processes. It should be clear that we are concerned for his growth, well-being, and continuance in the club. We are not mad at him nor wish that he would leave. We very much appreciate specific strengths and talents he shows (and be specific). Then you can end with a direct statement to the Pathfinder: “John, perhaps you can share with us your future plans concerning your behavior while at Pathfinder meetings.”

If there is a positive response, have another contract ready to be filled out and signed by both child and parent. If the reaction is still negative, move to step five:

5. Suspension from the club. Since suspension is really by the choice of the child, the leader can still be in a friendly, caring mode. The child also needs to understand very clearly that it has been his choice that has taken him this route. As for you, you would be quite happy to see him choose otherwise, and perhaps
some day soon, he will make the choice to return under a better set of behavior patterns—when that happens you will be waiting with open arms!

Note: suspension from the club for the following reasons should be instantaneous, and none of the preceding steps would be followed:

- Substance abuse
- Sexual violations
- Unauthorized use of firearms

A sample letter to accompany the suspension as described in the first paragraph above:

**Sample Letter**

Dear Sue,

I feel sad that you have chosen inappropriate behavior during our Pathfinder Club meetings. An important part of belonging to a club is obeying the rules and regulations. I sincerely hope that you will miss us so much that you will decide to obey the rules. When you are ready to re-join us, please describe the behavior that we can expect from you by completing the Contract that is enclosed in this letter. Please hurry back—our club will miss you.

Your friend and leader,

---

5. Current Issues ..................................................... (1 hour)

(Family violence, AIDS, child abuse, violence prevention, teen drug use, tobacco and your heart, alcohol, etc.)

Numerous topics can be discussed during this time frame. It is probably better to select one or two issues to be dealt with in a given seminar. Topics may also be rotated so each leadership weekend may have a different issue to discuss. Other topics may surface that might be of more immediate use or need. Here are provided a few ideas for each of the above-listed suggestions to serve as springboards for the completion of this seminar.

⇒ Family Violence ⇐

Here figures a broad spectrum of mistreatment within the family circle. Everything from physical mistreatment such as hitting, throwing, or burning; sexual abuse; or emotional abuse such as threats, insults, harassment or neglect comes under this heading.

People use violence because of a need for power and control, because they are overwhelmed by stress, have built up tensions over job security, unpaid bills, strained relationships, and/or alcohol abuse and other drugs. There may be violence due to feelings of isolation, lack of outside—extended family—support, or because it is perceived as normal—those who grow up with violence continue the same pattern. Abuse may be directed toward a spouse, toward or between children (see topic below of Child Abuse), or older members of the family. Family violence may result in death at one extreme or at least in emotional disturbance such as depression, loss of self-esteem,
unreasonable fear, and feelings of helplessness and worthlessness.

Abuse often remains a hidden secret for one or more of many reasons. Persons may feel trapped by a lack of alternatives, financial dependence, lack of protection away from the situation. Perhaps the saddest reason these families stay together is because of the very human emotions of hope and love. Many people in violent homes love each other in spite of everything. They do enjoy some good times together and hope that matters will improve. Victims often feel it is better to suffer than to be separated from loved ones.

Family violence can be prevented. Key to this is recognition of the problem and positive action. All can play a part in prevention. Naturally, one can begin in their own home even if there is no ongoing violence, does anyone show tendencies to resort to violence, how do various members of the family respond to tension and conflict? Teach children that violence is not an acceptable way to solve problems. Teach ways of resolving conflicts and expressing anger without resorting to violence. Seek ways of communicating feelings that exclude aggressiveness.

There are outside sources of help for troubled families. Some communities have centers for Social Service, Crisis Intervention, and other similar entities which can provide counseling, information, referrals, and other similar helps. Clergy and religious organizations often provide specialized service. Police departments may need to be called upon for intervention and protection. One can become actively involved in promoting awareness through the media and advertising. You can support educational, legal, and social efforts to put an end to family violence. Phone hotlines can be implemented as a local church service to the community. In many ways and from all angles, we can help make the home a shelter and a haven, not a place of violence.

AIDS

A special manual has been produced for Pathfinders on this subject. Certainly, the biggest risk one can take is to be ignorant about it. Knowledge is key to separating fact from fiction about this disease. At least one reason this disease generates so much emotion, even panic, is that there is no cure for it. It is caused by a virus abbreviated HIV.

This virus can be spread basically four ways: 1) having sexual intercourse with a person (any person, any sex, any age) who has the virus, 2) sharing a needle or syringe with an infected person, 3) a mother passing the virus to her unborn child or afterwards through breast-feeding, 4) and through contaminated blood or blood products.

It is important to know how it is NOT spread. Current research shows that it is not spread through 1) air, 2) nonsexual activity such as shaking hands, hugging, or a “social kiss” 3) swimming pools, hot tubs, restaurants, public bathrooms, drinking fountains, or buses, 4) through casual contact such as from a phone, a cup, or fork, or by going to school or work, 5) by mosquito or other insects, 6) nor by donating blood (only sterile equipment is used and needles are discarded after use).

You cannot identify an HIV-infected person by their looks. They can infect others without knowing they have it themselves. Anyone can get it– it’s what a person does, not who a person is, that matters. Engaging in risky behavior even only once can cause infection. Incubation may last several years with no signs of infection, yet the virus may be passed along during this time.

Progressive symptoms may appear, including swollen lymph glands in the neck, underarm, or groin; recurrent fever, including “night sweats,” decreased appetite, constant tiredness, diarrhea, rapid weight loss, white spots in the mouth; damage to brain and spinal chord seen as paralysis,
loss of coordination, vision or hearing, confusion, forgetfulness, and inability to make decisions. Most people infected with HIV go on and develop AIDS. As immune systems become severely weakened, diseases that are normally rare or very mild turn into potentially fatal ones. People don’t normally die from AIDS but from complications and related illnesses.

➡️ Child Abuse ➡️

Child abuse is defined as mistreatment or neglect of a child that results in harm or injury. Much of what has been said above for family abuse is valid here. Physical abuse may include hitting, biting, shaking, kicking, burning, or throwing objects. Emotional abuse may include crushing a child’s spirit with verbal attacks, threats, or humiliation. Sexual abuse can include sexual contact, incest, inappropriate touching, using children for sexual films or photographs, prostitution, obscene language or exposure. Child abuse may involve neglect; willfully failing to provide for a child’s emotional needs by withholding love or attention; willfully failing to provide for their physical needs, such as food, clothing, shelter, and safety; and willfully failing to offer guidance and supervision.

All children depend on adults for security, acceptance, and guidance. When adults harm or neglect them, their world becomes uncertain and frightening. The emotional effects of abuse can last a lifetime.

Understanding people who abuse children is important to understand child abuse. There is no “typical” child-abuser. They come from all economic, ethnic, and social groups. Most are quite ordinary people– who are having serious personal problems. Very few child abusers are mentally ill. Most know, and even love, the children they abuse. They do have certain traits generally in common. They have low self-esteem, poor control over their emotions, were abused themselves, under severe stress, and have a lack of knowledge about parenting.

We who spend time around children need to be aware of warning signs of child abuse. Physical signs may include bruises, welts, broken bones, cuts, burns, missing hair, and injured genitals. Physical signs are not always visible; they may also be explained as accidents (which may also be very valid!).

A child’s behavior may give clues. Dramatic changes in behavior, especially aggression or withdrawal; unusual fears, as of certain people or of going home; constant fatigue or constant hunger, even begging for food; frequent tardy or absence and inability to concentrate; craving attention stealing and unusual knowledge about sex - all may indicate potential problems. While they all may be warning signs, they do not always mean abuse. When child abuse is clearly noted, it must be reported and addressed.

➡️ Youth Violence ➡️

Prophesies about the times we are living in are quite accurate; we are increasingly living in a violent society. Violence is the norm in entertainment, the news, cartoons, on the streets, anywhere one turns. It is becoming very easy to become paranoid about it. That is not necessarily the way it is or should be. We do not accept violence as a way of life and must seek ways of defusing as much violence– real and perceived– as possible. Most young people do not choose violence, most do not want to be around violence, but too many know someone who has been a victim of violence. It is but a very small percentage of youth who commit most youth violence.

While all youth are influenced by violence in their lives, those who turn to it do so for several
reasons: They suffer neglect or abuse at home; they do not have positive role models in their lives; they begin copying that which has become their fare—media violence; in search of family or due to peer pressure, they join gangs; low self-esteem leads to violence; family and community have no meaningful values; they see little future—no jobs, no family, no reason for setting or following positive goals; youth violence must also include mention of alcohol, drugs, and available weapons mixed with all of the above.

We all have a responsibility to be part of the solution to youth violence. This can come through direct involvement in support of police, schools, and community or through example, mentoring and working with church youth groups—i.e. Pathfindering, etc. In all cases, role modeling is essential—we must “walk the walk.” Treat others with respect, celebrate diversity, live healthy life-styles, never carry a weapon or use one, be careful of what you watch on the television or read—encourage quality in reading habits. Next, build self-esteem in the youth around you. Begin by listening to them; many feel no one cares about what they think, they may not want you solving their problems, but they do want someone who listens. Give them growing levels of responsibility they can handle and learn from. They need to understand that they can make a difference. Help them develop their natural skills, participate in healthy after-school activities, and remind them of the values of remaining in school.

Teen Drug Use, Tobacco, Alcohol

This topic probably could be generalized and not just teen-targeted, since drugs are a generalized problem affecting even lower ages, and not just drugs but alcohol and tobacco, as well, since they are also actually drugs. Many Pathfinder clubs probably feel that this is an irrelevant topic for them and are probably right, at least at the present; however, drugs are reaching out farther and farther all the time in spite of any government efforts to contain or reduce the plague. Even younger children not yet affected by the drug craze should be aware of the dangers and problems and know how to steer clear, because sooner or later they will be faced with having to make a choice. All children should be taught to think things through before making decisions about anything, including drugs. The church’s Health Department has an array of excellent materials, from magazines to leaflets, videos and other items to help teach young people the truth about drugs. Their catalogue of supplies can be obtained by calling the following phone number in the U. S. 301-680-6715 or your local field/conference Health department, or write to Health Department of SDA, 12501 Old Columbia Pike, Silver Spring, MD, 20904, USA and ask for their health and temperance catalogue.

B. Camp Planning and Programming ................................4 hours

1. Introduction to Camping—purpose, objectives, planning process

Before planning a campout, the leaders must decide what is the purpose of the campout. A clear goal should be set. With the goal clearly in mind, all activities will take on meaning, and planning becomes much simpler. Without a clear goal established, downtime will show up during the campout, which opens a door for problems ranging from social to safety, not to mention a lessening of interest on the part of campers.

One main goal should be decided, with other lesser secondary goals which will enable completion of previous goals or set the tone for future goals. There should be a clear growth pattern (expertise development) for participants so that camping doesn’t become repetitive and
“boring.” If new campers are joining along the way, they will need to have parallel goals set which will enable them to enjoy without getting in over their ability.

**Objectives of Campouts**

1) To help youth feel the nearness of God and to become acquainted with Him through His creation
2) To develop an at-homeness in the out-of-doors
3) To teach self-reliance
4) To prepare youth for coming events as understood from prophecy
5) To satisfy the spirit of adventure
6) To teach ability to cope with natural elements
7) To learn to enjoy the challenges of adversity
8) To challenge and overcome fears of the unknown
9) To provide activities and settings in which leaders and Pathfinders may enjoy fellowship
10) To teach skills such as observation, tracking, orientation, and survival

**Wilderness Impact**

Most of the time clubs tend to camp in established campsites designated by park rules, etc. On occasion, and as expertise develops, there is the opportunity to camp in true wilderness. The following Wilderness Traveler’s Creed should be in effect at all times, but even more paid heed to under these special circumstances:

**Wilderness Traveler’s Creed**

| I believe that man--the intelligent one of God’s creation--can travel through the wilderness and leave no trace. |
| I will keep my group small. |
| I will keep my stay in one place short. |
| I will not cut down trees or branches. |
| I will not build fires, or if I do, I will keep them small and scatter their remains when I leave. |
| I will leave no trash or other evidence of my stay in the wilderness. |
| I will LEAVE NO TRACE. |

Planning and programming for Pathfinder camping usually deals with one of two different types. The more common type is the campout of an entire club; the less common (but often more productive) is that of a unit campout. Both types need to be planned for maximum use in completion of requirements for various honors or class levels, as well as for meeting the needs of Pathfinders themselves.

Planning should begin during the pre-year planning sessions so that when introduced at the opening meeting, parents will be able to have the necessary information to plan their year’s schedules and finances.

Who is responsible for planning the camp? If it is to be a club camp, then all staff should be involved. If it is to be a unit camp, then the counselor and instructors involved should do the planning, with the final program being voted by the club administrative committee. This last part is important to provide a second layer of protection for the camp leadership. Negligence makes a great lawsuit and may involve all leadership, including those who may not even have been
camping... so a word of caution!

It is good for the smaller group campouts to have presented a submission to the Pathfinder committee. This paper will reduce liability of club leadership in case of accidents occurring on an activity not included in the submission document. It gives the committee a chance to approve or disapprove proposed activities. It leaves a detailed document behind with a responsible person which contains all activities, location, and other pertinent information in case of accidents or other emergencies.

The document should include:

<table>
<thead>
<tr>
<th>Name of group/unit camping</th>
<th>Purpose of camp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of camp</td>
<td>Equipment being utilized</td>
</tr>
<tr>
<td>Camp leader</td>
<td>Transportation</td>
</tr>
<tr>
<td>Camp participants</td>
<td>Program of activities</td>
</tr>
<tr>
<td>Location of camp</td>
<td></td>
</tr>
</tbody>
</table>

Note: All clubs need to be sure that insurance coverage is in effect for all events including camping.

Aside from standard procedure for campsite selection as learned in the basic camping skills honors, locations for camping will determine the kinds of activities one will be able to develop. And conversely, the purpose selected above for camping will determine site selection. It is very wise to have a very good idea (visual reconnaissance) of what’s available before planning a campout so that the location will match the program expected.

Once the above items are understood and placed in process, the actual activity planning becomes very easy. There is no basic program which meets the needs of all campouts; schedules, activities, and everything going will be focused and geared to accomplishing that which was intended each and every time your group goes camping.

2. Hiking, backpacking, other forms of camping

Under this section we will present some of the traditional concepts for backpacking which have been fine-tuned over a couple generations of hikers. This information is still quite useful for most of us who spend time in the outdoors. However, there is a growing revolution taking place fueled by a group of hikers that are redefining the whole realm of backpacking. They are the long-distance hikers. These people hike over 2,000 miles (3400+ km) in under six-months’ time. This style of hiking has brought about a drastic change in backpack philosophy which can be applied to weekend-style hiking as well.

Backpacking has always held the tenant that lightweight is best. Lightweight has allowed the introduction of comfort to a level that the overall weight of packs has actually increased to the discomfort of the packer (weekend packs tend to range from 20 to 50 lbs. [10-25 kg.]). Long-distance hikers have been able to reduce their pack weights to range from 12 to 24 lbs. (6-12 kg.) yet provide all the essentials for their months-on-end of travel. In addition to ultra-light, the cost level has dropped equally. There is a web-site on the Internet that is providing an ongoing forum for ultralight, cheap/improvised ideas for backpacking. You can find this information at thru-hiker.com. Some of these ideas are also being incorporated into revised instructional materials for the various camping/backpacking honors.
For instructors of this section:

You will want to have sample equipment for demonstration of typical gear used vs. ideal available or cost-saving ideas that do not compromise safety:

1) Comfortable clothing, including footwear, with seasonal/elevational changes in mind.
2) Backpack, properly loaded with essentials.
3) Additional, specialized gear needed for canoe/bike trips.

➡️ Hiking/Backpacking pointers

- Plan hikes with destination and goals in mind that are reachable in the time frame allowed.
- Begin hikes slowly to allow time for adjustments and conditioning; build to a moderate cadence.
- Learn to walk by placing feet softly on the ground with toes pointing straight forward.
- Learn to breathe deeply.
- Take 10-minute breaks every 50 minutes or as needed, being sure all hikers take the break. Periodically break by sitting on the ground with legs up against a stump or rock to relax the leg muscles—but, breaks are primarily for the heart to rest up a bit.
- While actually hiking, it is best not to eat. Stop, rest, and eat. Hiking can burn up to 5,000 calories/day, so food should be easy to digest, high carbohydrate/calorie
- Do not drink large quantities of water at one time while hiking—take frequent sips.
- Hiking along roads: always walk in single file facing oncoming traffic.
- Keep off private property unless authorized and leave all gates as you found them.
- Think of the other hikers: don’t shuffle your feet, causing excessive dust; don’t step on the heels of persons in front.
- Information shared at the front of the line must be passed on to the last.
- Assign tasks during hike: hike leader, pace setter, first aid, timekeeper for breaks, safety observer, etc.
- Check after each stop so that no one is left behind; adult should always bring up rear.
- Blisters should be taken care of immediately.
- Evaluate hike upon conclusion. What was learned? What was accomplished?

➡️ Proper Clothing

Because every season and every kind of weather is hiking time, there’s no need to cancel a trip; just know how to prepare for it:

- Even in warm weather, high altitudes can be cold in the evening; be prepared
- A common mistake in cold-weather hiking is to bundle up excessively; the person should be warm without heavy perspiration; layering is ideal, with layers removed when warm and replaced when cool
- In cold-weather hiking, wool socks are preferred; use mittens instead of gloves, cover ears, depending on how cold; face covering may also be desired.
- Do not allow improper footwear; no thongs, leather soles, or brand-new shoes/boots
should be worn. In cold weather waterproofed is preferred. In warm weather some like lightweight sports shoes, others prefer hiking boots. Double socks will prevent blister-causing friction.

- Headgear is mandatory in some areas and essential at high elevations to reduce ultraviolet ray damage; many also should use sun block for their nose.
- Snow-hiking requires dark glasses to prevent snow-blindness.

**Packs**

- There are many types of packs; the choice is one of personal preference and affordability. Good packs will carry the load high on the shoulders with good hip support.
- Heavy items should be in the upper compartments, light items in the lower ones. Packs should not exceed 15-20% body weight for growing children.
- The “Go Lite” Backpacking Checklist.

When one determines that backpacking could become a passion and distance packing is where the real art (and fun) begins, then a “go lite” system is imperative. The following checklist has been developed by “H-monster,” code name for a young backpacker who recently hiked the 2,200-mile (3,500 kms.) Appalachian Trail in eastern United States. This trip takes an average of 5-6 months to complete, and a hiker can expect to blow out three-to-four pairs of hiking boots. This checklist will reach the total of 14 lbs. (6.3 kgs.) with carefully selected ultra-light gear. With food and water for a week, the pack will weigh approximately 24-25 lbs. (11 kgs.).

**Essentials:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping bag</td>
<td>Disposable camera</td>
</tr>
<tr>
<td>Pad</td>
<td>Flashlight, small</td>
</tr>
<tr>
<td>2 pairs of socks and liners</td>
<td>Bleach/iodine/or polar pure</td>
</tr>
<tr>
<td>2 pairs of shorts</td>
<td>for water</td>
</tr>
<tr>
<td>2 shirts</td>
<td>Small pot or can for kettle</td>
</tr>
<tr>
<td>Rain jacket and pack cover</td>
<td>Bandana</td>
</tr>
<tr>
<td>Toilet paper</td>
<td>Lighter</td>
</tr>
<tr>
<td>Tooth paste (small tube)</td>
<td>Spoon</td>
</tr>
<tr>
<td>Tooth brush</td>
<td>First aid kit:</td>
</tr>
<tr>
<td>Pen</td>
<td>Ace bandage</td>
</tr>
<tr>
<td>Small pad of paper</td>
<td>A few bandages</td>
</tr>
<tr>
<td>Pocket knife</td>
<td>Lots of pain killer</td>
</tr>
<tr>
<td>Leprechaun stove*</td>
<td></td>
</tr>
</tbody>
</table>

**Optional:**

- Gaiters
- Walkman radio
- Hat of choice
- Rain fly

**For cold weather:**

- Long johns
- Stocking cap
- Long pants
- Fleece over-shirt
* Stove is made from two empty soda pop-cans, see Internet website at thru-hiker.com, camping honor information, or the Pathfinder Administrative Manual.

Food choices

- Nutritive value. One must be much more conscious of this than at home, since needs are pushed to their limits, and sickness on a hiking trip is not of casual consequence. Calorie burning can far exceed any capability of calorie consumption.
- Weight. All rations should be light, but do not sacrifice necessary quantity for weight—unless you are willing to be perpetually hungry.
- Bulk. Opt for less bulk. Some foods might be quite light, but they’re full of air.
- Fragile. Foods that break, crush or melt should be avoided.
- Perishable. Foods that spoil easily should be used only in first-day-out menus.
- Packing of rations. Pack in plastic bag’s with complete meals in one bag, last-day on the bottom, first-day on top. Empty plastic bags can go to bottom and packed out.

Canoe trips

Aside from day trips down gentle rivers or paddling around some lake regions, canoeing as a form of distance camping is becoming very limited. Fewer and fewer people ever have the opportunity to enjoy the real spellbinding long-distance canoe trip as true wilderness disappears from the face of the globe.

The impact on the personal psyche of one of these adventures is well worth the effort, if there is an area within range of your club. For that, also, it is worth the effort to include here a few guidelines. The first of these, of course, involves the ability of participants! All must have completed at least the Intermediate Swimming Honor and be proficient in canoeing (they may complete the Canoeing Honor on the trip, but should know how to canoe before the trip begins).
- Canoes should not be shorter than 16 ft (4.7 mts.) nor longer than 20 ft (5.9 mts.).
- Aluminum canoes seem to be preferred, although there are several types of other materials used that are lighter. Durability, even when damaged, is key, since one can find themselves several days from civilization.
- There is a wide range of paddles on the market, with “bent-shafts” being the most effective. However, again, durability may be more important.
- One of the nice aspects of canoe camping is the potential for more gear and food, which makes life almost a luxury. One must remember that if portages are involved, then limit your gear to what you can carry.
- Packing a canoe is also an art. One soon learns how to load so that the canoe remains level, with minimum drag or list.
- Safety rules! Get off the water with first warning of a storm; never do a stretch of white-water without knowing the route. Always have map and compass and use them. Lakes can get confusing with a mix of islands, hidden portage trails, and deceiving distances.
- Last and most important: all must have life vests; even the best swimmers will drown if knocked unconscious in a spill.
Bike trips

This takes the Cycling Honor to its logical conclusion. A week-long adventure on a bicycle can be very rewarding physically and spiritually to participants. While the first couple days distances may be only 50 miles (80 km) or so, doubling that figure by the third day, and every day after, is quite possible, even if the winds are moderately contrary. Maps and visual review are needed for selection of less-traveled routes. Selection of adequate rendezvous points for lunch and camping requires pre-work and permission-getting. Routes should also be selected for their inherent beauty and points of interest along the way. It would be good for all participants to prepare by riding several short distances (5-25 miles [8-40 km]) prior to the event.

Safety rules

1) Obey all vehicular traffic laws—a bicycle is a vehicle!
2) Ride WITH the flow of traffic, single-file within 3 feet (1 mts.) of the edge.
3) Use standard hand signals for turning or slowing down.
4) Do not weave through traffic.
5) Do not swerve from side to side or stunt-race.
6) Do not ride double.
7) Be courteous.
8) Drink lots of fluid to prevent dehydration.

Bike Inspection

All bikes must be in good running order, with all standard safety features. Participants should also have a basic set of tools and spare parts that are designed for their make of bike.

Equipment needed

All bike bags should be properly mounted and packed to keep bike in balance; riders should only use hip packs or day packs, preferably neither. Certified helmet is obligatory, two water bottles and padded/aerodynamic cycling wear recommended.

If a sag wagon can be provided, camping gear and other equipment can go that way instead of in panniers.

3. Campsite—arrangement, environmental impact, sanitation

In addition to basic knowledge about site selection, as learned under the various camping honors, selecting a site for a club camp involves a couple additional considerations. We can look at the Israelite sojourn in the wilderness and see if there are possible lessons. It mattered not where they set up camp; there was a certain order that was followed. This order was God-inspired for a reason. Perhaps these same reasons are still useful today. It provided accessibility, order, unity, a sense of responsibility to the whole, as well as ease of discipline.

Upon selection of the site based on good camping practices, the leader should inform the group where the “entrance” is, the kitchen area, the general perimeter, tent locations for boys and girls, and should there be need of a primitive latrine— its location.

Club flags should be posted at the entrance, guidons at the tents of unit captains. The area should be cleaned of litter from previous visitors prior to pitching camp, and pride should be taken in both keeping the area litter-free as well as leaving it in better condition than when you arrived. Neatness and orderliness is a mark of good woodsmen, and Pathfinders are the best.
Several sayings illustrate the kind of impact on the environment that our clubs should have. Cavers say, “Take nothing but pictures, leave nothing but footprints, kill nothing but time.” The Sierra Club (a wilderness/environmental organization) says, “What you take in, you take out.” The old-timers used to say, “If it doesn’t burn, pack it; if you brought it full, you can take it out empty.” Sites should never show signs of knives or hatchets on remaining trees or branches. Fires should be cold and ashes scattered. Do not bury cans or bottles; they have a habit of surfacing. Remove all plastic, as well. Be proud of what’s left behind.

Water is always of primary importance. Purify all water used internally even if it seems to be clean. Don’t risk the intestinal diseases such as Giardia, which can be very difficult to treat. Prevention is much simpler, easier, and less costly than cure. Human waste should be buried at least 6-8 inches (15-20 cm) deep and 300 feet (90 mts.) from any water source. Urination should not occur within 50 (15 mts.) feet of the trail and 100 feet (30 mts.) of water. All leftover food should be buried so as to not attract unwanted little animals, wasps, etc.

4. Fires, first aid kits, safety, rescue

Materials needed for this section include wood for types of fires, wood for fire sticks, fire starters such as flint and steel, metal match, magnifying glass, steel wool, etc., two types of first aid kits, including a small personal type and a larger club type.

Perhaps this rings a bell for some of us? “Nimble Will Nomad” (M. J. Eberhart) in his book Ten Million Steps includes notes from the second day of his diary covering a 4,000 mile (6,400 km.) hike:

“I figure I’d better have my warm meal now, as this may be the last high ground I see all day. [He’s in the Florida Everglades swamp] ...With noodles cooking nicely on my little stove I move off a short distance to filter some water. When I return, my noodles aren’t the only thing cooking. The little patch of grass around my stove is cooking and my pack, which I’ve laid right next to it, is also cooking! When nylon burns, you’ve got a very hot and dangerous fire on your hands... literally on your hands. As I slap in desperation at the flames I get the melting, burning nylon all over me. I give my pack a kick into the water and manage to douse my hands at the same time. I stomp at the grass fire, and in the process my stove, pot, noodles and all go flying into the Everglades! As I watch my stove go down in flames on one side of the island, I turn to see my pack pop back up on the other side belching black billows of smoke. I slog back over there and give it a stomp back under as it hisses and belches more black smoke at me. I then drag myself, coughing and gasping, back onto the charred patch of ground, collapse against the pine tree and... cry.

“I don’t know how long I sit here with my head stuck between my knees...I begin the damage-control check as I look at my hands. Miraculously they’re okay!... I go to where the noodles are bobbing in the water and retrieve my pot and stove... I drag my pitifully charred, waterlogged-but still-smoldering pack back to the equally-charred ground. I am soaked and covered with soot...

“I find the right shoulder pad completely gone, and the ladder strap burned through, save a few threads. My sleeping bag stuff sack is destroyed, and my sleeping bag is little more than a black, gooey char the consistency of playdough. I don’t need to unzip my pack to get in it anymore; there’s a saucer-sized hole in the right top... I’ve lost a pair of wool socks, and I’ll no longer be able to be seen in public with my other pair of nylon pants... I shoulder the whole pitiful mess, point the compass back at 360 and head north.”
(Twelve months later he did complete his odyssey!)

**Fire Building**

Take time to review the types of fires as described in the Fire Building and Camp Cookery Honor. Review procedures for starting fires in cold/wet weather, and spend time practicing starting fires without matches, using one or more of several ways. Finally, review and emphasize safety rules in fire usage as outlined in the Honor.

**First Aid and Safety**

Notice, under the hiking section above, the very abbreviated first aid kit of a distance hiker. Most of us would rather have a somewhat more complete kit, but then most of us would rather carry a heavier pack for shorter distances as well.

Personal kits may be assembled and kept in a plastic bag, or they may be purchased and already come in nice, small plastic containers. If you wish to make up your own, you can begin with the following basic items and add or subtract with experience.

**Personal First Aid Kit:**
- Roll bandage with clip
- Band-aids
- Disinfectant
- Cravat bandage
- Snakebite kit
- Sunburn cream
- Pain killer
- Adhesive tape and gauze
- Waterproof matches

Club kits will, of course, have larger quantities of all of the above, and some additional items such as burn ointment, charcoal tablets, scissors, tweezers, a wider range of bandages, perhaps a set of arm and leg splints, and even a backboard. One member of the staff (preferably all) will have additional first aid/CPR training and have current certification. (All Pathfinders should have first aid training according to the requirements of their attained level.)

Procedures should be reviewed during this section on loss-and-rescue plans. Time should be given for setting up a simulated rescue procedure based on the Basic Rescue Honor.

**5. Cooking, menus, equipment, edible plants**

Instructors for this section should be prepared to show actual procedure of baking, boiling, frying, roasting camp food by the use of equipment, which most clubs would have available, and some experimental equipment such as reflector ovens. Some foods can be prepared ahead of time and then made available to show results.

Sample menus for eight campers should be shared with section participants using foods available from local markets, yet fitting into the camping scenes as described previously such as backpacking, club camps, etc. One aspect of camp food that always adds a sense of adventure involves the use of edible wild plant foods. Adding a couple of them to a weekend menu adds a touch of novelty, as well as over the course of several campouts introduces a variety of foods available in cases of emergency. Of course, one must be sure that the wild foods used are safe and well-known by experts on your staff. The rule of thumb with these foods is “When in doubt, don’t take risks.”

**6. Wilderness techniques and survival**
This section and the next are very closely associated and should be completed consecutively. All leaders who take children into the wilderness should have a reasonably high proficiency in the skills here presented. First, we will cover the use of topographic maps and the use of compasses, so we never have to concern ourselves with “getting lost,” then in the next section participants will put their compass skills to the test.

Notice, the second rule for what to do when lost is...
1) Be calm.
2) Check your map and compass for directions (of course, this presumes you have and know how to use both!).
3) Think things over; pray. God knows where you are.
4) Find a high spot and get your bearings (this also will help orient your map).
5) Try to retrace your steps (some survival experts insist on skipping this step and the next one; soon you will be missed and folk will begin the search, wandering only complicates matters for them).
6) Set out– with your compass– and go home (assuming you know how it works and where you are going).
7) Stay put, relax, build a nice little fire and shelter, find some of those wild plant food goodies, and enjoy life; you might even be disappointed when they find you. (To be able to do this would mean that you are an expert and experts don’t get lost.)

➤ The compass
Every participant should have a compass for this section– preferably their own, so they can get used to how it works. There are many compasses on the market; most of them are not very useful. If a participant insists on using the compass embedded in the handle of his fancy knife, fine, but he will need to be able to complete all practices with the others (that won’t actually be possible). The best compasses are flat, clear, plastic ones with a liquid-filled housing for the needle, and an arrow on the plastic-base to aid in map use and direction finding. Some more expensive ones come with special mirrors. These are a little harder to learn how to use, but are good. Participants should learn how to shoot both azimuths and back azimuths.

➤ Topographic maps
Most areas of the world now have topographic maps available. In some areas, governments still control and limit their availability; in other areas, the scale is too large to be of any serious use for our purposes. The best scale “topos” to use are 1:24,000 (1 km = 4.1 cm). Each participant should understand what is meant by “contour interval” and how that is reflected on the maps available for your area. Each participant should also know how to orient a map to actual terrain and how to correctly point it to true north with the corrected declination.

➤ Directions without a compass
Good wilderness travelers always keep a general sense of direction to their meanderings– one should always know which direction is generally back to safety– home. If that gets missed, there’s no point going in any direction. Always rely on one basic method of determining direction even though you may choose to consult other methods. Here are some alternate ways of direction-
finding.

1) With your watch. Hold a small stick (match) vertically over the center of the watch so that the shadow falls along the hour hand. North should then be one half the distance between the hour hand and 12 on the watch for Northern Hemisphere hikers. Southern Hemisphere hikers can skip the stick; just aim the hour hand directly in the direction of the sun and north will be halfway to 12.

2) If the sun cannot be seen, look at the tree tops. Some will show a lighted surface and a darkened surface; these will give clues to the sun’s direction. Also, hillsides will show somewhat more lighted and darkened sides. Even clouds may show the direction by their tones or by sun rays popping through.

3) Snow on the ground may be deeper on the north side of hills in the N.H. or south side in S.H.

4) Plant life may help: broadleaf trees tend to grow on the side of east-west valleys that have more sunlight and evergreens on sides with less light. Spring flowers will be blooming ahead of schedule often by a week or more on the same sunny sides of hills compared to the shade sides of hills. In the N.H. these sunny sides are north sides facing south; in the S.H. they are south sides facing north. The closer to the tropics... oh well.

5) Moss on trees or lichens on trees may work in limited locations but normally does not have enough constancy to be reliable.

6) At night Polaris serves in the N.H. and a measure of four fingers off the foot of the Southern Cross serves in the S.H.

7. Orienteering

Materials needed:
- Compass for each participant
- Set of direction cards
- 20 numbered stakes
- Long tape measure

Optional: Be Expert With Map and Compass by Bjorn Kjellstrom

By this time, participants should be familiar with the use of their compasses. The next step is to find out their pace length. Set up the short orienteering course in an open field area with the numbered stakes (or a 100-foot rope with numbered cards attached). These have been placed at proper intervals along a 100-foot (29.3 mts.) magnetic east-west course. This overall distance may serve first to measure paces. Have participants walk the distance twice, counting their paces. Use the average of the two trips for calculating distances during the short course.

Short course:

Twenty numbered markers will be placed at 5 ft (1.5 mts.) intervals along a magnetic east-west line.

Each participant is given a card with a set of three directions/distances on it. Each card begins at a certain numbered marker and will end at some other unknown marker to be verified by the instructor for accuracy. Participants should make several attempts until they achieve accuracy. Remember that since this is a very short course, a miss by more than even a few feet will translate into major misses (even getting lost) in a cross-country course.
Here are instructions for ten cards. The above-mentioned book has more.

Start at Point 1
Go 36 degrees for 122 ft (36.5 mts.)
Then 149 degrees for 58 ft (17.1 mts.)
Then 235 degrees for 86 ft (25.5 mts.)
Destination....

Start at Point 6
Go 3 degrees for 100 feet (29.5 mts.)
Then 132 degrees for 74 ft (22 mts.)
Then 225 degrees for 69 ft (20.4 mts.)
Destination....

Start at Point 2
Go 17 degrees for 104 ft (31 mts.)
Then 150 degrees for 52 ft (15.4 mts.)
Then 142 degrees for 64 ft (19 mts.)
Destination....

Start at Point 7
Go 34 degrees for 119 ft (35 mts.)
Then 186 degrees for 50 ft (14.9 mts.)
Then 228 degrees for 74 ft (22 mts.)
Destination....

Start at Point 3
Go 38 degrees for 125 ft (37 mts.)
Then 237 degrees for 90 ft (26.5 mts.)
Then 186 degrees for 50 ft (14.9 mts.)
Destination....

Start at Point 8
Go 346 degrees for 102 ft (30.1 mts.)
Then 129 degrees for 78 ft (23 mts.)
Then 211 degrees for 58 ft (17.1 mts.)
Destination....

Start at Point 4
Go 36 degrees for 122 ft (36.5 mts.)
Then 174 degrees for 50 ft (14.9 mts.)
The 228 degrees for 74 ft (22 mts.)
Destination....

Start at Point 9
Go 346 degrees for 102 ft (30.1 mt)
Then 129 degrees for 78 ft (23 mts.)
Then 186 degrees for 50 ft (14.9 mts.)
Destination....

Start at Point 5
Go 22 degrees for 107 ft (31.9 mts.)
Then 158 degrees for 54 ft (16 mts.)
Then 186 degrees for 50 ft (14.9 mts.)
Destination....

Start at Point 10
Go 343 degrees for 104 ft (31 mts.)
Then 141 degrees for 64 ft (19 mts.)
Then 145 degrees for 61 ft (18 mts.)
Destination..

Destinations for above cards:  1: point 7;  2: point 19;  3: point 2;  4: point 8;  5: point 16;
 6: point 8;  7: point 8;  8: point 9;  9: point 15;  10: point 19.

Short Cross-country Course:
A next step in expertise development would be very useful at this time, even though it will likely fall outside of the available time for this unit. If this seminar is being held in an outdoor setting (i.e. youth camp) and there is ample open area available, a shortened version of a standard cross-country course could be set up. Instructors should outline a 6-10-stop zigzag course over several acres (hectares) so that the next stop is not necessarily visible from each previous stop, yet participants are generally in view of instructors most of the time. Prepare a set of directions and distances and provide only the first one to participants; they must find each marker with its next set of instructions in order to continue.
8. Sabbath schedule and activities

Carefully planned weekend campouts fly by so quickly, campers wonder where the time went and why they have to go home already. There is so much that can be done that a club will likely never complete everything they want to do, even in many camping trips. However, when it comes to Sabbath activity planning, quite a few glitches slip in that lead to discipline problems or conflicts with parents. Here are some scheduling guidelines which can help keep Sabbath scheduling appropriate and of value:

1) The program is not an end in itself; it is a tool by which the purposes of camping are realized.
2) Programs ought to be planned with the members of the group which is to be served.
3) All phases of the program should be related to the developmental level of the campers who are to participate.
4) The program should be child-centered, not activity or adult-centered.
5) The program content should be based upon sound educational principles.
6) The program should consist of an integrated series of experiences consistent with the overall purposes of the organization rather than a hodgepodge of opportunistic stunts and isolated events.
7) Sabbath activities should be planned with the proper observance of the Sabbath. Campers need carefully-planned and -structured activities during the Sabbath hours.

We often plan the Sabbath schedule around our own desires for the day, rather than around the needs of the campers for a full, enjoyable, and meaningful day. Often wake-up time is delayed compared to other day’s schedules, even though most campers are up early and excited about their first day camping. In the afternoon, “free time” is set aside so we may rest; however, the campers then find themselves with unsupervised, unstructured time which will often be filled with non-Sabbath-type activity. We should clearly understand the purpose God chose for setting this day apart from the rest— as a time for communion with Him, a time to learn more about Him through the means He has provided. Sometimes we plan our Sabbaths at camp with more of a world’s view of worship, which translates “Spend a little time in ‘church,’” then the rest of the time is yours.”

While schedules for campouts will vary in accordance to the specific purposes of the event, here’s a sample of a weekend camping schedule which includes a carefully developed Sabbath schedule:

Friday p.m.
3:00-5:45 Arrive and prepare campsite
5:45-6:30 Supper and cleanup
6:30-6:45 Vespers (assuming a 15-minute-before-sundown schedule)
7:00-9:00 Campfire
9:00-9:30 Prepare for bed
9:30 Quiet time
Sabbath
6:00  Rise and personal duties
6:30-7:15  Early morning inspirational walk
7:15-7:45  Morning worship
7:45-8:30  Breakfast and cleanup
8:30-9:00  Inspection
9:00-10:00  Sabbath School activities*
10:00-11:00  Church activities
11:00-12:30  Honor activity I
12:30-1:30  Dinner and cleanup
1:30-3:00  Honor activity II
3:00-4:30  Class level activity I
4:30-6:00  Class level activity II
6:00-6:30  Special activity ♥
6:30-6:45  Vespers
7:00-7:45  Supper and cleanup
7:45-10:00  Campfire, Honor activity III
10:00-10:30  Prepare for bed
10:30  Quiet time

Sunday
6:00  Rise and personal duties
6:30-6:45  Morning Worship
6:45-7:30  Breakfast and cleanup
7:30-8:00  Inspection
8:00-12:00  Field events (class levels/honors)
12:30-1:00  Dinner, break camp, clean up and leave for home

* Sabbath school, church, and activity periods can be switched around for variety. Also, look for ways of utilizing the ambience to full advantage in teaching the lessons from the Sabbath school materials so that it takes on a different look from the traditional Sabbath school as held in church.

♥ Special activities can involve special guest presentation by park personnel, visit to special attractions in the area, a special outreach to other campers in the area or people living nearby, etc.

9. Cold-weather camping
Cold weather carries with it multiple interpretations based on geographical settings. For our purpose here we define cold as when the temperatures approach, or drop below, freezing (32 °F or 0º C). It is generally called winter. Webster’s English dictionary defines winter:

Winter (winter), n. 1. The coldest season of the year; 2. Any period regarded as a time of decline, dreariness, etc. v. 1. To pass the winter: as in, “We winter in Florida.”

It’s not a very exciting time of year; it even sounds like an almost unbearable time that is better spent somewhere warm. A common Pathfinder definition is: “That time of year we can’t be outdoors and have to work on crafts.”
However, with careful training, an alternative view is possible, as exemplified by author Harry Roberts in his book *Movin’ On*:

“Then, when the time comes to do that traverse of the Divide on cross-country skis, you’re ready. You know what’s out there— and what’s inside you, too. And when that happens— winter just becomes the best season of all... ah, the ecstasy of WINTER.”

A basic premise first: “Very few things are final and absolute about winter hiking and camping. What one person considers an eternal truth, another may consider to be heresy.”

With that clearly in mind, we proceed here to extract a few observations from the above-mentioned book by Harry Roberts, editor of *Wilderness Camping*.

A few minutes should be spent in presenting and/or discussing each section below with the strong admonition that a winter-camping book be checked out of a library (better yet, purchased) prior to making plans or even buying equipment for winter camping.

**Cold— and You**

- You burn more than twice as much fuel (calories) maintaining core temperature in cold weather than in balmy weather.
- Breathing accounts for up to 18% heat loss.
- Perspiration accounts for another 18% heat loss.
- The remaining 64% is controllable and means the difference between fun and tragedy.
- Heat loss is controlled by clothing and diet.
- Body temperature warning signs: Below 95º F (35º C), shivering becomes uncontrollable. This is your last warning. “If uncontrollable shivering fails to reverse the downward plunge of your temperature, the process thereafter is irreversible without an external heat source.”
- Hypothermia exists in winter and summer, and is most often caused by wind, wet and cold.
- Frostbite is a burn. Treatment is gradual thawing of the part. *Don’t* rub or massage. Know your first-aid well.
- Awareness, dry socks, and dry mittens are good insurance. Wet socks, wet mittens, tight boots, fatigue, hunger, dehydration— usually coming in bunches and very suddenly— cause the real thing.

**For Starters**

“Clothing can never produce heat; it can only conserve the heat that you produce.”

- Boots— any type that can easily accommodate two pair of socks (one wool, one lighter). Waterproofing is a must.
- Socks— one wool (orlon), one lighter. (Too many socks cut down circulation.)
- Pants— old pair (wool, no cuff). Jeans are a no-no— *cotton kills*.
- Undershirt— polyester fishnet is best— no cotton T-shirt— *cotton kills*.
- Shirt (wool) – oversized, flaps on pockets.
- Sweater (wool) – one heavy or two light.
- Parka– (slightly oversized, nylon shell) – long and good hood.
- Cap (wool) – 60% heat loss through bare scalp can kill when the going gets tough.
- Mittens– wool (not gloves) with an outer shell for later (see below).
- Sunglasses
· keep dry— not much insulation needed to keep warm as long as you’re dry.
   Ventilation is key to keeping dry.
· One inch (2.5 cm) of insulation (dry) keeps a walker warm at -40°F (-40°C) That’s an 80-degree difference between wet and dry (44-degree difference in centigrade). Make note and don’t forget!

* Feet/Hands

   One tough question: “If you had to walk out of a winter incident and you could protect either your hands or your feet from severe frostbite (but not both) what would you choose to protect? The obvious and wrong answer is your feet.” You can walk on frostbitten feet, but you are totally helpless with frostbitten hands. After that morbid thought:
   · Mild weather— anything above 20°F (-6.6°C) and fairly dry.
   · Less than 20°F (-6.6°C) = cold
     ° requires different boots— high leather uppers
       – rubber “feet”
       – heavy crepe soles
       – thick felt inner soles
       – many good name brands out there
     ° gaiters, over-pants, over-boots— each for different settings and type of trip.
       Experiment, evaluate, use most suitable for your specific needs.
     ° gloves are useless except for short-term protection while performing fussy chores.
     ° woolen mittens with over-shell provides varying conditions versatility.
     ° when removed, place mittens where they’ll stay DRY.
     ° lightweight gloves are useless for warmth; heavyweight have their own problems.
     ° carry extra pair of mittens in nice, snug, dry corner of pack.

* Cautions

   · Remove clothing before you sweat and replace it before you get cold.
   · Don’t handle gas on a cold day without hand protection (maybe one good use for those gloves). Spilled gas at -20°F (-6.6°C) is instant frostbite.

* Side-track Rules

   · Eat before you’re hungry.
   · Drink before you’re thirsty.
   · Peel off clothes before you’re sweaty.
   · Put on clothes before you’re chilly.
   · Rest before you’re tired.
   · Don’t do it just to prove you can.
     – Velocio

* Food and Liquid

   Important: All members of the party should be knowledgeable in the use of soup stoves.
   Recommended books: The Well-Fed Backpacker, by June Fleming
Paradise Below Zero, by Calvin Rustman

- Everybody needs fuel—about 1,000 calories more/day in winter than in summer. When your body runs out of fuel, it starts to affect the liver, the fatty tissues, the muscle tissue, etc. A big part of winter ecstasy depends on food.
- Dehydration increases a sense of cold, a chance of frostbite, and mountain sickness.
- Water—a safe minimum amount is between one quart and 1 ½ quarts per 50 pounds of body weight per day. (That’s .9-1.2 l/23 kg of body weight/day)
- One-pot meals are best. They stay hot longer, are easier to prepare and require less snow-melt and fuel.
- Pre-mix meals in plastic bags and carefully label—the more the better.
- Enrich everything with sugar, milk or butter. Use quickest form of cooking of whatever you’re preparing.
- A stove is very important. It should be in good working condition before leaving, and spare parts and/or second stove should be taken along in the pack.
- At night keep one small water bottle per person in sleeping bags. Watch for leaks!

Note: “While you’re enjoying your meal, look around at the spectacular white world. You’re warm, well-fed, well-rested. You’re completely at home in the toughest environment civilized man has to contend with—or so he thinks. You know better. My, my, isn’t all that silence pretty?”

 반드시

Tents

Importantly—all members of the party should be knowledgeable in tent setup. Winter is not the time to learn the basics of camping!

- Condensation—As long as there’s a difference in temperature inside/outside, there will be some degree of condensation. You may have to dry out inside-out.
- For support structure, consider a dome, wedge, etc. over the two-pole A-shaped. They are more versatile in snow conditions.
- The “secret” for pitching a tent in snow is to pack the snow down well. In fact, pack your whole campsite down.
- The tents should be up and bags laid out with just enough time before eating to change into a dry undershirt and heavy parka.
- In winter camping, a campsite should be selected in a “little snuggle” of conifers for a better site.
- Set up camp early—noon to early afternoon. This will allow for a better site location, better preparation of site, and more time to enjoy it.
- If possible, select a site that has running water nearby. It saves fuel and the work of snow melt.
- Don’t cook inside a tent except in an emergency. You may create an emergency.
- A “French candle lantern” adds 10 degrees to a tent and up to 30 degrees to a snow cave.

Sleeping Gear

- For winter camping it is not necessary to go out and buy a $300 special, super-
deluxe, triple-thick, rare goose-down sleeping bag.

- A sleeping bag comes after boots, underwear, mittens, hat, shell, parka, stove, etc.
- Most decent bags are good for 25° F (-4 C), especially when combined with good underwear (and it’s a mummy bag). Need a little extra? Get a cheap summer bag that fits over or inside your present bag.
- Put a cheap full-length closed-cell foam pad underneath the sleeping bag to keep cold from the ground away from your bag and body. The polyfoam pads covered by nylon don’t work in winter, because they permit air to flow under you, which will be cold air. (2 inches [5 cm] of open cell foam equals ½ inch [1 cm] closed-cell foam.)
- Take along a bivouac sack, if possible.
- “The People Sandwich”
  - Outer layer– bivouac sack
  - Second layer– closed-cell foam pad (under you)
  - Third layer– sleeping bags (one or two)
  - Fourth layer– you (with or without extra underwear but with a hat)
  - The People Sandwich adds more weight and bulk perhaps, but it is more versatile. It is good from below freezing up to the hot summer. It is less expensive than those special winter bags which are miserable just a few degrees above freezing.

❄ Travel

- Boot type and backpack are critical to enjoyable skiing with a heavy pack. Boots need to be sturdy, leather high-toppers, with steel shanks. (Not the lightweight synthetic “ridge runners”) Packs should be internal-frame rucksacks that hug your body and stay close to your center of gravity.
- Ski touring is primarily for day trips. Multi-day trips with big packs on untracked snow are quite possible, but not practical for early experience attempts.
- Ski touring is hard, physical work. Skiing well (or poorly) is sweaty. So is snowshoeing. Greater care is needed in clothing selection and ventilation control.
- Snowshoes– not just any shoe will do. Take time to evaluate your needs, interests, and the primary terrain you’ll be involved with. Perhaps rent different styles for the first couple trips. Study the advantages of the three basic types of snowshoes (open country, general purpose, climbing). You’ll stay out longer, go out more often, and find it more enjoyable if you choose the right snowshoes.
  - If you already have a backpack and maybe a day pack, don’t buy one for now:
  - You may want to add a waterproof nylon cover for your pack.
  - Close all zippers, as snow always finds a slightly open zipper, especially when T. P., dry socks, or spare mittens are just inside. Extend the zipper pulls with key-chains, leader thongs, etc. This makes them a lot easier to work when fingers are cold and zippers are frozen.
  - An extra detachable pocket or two is helpful, since winter gear is bulkier. These are available in most outdoor shops or can be easily made.
  - Seal all seams of the backpack with silicone waterproofing.
  - Make sure the pack fits well when you’re wearing extra clothing. The fit is more important than features.
Trip Organization

· In Pathfindering, trip organization should not require much discussion. However, some strange things happen between ideal and reality. Responsibility.

· Each participant’s actions enhance or endanger the whole group.

· A winter party shall consist of four or more persons, never fewer. In case of an injury, one stays with the injured while two go for help.

· A party must move at the pace of its slowest member. There is a nominal leader (in charge of emergencies), and the real leader is the slowest or most tired.

· In larger groups than four, foursomes should be self-contained, self-sufficient, and be prepared to take care of an injured hiker, etc.

· Each person should take care of his/her own food and personal needs, as well as have along emergency equipment, as designated by the group leader (nominal leader).

Caution: If you are out to have a good time, take the precautions to have the little extras that will ensure a safe time, as well.

Build up – practice

⇒ Two-hour walk on a pretty cold day
  ° The usual outfit: long johns, wool pants, wind pants, wool socks, gaiters, net shirt, wool shirt, parka, hat, mittens
  ° In day pack: spare mittens, spare hat, matches, compass and map, pocket knife, emergency food pack, vest, water bottle or thermos
  ° Sunglasses in pocket, hard candies in another

⇒ Day trip
  ° The usual outfit as practiced above
  ° Mid-size pack and add to above: extra socks, trail food, teapot, stove, polarguard parka (for lunchtime), sleeping bag, bivouac sack, foam pad, small tarp, map, whistle
  ° Take along a compass, preferably attached to a lanyard. Include an extra shirt or sweater in the pack, depending on the weather forecast

⇒ Overnight or weekend
  ° Add food, more complete cooking gear, and T. P. too, if you didn’t already guess.

Extras to think about:

· First-aid kits, which tend to grow as needs are encountered. Consider Advil in place of aspirin for headaches. Include waterproof matches.

· Extra glasses/contacts. Broken glasses or lost contacts aren’t much for keeping you out of harms way.

· Lip salve and glacier cream

· Pocket knife and small sharpening stone

· Backpacker thermometer

· Waterproof matches— one set in pocket, two or more sets in pack. A set in emergency kit never used— hopefully.
· A light—flashlight or headlamp. Head lamps are increasingly popular and keep hands free.
· Biodegradable soap and paper cleaning cloths

C. Pathfinder and Community Ministry .........................3 hours
1. What is Pathfinder Ministry?
Pathfinder Ministry is everything that is done with and for Pathfinders in the church’s relationship to the family, the community, and the world.

Proverbs 22:6 “Train up (Hebrew— to create a special desire) a child in the way he should go, and when he is old, he will not depart from it.”

Too often we decide to have a child wait till he/she is older before they are allowed to participate in various levels of outreach, then we wonder why we have so many adult bench-warriors in the church.

➔ When does Pathfinder Ministry happen?
  _ When youth live out their faith in the church, community, and in the world.
  _ When youth and adults together share their faith and life in all areas of church ministry.
  _ When youth and adults support and care for one another in Christ.

➔ Pathfinder Statements of Mission
1) Mission Statement:
   “The Pathfinder Club is an organization of the Seventh-day Adventist Church, dedicated to meeting the social, physical, mental, and spiritual needs of youth ages 10–16 by challenging them to experiencing a personal relationship with Christ, having a sense of achievement and responsibility, and developing respect for God’s creation including his fellow human beings.”

2) Goals:
   Pathfinder Ministry seeks to meet the Pathfinder’s present and unfolding needs, to the end that we bring them to self-fulfillment and maturity in Christian faith, characterized by their decision to:
   · Accept Jesus Christ as a personal Savior and Lord
   · Reflect internalized Christian values through mature decision-making and behavior.
   · Exhibit the righteousness, true holiness, and fullness of stature of Christ.
   · Demonstrate leadership skills, enabled and empowered to become full partners in active selfless service supporting the mission of the church.

3) Purpose:
   · To lead membership into a growing, redemptive relationship with God
   · To build its membership into responsible, mature individuals
   · To involve its membership in active, selfless service

4) Objectives:
· The Pathfinder Club will encourage its members to belong to the church, confess their Christian faith, and take an active part in fellowship, worship, outreach, and service.
· The Pathfinder Club will involve its members as full partners in all aspects of the church’s ministry to its members, to the community, and to the world.
· The Pathfinder Club will challenge its members in the mission and ministry of Christ through the church so that God’s Word becomes meaningful and fruitful in their lives.

How does Pathfinder Ministry happen?

1) When we exercise in selected activities

“The only way to grow in grace (2 Peter 3:18) is to be disinterestedly doing the very work which Christ has enjoined upon us to engage, to the extent of our ability, in helping and blessing those who need the help we can give them. Strength comes by exercise; activity is the very condition of life. Those who endeavor to maintain Christian life by passively accepting the blessings that come through the means of grace, and doing nothing for Christ, are simply trying to live by eating without working. And in the spiritual as in the natural world, this always results in degeneration and decay. A man who would refuse to exercise his limbs would soon lose all power to use them. Thus the Christian who will not exercise his God-given powers, not only fails to grow up in to Christ, but he loses the strength that he already had.” SC 80-81

See also Matthew 25:31-46 (the parable of the sheep and goats); Luke 10:25-37 (the parable of the God Samaritan); John 13:15 “I have given you an example, that ye should do as I have done to you.” and 1 Timothy 4:8 “For physical training is of some value, but godliness has value for all things, holding promise for both the present life and the life to come.”

2) When we become need oriented

Christ’s method of ministry alone will give true success in reaching the people.

The Savior–
· mingled with men as one who desired their own good
· showed His sympathy for them
· ministered to their needs
· won their confidence

Personal Ministry– “There is a need of coming close to the people by personal effort. If less time were given to sermonizing, and more time were spent in personal ministry, greater results would be seen.
· The poor are to be relieved,
· The sick cared for,
· The sorrowing and the bereaved comforted,
· The ignorant instructed,
· The inexperienced counseled,
· We are to weep with those that weep…
· Rejoice with those that rejoice.
Accompanied by the power of persuasion, the power of prayer, the power of the love of God, this work will not, cannot, be without fruit” (MH 143-144). See also COL 326, 4T 56.

- Conditions of Christian Growth
  “And this I pray, that your love may abound yet more and more in knowledge and in all judgment... being filled with the fruits of righteousness, which are by Jesus Christ, unto the glory and praise of God” (Phil. 1:9-11). Read GAG 285 for an expanded understanding of this verse.
  · **The science of soul saving**
  “The highest of all sciences is the science of soul saving. The greatest work to which human beings can aspire is the work of winning men from sin to holiness. For the accomplishment of this work a broad foundation must be laid. A comprehensive education is needed” (MH 398). See also 4T 67.
  · **A balanced emphasis is essential**, because skill without motivation is dormant and useless, and motivation without skill lacks logic, is ineffective, and may be destructive.

- Results of Pathfinder Ministry
  “For the fruit of the spirit is in all goodness and righteousness and truth. (Eph. 5:9)” See also Gal. 5:22,23.

  “The spirit of unselfish labor for others gives depth, stability, and Christ like loveliness to the character, and brings peace and happiness to its possessor. The aspirations are elevated. There is no room for sloth or selfishness. Those who thus exercise the Christian graces will grow and will become strong to work for God. They will have clear spiritual perceptions, a steady, growing faith, and an increased power in prayer. The Spirit of God, moving upon their spirit, calls forth the sacred harmonies of the soul, in answer to the divine touch. Those who thus devote themselves to unselfish effort for the good of others are most surely working out their own salvation” (SC 80). See also 4T 56.

- Spiritual Maturity
  “He that descended is the same also that ascended up far above all heavens, that he might fill all things. And he gave some, apostles; and some, prophets; and some, evangelists; and some, pastors and teachers; for the perfecting of the saints, for the work of the ministry, for the edifying of the body of Christ. Till we all come in the unity of the faith, and of the knowledge of the Son of God, unto a perfect man, unto the measure of the stature of the fullness of Christ. That we henceforth be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, and cunning craftiness, whereby they lie in wait to deceive; but speaking the truth in love, may grow up into him in all things, which is the head, even Christ” (Eph. 4:10-15). See also GAG 285.

- Reward
  “And now, dear children, continue in him, so that when he appears we may be confident and unashamed before him at his coming. If you know that he is righteous, you know that everyone who does what is right has been born of him. How great is the love the Father has
lavished on us, that we should be called children of God! And that is what we are! The reason the world does not know us is that it did not know him. Dear friends, now we are children of God, and what we will be has not yet been made known. But we know that when he appears, we shall be like him, for we shall see him as he is. Everyone who has this hope in him purifies himself, just as he is pure” (1 John 2:28-3:3).

2. **Pathfinder Class curriculum applied to ministry**

AY Classes: We include here all those promoted by the General Conference Youth Department, including those used in the Adventurer and Pathfinder programs. These are also called Adventurer Classes, Pathfinder Levels, and/or other similar terms, depending on the geographical area. Following is a list as they are known throughout most of the world (some areas have opted for different nomenclature as well as number of classes available):


All curriculum must clearly focus on the following overall objectives in a developmental, age-related continuum.

→ **Concepts and Educational Objectives**

- **Achievement**
  
  Major Concept: Young people need to experience successful completion of worthwhile tasks with a sense of purpose.
  
  Educational Objective: As a result of this learning experience, I want my youth to:
  1. Know that the joy of achievement is the fruit of faithful effort.
  2. Feel the satisfaction of achievement.
  3. Respond by setting high personal goals and by faithfulness in performance.

- **Responsibility**
  
  Major Concept: Young people should learn to accept and faithfully carry responsibility in accordance with the age and experience.
  
  Educational Objective: As a result of this learning experience, I want my youth to:
  1. Know that fulfilling and discharging responsibility is an important part of life, is pleasing to God, and brings us joy.
  2. Feel willing to accept responsibility.
  3. Respond by faithfully and cheerfully performing their duties.

- **Respect for Authority**
  
  Major Concept: Young people need to understand and accept the principle of authority.
  
  Educational Objective: As a result of this learning experience, I want my youth to:
  1. Know that respect for authority is a biblical principle, that God’s laws come first, and that just rules enhance their happiness.
  2. Feel comfortable and secure in accepting and relating to authority.
  3. Respond by showing respect for authority; by obeying God, parents, teachers,
and those in authority.

➔ Class Track Objectives

· Personal Growth (General)

  Content Statement: Developing an awareness of personal worth and accomplishment is very important to the development of a well-adjusted, happy Christian young person.

  Major Concept: A personal relationship with Jesus is basic to Christianity and essential to salvation in the spiritual development of the young person.

  Educational Objective: As result of this learning experience, I want my youth to:

  1. Know Jesus as their personal Savior, of the Christian way of life, and that Jesus is relevant in all facets of living.
  2. Feel the joy of a faith relationship and be comfortable in sharing it.
  3. Respond by accepting Jesus Christ as a personal Savior; by developing personal devotional habits; and by becoming involved in the church and its mission.

· Spiritual Discovery

  Content Statement: Recognizing the leading of Jesus and the Holy Spirit in the lives of biblical characters introduces our youth to the reality of the presence of Jesus and the Holy Spirit in their own lives. This will, to a great degree, determine the depth of spiritual commitment in their lives.

  Major Concept: Young people need to become familiar with the Bible, appreciate its relevance, and apply its principles.

  Educational Objective: As a result of this learning experience, I want my youth to:

  1. Know how to discover God’s will for their lives through the study of the Bible; how to utilize their Bibles on an ongoing basis; and that the Bible is a guide for life.
  2. Feel comfortable and competent in using the Bible as a source of spiritual guidance.
  3. Respond by believing it, using it, and sharing it.

· Serving Others

  Content Statement: As a young person begins to recognize and focus on the needs of others, the thoughts that are naturally self-centered diminish and service begins to widen in scope, eventually embracing the complete family of God.

  Major Concept: God wants young people to be helpful and to witness for Him.

  Educational Objective: As a result of this learning experience, I want my youth to:

  1. Know all are called to serve and that they should know their spiritual gifts and how to use them.
  2. Feel a love for others and a desire to respond to God’s call to service and
3. Respond by using their spiritual gifts, by developing witnessing skills, and by encouraging their friends to serve and witness.

· Friendship Development

Content Statement: Youth are social creatures that readily respond to peer pressure. Developing good Christian friendships encourages spiritual and social growth patterns that are positive in nature and eternal in scope.

Major Concept: We should appreciate the peoples and cultures which make up our “neighborhood” – based on Christ’s definition of neighbor.

Educational Objective: As a result of this learning experience, I want my youth to:
1. Know the symbols of their national heritage; understand what constitutes friendship and how they are formed.
2. Feel true, healthy patriotism and responsibility as citizens; feel that they are a true friend and have true friends.
3. Respond by demonstrating respect for their country and all fellow human beings.

· Health and Fitness

Content Statement: Healthy bodies enable youth to develop healthy minds. The mind and body are so totally intertwined that each determines, to a great extent, the effectiveness and worth of the other.

Major Concept: Good health and physical fitness is an integral part of practical religion.

Educational Objective: As a result of this learning experience I want my youth to:
1. Know God has given them principles for the maintenance of good health; and the practice of these principles brings health and happiness.
2. Feel thankful for God’s plan of health and physical fitness.
3. Respond by choosing a healthy lifestyle; by following the principles of hygiene and good nutrition; and a reasonable program of physical fitness.

· Organization and Leadership Development

Content Statement: Typical of youth is the desire to belong to a special group of peers. As the only completely voluntary organization for their age group found in the church, Pathfinders is uniquely qualified to fill this need. This is accomplished for a very broad range of interests and can be as in-depth as desired.

Major Concept: Young people should learn to work together in worthwhile projects.

Educational Objective: As a result of this learning experience, I want my youth to:
1. Know that teamwork, based on group discipline, is necessary for the successful performance of projects and duties.
2. Feel the joy of cooperative effort.
3. Respond by listening to the ideas of others, and by cooperating with them in the performance of worthwhile tasks and activities.

· Nature Study

Content Statement: God speaks to the youth, as a whole, through nature more effectively than through any other medium. In nature, the character and love of God are displayed more graphically than in any other medium or method. The heart of the youth, removed from all that is artificial, will naturally reach out to God when He is displayed in this manner.

Major Concept: God’s character is revealed in nature.

Educational Objective: As a result of this learning experience, I want my youth to:
1. Know nature teaches them about God and Christian living; that sin has spoiled beauty, but God promises to restore it.
2. Feel the exhilaration of being part of the natural world, and appreciation for God’s gifts in nature.
3. Respond by learning to observe nature; by taking an interest in animate and inanimate things; by being kind to living creatures; and by taking care of their environment.

· Outdoor Life

Content Statement: As our youth learn to overcome physical problems in the out-of-doors, they will transfer the successes gained and the lessons learned here to other problems they face, regardless of the source. The self-image will improve and the effectiveness will increase by an observable degree.

Major Concept: Leisure-time activities are guided by Christian standards.

Educational Objective: As result of this learning experience, I want my youth to:
1. Know recreation is part of God’s plan and young people should know the biblical principles that affect their choice of activities.
2. Feel happy in the knowledge that God can bless their recreational activities.
3. Respond by choosing suitable recreational activities in harmony with biblical principles.

· Lifestyle Enrichment

Content Statement: Growth at each stage of development is an essential experience for the youth in personal development. Public acknowledgment of this growth increases the awareness of personal growth and value in the youth. The honor program partially supplies this need.

Major Concept: Developing life skills prepares young people to meet a variety of situations and encourages resourcefulness.

Educational Objective: As a result of this learning experience, I want my youth to:
1. Know the basic emergency, survival, and vocational skills.
2. Feel the joy of Pathfindering and the pleasure and self-confidence that comes with the acquisition of new and useful skills.

3. Respond by developing and putting to good use their manual, outdoor, and survival skills.

At this point, it would be a good idea for the instructor to take several minutes to review the various class requirements and show how each one fits with the above outlined concepts and objectives.

3. Service Learning

The combination of these two words may create a problem for some. Service is often viewed as “us helping them.” However, service learning implies that the person involved in service projects is the one also who is doing the learning. This gives an added dimension to volunteerism which may not have been thought of before, yet is essential if the concept of service actually accomplishes its objectives with our Pathfinders.

First, let’s take a look at the concept as Jesus taught it. In an article by Gordon MacDonald in Leadership (Spring of 2000) we find some excellent principles outlined using Matthew 20:28 as the basis: “…the Son of man did not come to be served, but to serve, and to give his life as a ransom for many.” When He would speak of that which was ahead– suffering, martyrdom, etc. - they seemed to prefer occupying themselves with arguing who would be the most important. Winning by serving vs. winning by power has always been the “great divide” in human understanding. We glibly talk about serving in our churches. The words sound very nice, but ask yourself, “How much of it actually takes place?” “Jesus’ brand of servanthood means that everyone (child, leper, non-church member, opposite gender, sinner) is more important than me. Servanthood means that all I have and all I am is placed at your disposal, if it will bring you into the presence of God. Servanthood is not about how I add value to my life, but about how I add value to yours... Serving changes the world, ruling does not.”

amous questions:

웃 If we think of ourselves as servants, whom are we here to serve? What specifically can we do to serve them?
웃 What servant skills are evident in our leadership team? What skills need to be further developed?

amous recent study:

Only 29% of Protestant young people have spent 11 hours or more in a congregation-sponsored service project in their lifetime. When pastors were asked about what their congregations emphasize, service and social action were at the bottom of a list of 22 options. Serving others is not only a central demand of the gospel; it has positive values for our youth. Statistics show that youth who are involved in serving others are less likely to be involved in at-risk behaviors and are more likely to develop the kind of pro-social orientation that spills over into choice-making, career selection, and other positive side benefits. A negative that easily slips in is paternalism: “I have it, you don’t, therefore I know exactly what you need, and here it is.”

So what really is service learning? From the book Beyond Leaf Raking (page 11) here’s a set
of defining statements:

“Service-learning happens in the youth group that spends a week rebuilding homes in [a back-water place] and spends the evenings— and weeks that follow— reflecting on its lifestyle, faith commitments, and Christian responsibilities for people in poverty.

“Service-learning happens in the [baptismal class] that learns about elements of Christian worship by preparing and leading a worship service in a nursing home or prison.

“Service-learning happens in the [Sabbath school class] that prepares a guide on issues in an upcoming election— with its understanding of the impact of the issues on the church’s commitments— and distributes it to the congregation.

“Service-learning happens in the youth group that runs a hotline for other young people who need a listening ear, and has regular training sessions to learn caring skills and ways to address specific problems.

“Service-learning happens in the youth group that initiates a peer-counseling program, teaching young people how to care for one another and helping them process these experiences in faith terms.

“Service-learning happens when a teenager spends Thursday afternoons tutoring at the elementary school, then reflects on that experience in [Sabbath school] two days later.

“Service-learning happens in the family that serves soup in the homeless shelter and uses the experience as the catalyst for rethinking family priorities and spending habits.

“Service-learning happens in the youth group that researches and writes a drama about the environment to encourage other churches to take care of creation.”

Notice that each sentence is not just listing a project of some type. There is a second component to each which is the difference between just another project and true service-learning. Notice, also, the focus of the honors in development and relief and their focus on community understanding, baseline surveys, etc., which are used to provide input into problem solving and project development. We may have it and they may not, but they also understand what is most needed and we do not. Service-learning is a wholistic approach to learning; it’s a way of thinking and doing and growing.

D. Resource Materials .............................................2 hours

“You are the same tomorrow as you are today with the exception of the people you meet and the books you read.”

Major resources immediately available:

People Church, community, state/province, federal
Printed matter  Books, magazines, newspapers
Media  Videos, cassettes, radio, DVD, CD, TV, websites

**Seventh-day Adventist Organizations:**

1. Church membership  
   - Hobbies, skills, talents
2. Field/Conference  
   - Office personnel, office library  
   - Camp facility, environment  
   - Campmeeting, youth meetings, retreats, leadership weekends, seminars
3. Union  
   - Office personnel, office library  
   - Workshops, retreats, seminars
4. Division  
   - Youth ministry material resources  
   - Departmental personnel, office library  
   - Youth Ministry and Youth Evangelism centers
5. General Conference  
   - Department personnel and material resources (catalogue available upon request, see also web page through General Conference...Youth.)

**Community:**

1. Books– public library, new and used book stores
2. Newspaper
3. Youth organizations– other church youth groups, YMCA/YWCA, scouts, other international youth clubs
4. Schools, public and private– teachers, libraries, administrators, seminars, adult education classes
5. Professionals– health, police, social workers, psychologists, local merchants, craft stores
6. Public offices– appointed and elected officials, museums, zoos, parks, reserves

**State/Provincial, Country:**

There are numerous governmental agencies full of personnel and printed materials that are there for our use. Most countries have specialized facilities such as parks, museums, even university departments interested in promoting their areas or looking for assistance of any kind. All one needs is an inquisitive nose, a penchant for being friendly and a willingness to volunteer services. Also there are numerous specialized activity clubs and societies in every country comprised of collectors and other “fanatics” of given fields of endeavor/hobbies who are always willing to provide expertise on nearly every honor in the handbook.

**Note:** Instructors should take time to show a large sampling of available materials– this, of course, means that instructors of this section must be specialists in being nosey!
**E. Pathfinder Drill and Ceremonies ........................................2 hours**

Objective: Demonstrate that participants have a clear understanding of drill and marching commands for the following listed uses, and be able to satisfactorily execute these commands as outlined and within the common usage of your country.

1. **Commands**
   - Vocabulary
   - Voice control and commands
   - Foot commands

2. **Individual drill**
   - Position of Attention
   - Rest positions from the halt
   - Facing from the halt
   - Salute

3. **Basic club drill**
   - Column left/right
   - Left/right flank
   - Change step
   - Rear march
   - Forming the club
   - Dismissing the club

4. **Club guidon drill**
   - Order guidon
   - Rest positions
   - Carry positions
   - Raised guidon
   - Present guidon

5. **Flag customs and procedures**
   - Displays
   - Marching

6. **Program ceremonies**
   - Opening ceremonies
   - Closing ceremonies
   - Pathfinder Sabbath
   - Pathfinder Induction
   - Pathfinder Investiture

7. **Club inspections**
   - Uniform
   - Club/activities
   - Campsite

8. **Advanced drill**
   - Pass in review
   - Eyes right
   - Open ranks/close ranks
   - Aligning the club

**Some general guidelines regarding flags:**

At church, when flags are displayed on the platform, the national flag will be on the speaker’s right as he faces the audience (and on the audience’s left). All other flags will be on the speaker’s left or to the left of the national flag. When more than one country’s flag is displayed, all national flags will be on matching poles and matching height, with the host country flag at the far right or centered.

In procession, when flags are carried in procession (aisle of church, outside), the national flag will either lead by itself or be to the right in the direction of travel, if paired with another flag of lesser rank. Generally when paired, they fly: national, provincial; Christian, AY; Pathfinder, Adventurer. Remember, the national flag never dips in salute but is raised to vertical; all other flags dip in salute.

When posting colors, the national flag is posted first, followed by the others in order of rank; civil flags always rank above church flags, following the servanthood concept of Christianity.

On a flagpole, when two or more flags are on the same pole, the national flag is always on top. Flags of more than one country should never be flown on the same poles (they must be on separate poles). When multiple country flags are flown, the host country flag is always raised first and lowered last. Other country flags are raised and lowered simultaneously, lesser flags follow.

At a campsite, the national flag will be to your right of the entrance, if you are standing in the entrance and looking out.

Notes, Commands, Diagrams:
F. Outdoor Education .................................................................3 hours

1. Concepts of outdoor education

God initially provided an incredible natural world as man’s learning textbook. With our wandering away from God and His plan, He found it necessary to produce a second textbook in black and white— the Bible. Because we are still insisting on staying so far from Him, the Bible remains the most important textbook for mankind, with nature coming in second place. Yet, both of these are so far ahead of anything that follows that a third text is never included in any reference to the first two. Notice this from a Review and Herald article as quoted in Messages to Young People, page 253:

“The study of the Bible is superior to all other study in strengthening the intellect...Those who profess to love God and reverence sacred things, and yet allow the mind to come down to the superficial and unreal, are placing themselves on Satan’s ground, and are doing his work. If the young would study the glorious works of God in nature, and His majesty and power as revealed in His word, they would come from every such exercise with faculties quickened and elevated.”

Here’s one from Desire of Ages, pages 516-517, also quoted in Child Guidance, page 534:

“Teach the children to see Christ in nature. Take them out into the open air, under the noble trees, into the garden; and in all the wonderful works of creation teach them to see an expression of His love. Teach them that He made the laws which govern all living things, that He has made laws for us, and that these laws are for our happiness and joy. Do not weary them with long prayers and tedious exhortations, but through nature’s object lessons teach them obedience to the law of God.”

These and many more similar quotes regarding God’s approach to learning as delivered via the writings of Ellen White give a clear picture of the value of a relatively new approach to education— outdoor education— the use of nature in the process of teaching youth most all of their basic education requirements along with a number of learning opportunities not possible in normal classroom settings.

Pathfinder leaders have the remarkable privilege of reaching youth through experiences that will remain with them forever. These encounters that you, as a leader, create for your Pathfinders will shape the way he/she perceives the world. Therefore, it is important to design fun, hands-on activities that reach beyond simply understanding concepts. Outdoor education accomplishes this by involving the whole child in outdoor activities, instilling in them a curiosity and desire for learning.

What is outdoor education? Outdoor education is a fresh approach to teaching, observing, and learning. As leaders and children venture beyond the safety of the Pathfinder club room and into the great outdoors, learning takes on a whole new meaning. Here students discover intricacies in their world by seeing, touching, hearing, smelling and tasting the world they have only read about in textbooks. They participate in practical uses of math and geometry, include all their senses in writing poetry, learn the skills of those who used those lands in the past, develop teamwork with both independence and dependence in clear balance, and most important of all, learn to read the book of nature with a clear understanding of its authorship. Outdoor education, in brief, is the
concept that any subject in any curriculum can be taught out-of-doors.

2. Nature awareness

Environmental education covers topics such as solid-waste disposal; water, air, and soil quality; food chains; and animal/plant life. An awareness of the world around us is accompanied by the fact that we can contribute to its betterment or ruin on an individual basis. Here is something in which one person can make a difference if they choose so. It is an area that does not require major funding nor official authorization or recognition. It is incorporated into a lifestyle and becomes a passion. The sky is the limit to that which might be accomplished, and the Nature Honors become the springboards of adventure.

The recognitions provided to Pathfinders by local governments, park and reserve administrations, and others are too numerous to list here but range all the way from free access to paid admission locations to annual special recognition days set aside for the efforts and contributions Pathfinders have made to enhancing the community’s awareness of the value of their natural world.

Pathfindering sensitizes Pathfinders to their outdoor worlds, who then in turn sensitize their communities to the same.

3. Spiritual applications of nature

We have stayed away from listing books available under most of the topics in this manual, because it seems that as soon as the manual is published, it becomes outdated, thanks to these lists. We list here some, only as examples of the kinds of materials that have been available at one time or another. As leaders, we must never rest in our search for good useable printed matter. There is always something new out there, maybe not right now at the moment we urgently need it, but it’s there none-the-less, so we must obtain them when we find them, not when we need them.

Lantry, Eileen E. A Family Guide to Sabbath Nature Activities, Children’s Ministry Department, General Conference
Tucker, James A. Windows on God’s World, Review and Herald
Utt, Richard H. and others Creation, Nature’s Designs and Designer, Pacific Press

Some basic premises need to be understood:

“He alone who recognizes in nature his Father’s handiwork...learns from the things of nature their deepest lessons, and receives their highest ministry” (Ed 119,120).

“Science is ever discovering new wonders; but she brings from her research nothing that, rightly understood, conflicts with divine revelation” (Ed 128).

“The Christian believes that in Christ he has died, yet he is more alive than before and he fully expects to live forever. He walks on earth while seated in heaven and though born on earth he finds that after his conversion he is not at home here. Like the nighthawk, which in the air is the essence of grace and beauty but on the ground is awkward and ugly, so the Christian appears at his best in the heavenly places but does not fit well into
the ways of the very society into which he was born” (A. W. Tozer, *The Best of Tozer*, p 98).

*One method and example:*

Step One:
Take any simple object in nature, and search out how it has been used by others to illustrate spiritual lessons.

Step Two:
Utilize the Bible first, then the Spirit of Prophecy, then other religious/nature authors. For instance: SAND

A good concordance will show that SAND was used in the Bible (Cruden’s is a good one). The Bible has 28 references. Look them up, read the references in context to see how the Bible authors used SAND to illustrate their point being made.

Next, the Comprehensive Index to the Writings of Ellen G. White may be used. Volume 3 lists 18 ways with at least 27 references, read them as well.

Look up some of your favorite authors, some books on minerals, marine habitats, etc. to get further information which might be useful.

Step Three:
Pick the direction or end focus for your devotional and build the presentation with the information gleaned:

– Sand

Have a small cupful of sand. If you are camping at or near the beach, obviously it would be much better. At one or two points during the presentation, you will want to have a handful of sand run through your fingers either onto the ground, into your other hand, or back into the cup.

Presentation:

I wonder if anyone here would like to spend the day today counting the grains of sand I have in my hand? Probably not, right?, there’s too much other fun stuff to do. I wonder how many handfuls of sand there are on the beaches around us here? Or how many handfuls on just the beaches of our coastal boundaries? Not even thinking of all the beaches and all the rivers of the world!

When God wants to use a superlative that is too big to understand, He likes to refer to sand. In the Bible He used sand 28 times to get the point across. Several uses are in reference to His people multiplying and being so many that, like sand, there is no point in counting – if they are willing to follow God’s commands. In fact a couple times He said, “If you would only listen, you
will be like the sand” (See Isa. 48:19). But too often we have not listened, so He has had to admonish that “even though you have become like the sand, few will come home” (Isa 10:22).

We read about sand being used to describe large armies, the grain that Joseph collected in Egypt before the famine, even the number of widows left by war. In Revelation, we find that the wicked rallying around Satan are as the sand. In Jeremiah, God associates His creative power with putting a boundary on the seas by using sand.

There are other uses for sand in the Bible, but four really stand out. First, in Proverbs 27:3, I read that “carrying a heavy stone or a load of sand is easier than carrying the troubles caused by a fool.” And, second, related to that is I Kings 4:29, which describes the blessings of God upon Solomon: wisdom, insight, good judgment, and understanding; to be as the sands. Two opposites: a fool and a wise man, both with sand in the illustration of their being. Is our behavior worse than carrying around a load of sand? Or have we asked God to give us even a handful of sand’s worth of understanding? Something to think about, isn't it?

Then there are the other two uses: Job and David. Job finds himself so weighted down by problems and grief over what has happened to him and his family that he can only think of it in terms like: “If only my grief could be weighed and all my anguish placed on scales, they would weigh more than the sands of the seas.” Have you ever felt like that? Something went wrong in your life, really wrong! You feel like all the sand of the seas are piled up on top of you? Maybe you’ve enjoyed being here camping these few days, but you know as soon as you leave and go home those weights will come back, will weigh you down and cause you misery to no end? I think David must have felt like that often as well. In Psalm 139:17,18 he wrote something we should always keep in our hearts, especially when we are really feeling bad. “How tender your thoughts have been toward me, O Lord. How vast are their numbers! If I wanted to count the times you have thought of me, it would be like counting (you guessed it) the sand on the seashore.” Then he closes the psalm asking God to “search my heart for me ... Let me know if there is any wicked way in me, and then help me to walk the way I should.” Now, is that a good thought to have every time we see sand? That’s how often God thinks of each one of us! In other words, no, He doesn’t forget us, can’t forget us. He is only waiting to show us what works best--so we won’t be fools--so we will be really intelligent. How about asking Him to do that for us now? Ask the Holy Spirit to search each one of us in our hearts, free us of all those problem things, show us how to face life after camp. Let's each pray silently, then I'll close with prayer.

Obviously not all things of nature are referred to in the Bible, the Spirit of Prophecy or even other religious books. Once one becomes tuned to nature, and reads much in books on natural history, ideas, parallels, fresh thoughts and views on life start coming on their own. That’s what inspiration is all about, and that’s what makes nature so real, alive and interesting to us and to our listeners.

G. Recreation .................................................................2 hours

1. Philosophy of recreation

We understand recreation to be concerned with three different stages, those stages being dependent on the age of the person participating and yet each lower stage being involved with the next one.

Those stages are:

1) An understanding of how the human body functions and the use of recreation to
develop and maintain the body in a healthy and efficient manner.

2) The use of exercise, sport and leisure pursuits to develop skills, coordination, and cooperation, either through team or individual recreational pursuits.

3) The pursuit of interests to be maintained as a lifestyle, leading the person into forms of recreation that can bring them joy in later stages of life.

However, it is not *true recreation* if it is entirely selfish and doesn’t lead to a better understanding of and closer relationship to one’s fellow man and to God.

Recreation is that delightful time when Christians engage in activities to enjoy abundant living. Recreational activities have the distinctive characteristics of taking place during leisure time, are voluntarily chosen, and are enjoyable and constructive. There is a vast range of activities that fit this broad definition. Recreation gives opportunities to add balance to our lives. If we are sedentary most of the day, it offers time for vigorous activity. If we are primarily active, it gives opportunities for relaxation. If we are alone in our work, it offers social choices and, conversely, it offers tranquility for the harried. It is also a prime opportunity for families to enjoy time together and for church members to get to know one another better.

Recreation extends from Eden to Eternity. Our first parents had broad choices of activities in the Garden of Eden; their activities were freely chosen, constructive and enjoyable. To imagine them otherwise would drastically change the concept we have of that first garden home. The heaven we look forward to is also characterized by free-time activities voluntarily chosen, that are enjoyable and constructive. We have unique opportunities in our recreation activities to develop our talents in keeping with the models of both Eden and Heaven and help recreate us fit for the later environment.

Worship was also an integral part of the Eden environment, distinct in its reverence, respect, adoration, communion, and devotion to God. The Sabbath is dedicated to these purposes. We should be careful not to use recreation as an excuse for activities that impair these special relationships. We should maintain our special times for worship as well as providing time for meeting our recreation needs.

Recreation has unique potential to the organized church. It offers channels of service and support for others. Great blessings will be ours if we serve others’ needs as well as our own interests in recreation. It is also a catalyst for outreach. Have you noticed how easy it is to accept an invitation to recreational activities and then witness to the abundant life in Christ? Recreation provides an avenue for fellowship both within the church and with nonmembers. It provides teaching opportunities with vivid examples of applied Christianity. Opportunities for ministry are prevalent in recreation, especially for influencing the youth.

*Recreation as Re-Creation*

A Christian’s duty is not merely to make a living and achieve vocational success, but to learn to live life to the fullest. Recreation affords just such opportunity by providing avenues to enjoy life and be creative. Recreation is to be enjoyed, but it is also a time for the enrichment of a personality and a preparation for more abundant living. To achieve this requires a sense of values and a sense of direction.

Useful recreational pursuits develop those God-given talents with which a person may glorify God. True recreation develops the power of the intellect, strengthens the physical organs, and
refines and purifies the character. A lifestyle incorporating these biblical principles of recreation should characterize a Christian. Recreation is therefore a valid part of the Christian’s life. When these principles are taken into account, recreation then becomes a delightful time when Christians engage in activities to enjoy abundant living.

“There is a distinction between recreation and amusement. Recreation, when true to its name, re-creation, tends to straighten and build up. Calling us aside from our ordinary cares and occupations, it affords refreshment for mind and body, and thus enables us to return with new vigor to the earnest work of life. Amusement, on the other hand, is sought for the sake of pleasure, and is often carried to excess; it absorbs the energies that are required for useful work, and thus proves a hindrance to life’s true success” (MYP 362).

Recreation versus Amusement

Since the inception of sin in this world, however, Satan has always provided a counterfeit to God’s ideals. Amusement is the antithesis of true recreation. This does not include what are commonly called “innocent pleasures” but differs from recreation in the area of motivation for participation. It glorifies self, is sought basically for pleasure, tends toward excess, denies the biblical principles of stewardship, confuses the senses of the youth, and its excitement sets in motion desires that fill the mind with worldly pursuits which become so engrossing they deaden spirituality. See also MYP 38, 386

Amusement for young people today largely consists of that which is provided by the industry generally called “the media.” This industry is comprised of the movie/TV industry, music, radio and spinoffs such as computer toys and other lesser components. Critics of this mega-industry such as Newton Minow, former chairman of the Federal Communications Commission in the U.S., have pronounced this programming a “vast wasteland.” Mr. Michael Medview, another critic, even goes deeper stating that “it is not that the movies and TV shows are laced with dung, but that they cannot help being laced with dung... because those industries by their nature are at odds with traditional moral teachings... they contradict the fundamental messages of the Judeo-Christian tradition.” Their observations as they appeared in newspapers of April 8, 1997 conclude with “TV and the movies are obsessed with fun. In the Jewish and Christian traditions, the focus is on happiness... The difference... one is easy but quickly ended; the other takes work but can last forever. One appeals to the senses; the other nourishes the soul...The entertainment media are not designed to ennoble the human spirit.”

Recreation for a Lifestyle

Some areas of recreation can be developed so that they become part of our lifestyle— or way of living. There are many, for example, who have been doing exercise or have been jogging on a daily basis for years.

- There are many types of outdoor recreation such as: canoeing, boating, skiing (water/snow), cycling, hiking and camping, horseback riding, archery, skin-diving, orienteering, swimming, tumbling, table tennis, badminton, basketball, volleyball, soccer, softball and many other individual and group activities of recreational value and teamwork spirit.
- Many people develop hobbies for either indoor or outdoor use. Many hobbies can become vocational as well. Just a few of them are: photography, woodworking,
metal craft, model building, leather work, painting, ceramics, drawing, flower arrangement, cake decorating, music, stamp or currency collecting, weaving, cooking, sewing, electronics.

· You might notice that cooking was included above. Often cooking is viewed as a domestic necessity not a hobby; yet this skill is perhaps one of the most important. For many it is an art form that demonstrates real talent, as well as it being a means of helping people come closer to God’s ideal.

· Other leisure-time activities not included above are both good recreation and potential vocations. These could include auto mechanics, carpentry, gardening, bricklaying, and many others. Notice that most of the above-mentioned activities are actually honors in the Pathfinder program— we could list any of over 200 topics here— all fitting nicely into the recreation concept. There is so much to choose from, we might be led to think that recreation involves a financial outlay of some type that puts it beyond the reach of some, even if in the future a financial benefit may occur. So, lest we forget: Philip Wylie wrote that “walking is an ideal form of exercise,” which concurs with Ellen White: “There is no exercise that can take the place of walking” (3T 78).

2. Types and guidelines for Christian recreation

Objective— To create an awareness of and a commitment to our Adventist standards of recreation.

Participants should discuss various recreational activities in light of the below noted questions based on biblical principles as an exercise in learning to evaluate all we do along the lines of recreation.

Biblical Tests and Guidelines for Recreation:

1) Does it help develop the image of God in me?
   Eph. 5:1 “Be imitators of God, therefore, as dearly loved children.” See also: Rom. 8:29; 1 John 3:2,3; Gal. 4:19; 2:20; Heb. 3:14; Phil. 3:12,13.

2) Does it make me a good steward for him?
   1 Cor. 4:2 “Now it is required that those who have been given a trust must prove faithful.” See also: Phil. 1:10; Matt. 2:21; Eph. 5:15,16.

3) Is it good for my self-development?
   1 Cor. 6:19 “Do you not know that your body is a temple of the Holy Spirit, who is in you, whom you have received from God? You are not your own.” See also: Phil. 4:8; 2 Cor. 10:11; Col. 1:10,11.

4) Does participation build my self-esteem?
   Matt. 22:36-39 “Teacher, which is the greatest commandment in the Law? Jesus replied, ‘Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbor as yourself.’” See also: Rom. 8:14; Luke 12:6,7;
John 1:9.

5) Will it bring an awareness of others and their needs?
Ph. 2:3,4 “Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests but also to the interests of others.” See also: Matt. 25:40; 1 Cor. 10:23,24; Col. 4:5; Luke 6:31; Eph. 6:24;

6) Will it improve or impair my health?
1 Cor. 3:16,17 “Don’t you know that you yourselves are God’s temple and that God’s Spirit lives in you? If anyone destroys God’s temple, God will destroy him; for God’s temple is sacred, and you are that temple.” See also Gal. 6:7.

7) Will it be a stumbling block to anyone else?
1 Cor. 8:9 “Be careful, however, that the exercise of your freedom does not become a stumbling block to the weak.” See also: 1 Cor. 4:9; Rom. 14:7,13; Heb. 12:12,13.

8) Is it fitting for the hour in which I live?
Titus 2:11-13 “For the grace of God that brings salvation has appeared to all men. It teaches us to say ‘No’ to ungodliness and worldly passions, and to live self-controlled, upright and godly lives in this present age, while we wait for the blessed hope– the glorious appearing of our great God and Savior, Jesus Christ.” See also: 2 Pet. 3:10-14.

9) Does it clearly belong to the world?
Rom 12:1,2 “Therefore, I urge you, brothers, in view of God’s mercy, to offer your bodies as living sacrifices, holy and pleasing to God– which is your spiritual worship. Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is– his good, pleasing and perfect will.” See also: Matt. 6:24; Col. 2:20,21; 3:1,2,5; Mark 8:36,37; 1 Pet. 1:13-15; Eph 5:8; Luke 12:34.

10) Does it Glorify God?
Matt 5:16 “In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.” See also: 1 Cor 10:31; Phil 1:27; Eph 4:1.

Some Guideline questions to ask based on God’s counsel through Ellen White’s writings (these are based on the pages indicated from Messages to Young People):

1) Can you invite the presence of Christ? 370
2) Does it excite the lower passions? 371
3) Does it refresh and uplift you? 385
4) Does it trouble your conscience? 385-386
5) What of its influence on others? 386
3. New games and sports

Objective: To encourage participants to discover, learn, create, and use new and useful methods to instill the above principles of recreation in the youth under their responsibility.

Explanation: New games and sports will be explained and demonstrated to the participants by the seminar instructor. Since the material should be NEW, we cannot provide a listing here of suggested activities. They may be new to some but quite old to others as the time from edition of this manual extends. There are numerous books on the market with ideas available. One must weigh each suggestion based on the above guidelines and not just teach something new for the sake of newness.

2. During your involvement as a staff member in the local Pathfinder Club (pre-requisite I.-3.) select any two areas listed above under requirement III.-1. and demonstrate the skills learned through application to specific projects, events, or situations in the Pathfinder Club.

This requirement is a natural conclusion of this Award. However, there are many persons who wish to complete this Award who may not be currently active in a local club but rather may be carrying other roles “up the hierarchy.” To those persons,

Please Note:

One author of leadership training states that one of the worst mistakes made by leaders is to live in the past—attempt to survive as a leader based on events which took place at an ever-increasing distance in the past. All leaders must be current in order to be relevant. As leaders distance themselves from the day-to-day realities of Pathfinder Club action, they soon find themselves in the unenviable position of asking new leaders to put into practice that which may no longer be viable (“Do as I say, not as I do”). Therefore, it is essential that persons at all levels of Pathfinder Ministry who wish to maintain an effective level of leadership periodically set aside time to return to a local club level of reality if even for only short periods of time. Do not consider the thought of skipping this requirement. Take the opportunity to refresh, relive, and re-energize with a club again.

Requirement Completion Control

I. Prerequisites

1. Be a Master Guide.
2. Have completed a Pathfinder Basic Staff Training Course within the past three years.
3. Be an active Pathfinder staff member.
4. Be an active Pathfinder Class and/or

Signature  Date
Honor curriculum instructor.  

II. Personal Growth

1. Complete a Bible Year plan or the Encounter Series II, *Christ the Church*. 
2. Read a book on self-esteem, adolescent development, or interpersonal relationships.
3. Select and develop a new personal skill useful to Pathfinder ministry through reading, listening to tapes, attending a class, or joining a specialized organization.
4. Hold a current Red Cross CPR certificate or its equivalent.

III. Skills Development

1. Increase your Pathfindering skills by attending the following scheduled minimum hours for each seminar as sponsored by the conference Pathfinder Ministries personnel.

   A. Administration and Human Relations..8 hours
      1. Team Building .................(3 hours)
      2. Personal Improvement ......(2 hours)
      3. Development of Faith in Pathfinder Growth .................(1 hour)
      4. Discipline ....................(1 hour)
      5. Current Issues ....................(1 hour)
   B. Camp Planning and Programming ......4 hours
   C. Pathfinder and Community Ministry ...3 hours
   D. Resource Materials ....................2 hours
   E. Pathfinder Drill and Ceremonies ..........2 hours
   F. Outdoor Education ....................3 hours
   G. Recreation .......................2 hours

2. During your involvement as a staff member in the local Pathfinder Club (pre-requisite I.-3., select any two areas listed above under requirement II.-1. and demonstrate the skills learned through application to specific projects, events, or situations in the Pathfinder Club.

Pathfinder Leadership Award Completed  

Pathfinder Leadership Award Invested:  

Location___________________________________ Date:_________________________

Officiating Person and Title: _________________________________________________
# Christ the Church

Devotional Reading Guide as assigned on page 5-6: *II Personal Growth requirement 1.*

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* AA= *Acts of the Apostles* by E.G. White
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* GC= *The Great Controversy* by E.G. White
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Sample Listing of Books useful for Pathfinder Leadership and Ministry

Code letters:  C = Camp/Outdoor  L = Leadership
             P = Psychology  R = Recreation

L  1. Childhood Education in the Church
L  2. Six Pillars of Self-Esteem
L  3. The Psychology of Self-Esteem
L  4. Principle-Centered Leadership
L  5. The Seven Habits of Highly Effective People
C  6. The Day Camp Program Book
L  7. Counseling Teenagers
C  8. Tips on Outdoor Education
L  9. Youth Ministry Resource Book
C 10. Food for 50
P 11. Helping the Struggling Adolescent
L 12. Leadership is an Art
P 13. Discovering Your Child’s Design
L 14. Without a Vision, The People Parish
P 15. Raising Self-Reliant Children
P 16. The Gift of Blessing
P 17. The Book of Virtues
L 18. Passing on the Torch
L 19. Your Personality Tree
P 20. Please Understand Me
L 21. How to Develop Self-Confidence and Influence by Public Speaking
P 22. Raising Self-Reliant Children in a Self-Indulgent World
L 23. Loving Discipline (four audio cassettes)
L 24. Understanding Yourself and Others (four audio cassettes)
L 25. Fund-Raising for Social Change
R 26. The New Games Book
R 27. More New Games
L 28. Teaching Values
L 29. Valuegenesis: Faith in the Balance
R 30. The Complete Book of Games and Stunts
L 31. Building Self-Esteem in your Child (four audio cassettes)
R 32. Adventure Games
R 33. Play It- Great Games for Groups
L 34. Project Affirmation: Teaching Values
APLA
Advanced Pathfinder Leadership Award
General Conference Youth Department 2003
Introduction

This is Part Three of the most current leadership development program for youth ministry in the Seventh-day Adventist Church. This concept uses the Master Guide as the foundation for youth ministry leadership, then builds two levels of continuing education, which will help keep youth leaders sharp, up-to-date, and focused on why we are in this business.

**Part Three-- Advanced Pathfinder Leadership Award (APLA)**
(Pathfinder Instructor Award– PIA)

This level is heavy on training the trainers— Area Coordinators and others who will be involved in helping local club leadership be as focused and sharp as possible. Persons who attempt this level must be approved by the local conference/field youth department, which would imply that these persons are already living exemplary Seventh-day Adventist Christian lives. They qualify as true role models in their daily living, in leadership, and in all Pathfinder-related skills. The skills learned during this level of continuing education will enable the candidate to clearly present the best knowledge in the best way so club leadership will gain the maximum benefit, implying, therefore, that the children receiving the actual development process might truly become the best youth in the world. It should be true, indeed, at every investiture that “these symbols presented represent the very highest ideals of the Seventh-day Adventist Church for its youth.” It is our desire that each candidate will see this, not as an end in itself, but as a further step in the continual life-long process of sharpening and improving skills.

**Part One-- Master Guide**

This continues to be the highest level of leadership within the Adventurer/Pathfinder programs of the church. It focuses on one’s personal spiritual life and growth first and foremost. General leadership skills are then woven into the sharpening of those skills which are specifically geared to leading youth in God-ordained areas of development: understanding God’s world of nature, outreach ministry, service to others and a life-style which denotes healthy living.

As one church leader of the past put it so simply: “You can’t teach what you don’t know, and you can’t lead where you won’t go.” As leaders, we must not be good at only spouting theory if we expect to see success with our youth ministry; we must live what we preach and demonstrate.

**Part Two-- Pathfinder Leadership Award (PLA)**

Once the Master Guide level has been completed, most leaders feel they “have
“arrived” and now have the necessary tools to properly guide their youth through the varied programs the church has for its youth. This feeling of adequacy may last a short time or for quite awhile, but sooner or later, one begins to sense that unnecessary mistakes are being made, that the world continues but somehow “I got left behind.”

Also, in many areas of the world there are now in place laws which require continuing education on the part of anyone who works with young people, be they paid employees or volunteers. Generally, this expected continuing education can be in the form of youth-related workshops/seminars to be attended on a periodic basis. There is also a growing group of persons who have put in many years of service to local clubs and are now being asked to share those years of experience and expertise with other clubs as “Area Coordinators” (or other similar titles). It becomes easy for these people to begin living in the past and get out of touch with the realities of the present. Getting out of touch is even easier for church-paid employees—namely, youth department directors—at all levels, from local fields to the General Conference.

The purpose of this level of continuing education is to 1) continue equipping leaders for a sharper Pathfinder Ministry, and 2) enable those who are finding themselves removed from reality to keep pace. Again, there is a re-focus on personal spiritual growth, which must be a never-ending upward path. There are several seminars of advanced-level leadership development and opportunity for practical application of lessons learned.

Parts One and Two are available from the same source you obtained this manual. Welcome to the Advanced Pathfinder Leadership Award—enjoy the avenues of learning and discovery ahead, and may God bless you as you share with others your passion for Pathfinder Ministry.

General Conference Youth Department, 2002
Advanced Pathfinder Leadership Award
(Pathfinder Instructor’s Award)

I. Prerequisites

1. Hold a current Pathfinder Leadership Award certification.  
2. Submit application for APLA/PIA to the conference/mission Pathfinder Director.

II. Personal Growth

1. Read a Bible Year plan or the Encounter Series III or IV.
   *Christ Our Redemption, Christ Our Hope*  
2. Read a book on leadership not previously read.
3. Prepare a Pathfinder article for publication.

III. Seminars

1. Complete a minimum of three hours of leadership growth in seminars dealing with these topics:
   a. Training Instructors To Train  
   b. Dealing With Attitude  
   c. Using Your Influence
2. Complete 10 hours of APLA-level seminars covering the following topics:
   a. Management skills
      - Methods of facilitation  
      - Effective meeting procedures  
      - Understanding temperaments  
      - Optional Unit: Team Building  
   b. Training skills  
   c. Presentation skills
      - Organizing your presentation  
      - Visual aids

IV. Preparation and Presentation

1. *Prepare an outline or script, including visual aids and instruction/curriculum materials, for a presentation on one of the following:
   a. A minimum of three hours on any seminar(s) chosen by the applicant in the Pathfinder Basic Staff Training Course.*
b. One of the new skills development seminars in the Master Guide or Pathfinder Leadership Award curriculum.

*Submit the above materials to the conference/mission Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed.

2. Within one year of the evaluation given in requirement IV.-1. above, participate as a presenter in at least one sponsored leadership training seminar utilizing at least a portion of the materials prepared.

**Requirement Completion Control**

Appendix– AY Encounter Series III “Christ Our Redemption” 65
AY Encounter Series IV “Christ Our Hope” 71
Advanced Pathfinder Leadership Award Curriculum Resource  
(Pathfinder Instructor’s Award)

I. Prerequisites

1. Hold a current Pathfinder Leadership Award certification.
   This course is designed as an additional training unit for Pathfinder staff members and as a means of providing qualified instructors for the many seminars necessary for training Pathfinder staff; therefore, all previous levels must be completed before initiating this level.

2. Submit application for APLA/PIA* to the conference/mission Pathfinder Director.
   The APLA/PIA will train candidates to become qualified instructors in the following areas:
   - Starting and nurturing Pathfinder Clubs
   - Pathfinder Basic Staff Training Course
   - Master Guide requirement seminars
   - Pathfinder Leadership Award seminars
   The objectives of this APLA/PIA are:
   - To teach candidates how to organize curriculum materials needed to instruct Pathfinder staff
   - To teach candidates how to present these seminars in an informative and interesting manner
   - To insure that there is a pool of qualified staff instructors available to the conference and Pathfinder Clubs

   Some fields may have a formal application form to be filled out; others may require only a verbal agreement with the Field Youth Director.

   * The reason for the double acronym is to meet the varied title needs in various parts of the world

II. Personal Growth

1. Read a Bible Year plan or the Encounter Series III or IV
   *Christ Our Redemption/ Christ Our Hope*

   If reading your Bible has not been your selected option thus far in your leadership development program, we strongly recommend that it be the selected choice now. There are many very readable versions of the Bible in both literal and dynamic translations. There are also several reading plans available, including one that recommends reading 30 minutes per day and in so doing one would complete the Bible TWICE in one year (two different versions would be excellent). H.M.S. Richards once told of reading the entire
Bible through in one weekend, so it can be done, and the benefits one receives of a complete, comprehensive reading of the entire book is well worth the effort.

The other two choices for this requirement are combinations of the Old Testament and the two books *Patriarchs and Prophets* (series III) and *Prophets and Kings* (series IV). Over a four-year reading schedule, one will have read most of the Bible and the entire Conflict of the Ages set as a commentary. (See pages 65 and 71.)

2. **Read a book on leadership not previously read.**

There are numerous books on leadership and management principles on the market, with old titles disappearing and new ones appearing almost on a daily basis. Those which involve specific subjects such as discipline, team building, and service learning should be top candidates. Listing some here would limit new possibilities and become outdated quickly. Consult your local field/conference director for current books.

3. **Prepare a Pathfinder article for publication.**

One of the greatest truisms of Pathfinding is found in the expression “the left hand doesn’t know what the right hand is doing.” As leaders, we need to break out of that tradition and begin sharing the many positive things that Pathfinders do— with the church at large and with the local communities. Articles should be appearing at a frequent rate in the *Guide, Insight, Review* and other magazines, as well as in the local newspapers. If the candidate has not tried this before, now is the time to make a first effort.

😊 **Here are some tips for writing good articles:**

- **Start at the beginning**— Learning to write is a three-stage process. Stage One is learning the fundamentals: grammar, spelling, punctuation and capitalization. Stage Two is developing an effective writing style. Once you learn the fundamentals, you will want to move on to this second stage and learn how to send clear and expressive messages. You may work on the problem of wordiness, for example, or think about word choices—whether a simple word or a fancy one that has the exact meaning you need. Stage Three is the strategy stage. Here you perfect the skill of writing. When you are at this stage, you turn your attention to such matters as approach and format.

It is possible to work on all three stages at once, but beginning writers should start at the beginning. Do the things you need to do first before you worry about “the finishing touches.” Even if you have been using a given language all your life, there may still be gaps in your knowledge. Maybe you’re a pretty good speller, but your knowledge of proper grammar and punctuation rules is shaky. Or maybe your grammar usage is good, but you are a poor speller. Either way, review the fundamentals as a first step.

- **Building a foundation**— Building writing skill is like building a house. The first job is to build a foundation. This foundation requires four building blocks before any further building may continue:

  - Grammar
  - Punctuation
Spelling  Mechanics, including capitalization

♦ No shortcuts– There are no real shortcuts to this project. For good, solid, acceptable writing, the foundations need to be right from the start. This is especially true today with grammar. In the world of computers and spell checks, one might get by with poor spelling (although even spell checks can’t override all spelling errors), but there is no good software out to correct grammar. Misspelling and poor grammar can at a minimum be embarrassing and at most cause one to lose their job. Punctuation is also very important, at least for the general basics, and the fourth building block of this foundation is mechanics– knowing when to use certain forms like “summer” or “Summer,” “my mother” or “my Mother.” (The first is correct in both cases, by the way.)

♦ Getting started– So, pick up a pen or turn on the computer and begin. Choose a topic or incident, begin to write, check your basics, try rewriting, have some one tell you how lousy it is and how it could sound better or more interesting...

Stage One– Grammar

Here are just a few of the most crucial principles:

◊ Complete Sentences– Most people can get thoughts down on paper clearly enough to be understood. But our goal as writers ought to be to communicate messages that are both clear and correct. Start by assembling your thoughts and words on a piece of paper and put them in order. When you have a sentence complete, write it out (or key it in). Our e-mail and memo-happy society today encourages incomplete sentence and thought processes. Often notes like this may appear:

Meeting in the manager’s office next Wednesday. All staff assistants.

We know what’s happening and we know what’s expected. But this will not suit writing for publication. The above should read:

There will be a meeting for all staff assistants in the manager’s office next Wednesday.

For some this process will be slow and at times painful, but as you continue, sentences will begin to flow more naturally and easily.

◊ Short sentences– Sentences are complete thoughts that will stand on their own. However, complete thoughts tend to get involved and complicated. Sentences then tend to get long– so long that by the time readers reach the end, they aren’t sure where they began. To avoid that, one must simply learn how to use the full stop (.) more frequently. Keep it simple, at least at first. A good rule to experiment with is to keep sentences shorter than twenty words. A caution: too many that are too short will cause the writing to seem childlike, so vary their lengths.
Paragraphs— These are groups of sentences about one topic or idea. Each sentence fits into a logical pattern and is related to the other sentences in the paragraph. Paragraphs vary in length. Most are two-to-eight sentences. The first sentence is generally called the topic sentence and sets the idea of the paragraph. All the other sentences should relate closely to the topic sentence.

Stage Two— Writing Style

Developing a pleasing writing style should be your next project. Once you’ve mastered the basics— you feel that you can put together a good letter or other writing project relatively free of spelling errors, punctuation problems, and grammatically correct-then consider sentence length, word choice, order of sentence elements— in other words, style.

In your reading, you have probably come across those styles that are warm, friendly, clear and easy to read. You have also probably read those that come across stiff, phony or cold; others seem to be trying to impress readers with a foggy cloud of words that sound important but mean nothing to you.

To develop your own style, you eventually want to develop a set of goals. Each time you write, review these goals. These will vary between individuals, so no one can tell you exactly what they should be. But in the meantime here are three simple style recommendations that will get you started (remember, as you develop your own list keep it brief).

1) Don’t waste words. - - Economy
2) Use simple sentences and familiar words. - - Simplicity
3) Be sure the message is clear. - - Clarity

**Economy** means using no more words than necessary. Spell out the details. Tell your readers what they should know, but don’t use padding.

**Simplicity** means using short, simple sentences made up of familiar words. A display of large vocabulary will not favorably impress the reader. (The word “hospital” is better than “medical facility.”)

**Clarity** means that if you’ve followed the first two rules above, you probably are fulfilling this one. Trim out unnecessary words from your sentences, check punctuation, pronoun usage.

Five Stylistic tools:

- Recognize and avoid trite expressions (clichés). “Along these lines”
  “Despite the fact that”
  “Subsequent to”
- Trim unnecessary words. “Please be advised that these adjustments must be completely finished within a period of three weeks. Thank you for your interest in and attention to this matter”
- Use active (vs. passive) construction. Passive: “The secretary was hired by Mary”
  Active: “Mary hired the secretary.”
- Be specific. Vague: “The woman sat there reading a magazine.”
  Specific: “Mabel sat on the couch reading the Review.”
Use simple words. Complex: “Subsequently, we’ll require your endorsement.” Simple: “Later we’ll need your signature.”

Stage Three—Strategy

Following what is called a “Motivated Sequence Outline” is effective when you prepare an article, a report or a speech. First, write out in a complete sentence form exactly what you hope to accomplish in your piece. This gives you focus. Then follow this outline of five steps as you put together the piece you’ve chosen to do.

A. Attention Step
   1. Overcome reader’s apathy
   2. Helpful to use illustration, example, etc.

B. Need Step
   1. Show why change is needed
   2. Show why readers need to feel affected by the problem

C. Satisfaction (of need) Step
   1. State solution
   2. Demonstrate that the need is logical, makes sense, and is feasible
   3. Convince that solution will solve problem
   4. Give examples where solution has worked

D. Visualization (of future) Step
   1. Show readers what solution will do for them
   2. State advantages

E. Action Step
   1. Convince readers to adopt solution
   2. Tell readers specifically what you want them to do
   3. Direct readers to act

III. Seminars

1. Complete a minimum of three hours of leadership growth in seminars dealing with these topics:
   a. Training Instructors to Train

   Objective: The task of training people is not easy, because human beings are complex. However, training is a very important process. No one can perform well on a task—no matter how hard they try and regardless of how much they want to—until they know what they are supposed to do and how they are supposed to do it. A well-developed training program addresses both of these issues. This section will help you prepare for, plan, present and follow up on training programs.

   ➤ The Importance of Pathfinder Staff Training

   It helps save staff members; when they know what is expected of them, they will be less anxious and more competent, and turnover will be reduced. Training helps save Pathfinders, also; club members are happy when they receive the leadership they expect.
Training saves money; when everyone knows how to do things the right way, costs will be lower and less time and supplies will be wasted.

→ The Benefits of Training
People want to make a difference, and the Pathfinder organization needs these individuals. Training can help staff make decisions, work together, invent solutions, take initiative and be accountable for results. Training can provide empowerment. Staff are volunteers; they are not motivated by financial rewards (although it might help at times!). Their primary motivators can be called the VIP motivators: Validation, Information, Participation.

Validation
- ☑ Respect for staff as people
- ☑ Flexibility to meet personal needs
- ☑ Encouragement to learn, grow and acquire new skills

Information
- ☑ Knowing why things are being done
- ☑ Getting inside information about the organization

Participation
- ☑ Staff members having control over how they do their work
- ☑ Involvement in decisions that affect them

→ The Four Steps of Training
Training programs can have different purposes. Training can orient new staff members, upgrade the knowledge and skills of existing staff and help resolve operating problems. Regardless of purpose, training involves four basic steps:

- Define how the job should be done
- Plan the training
- Present the training
- Evaluate the training

These are basic regardless of style of trainer, purpose, depth, number of participants...
Here are some details and explanations:

⇒ Step One: Define how the job should be done

No one should be trained to perform a task until the correct way to do the work has been defined. Four activities are involved to reach this definition:

- Develop a list of tasks
- Define the tasks
- Determine the required quality level for each task
- Construct a job description

Pathfinder has fairly well defined job descriptions in the various resource materials, and it is easy to assume that everyone knows them; therefore, this step may be ignored. However, one often finds persons who are not very clear on how their jobs are
to be carried out what’s expected of them. The answers to this step will give meaning and shape to their training.

- Develop a list of tasks
  This list will specify all job elements that a person must do to satisfy the requirements of that position. How does one go about that? Think about the required tasks to perform a specific job. Observe what staff members do in that job. Discuss with staff members the tasks they do and ask their opinions about which are the most important and why. Ask other leaders to identify tasks their staff members perform in similar situations. Study any current job descriptions to see how accurately they reflect the objectives of the specific job. List the tasks by order of priority.
- Define the tasks
  This answers the question “How should a task be performed?” It should tell the “how, when and what” of each task and specify any necessary equipment, supplies or procedures. A bonus of this activity is that a careful analysis of how work is currently done is likely to yield excellent ideas about how it can be improved. A person’s work load becomes much easier to see enabling a more equal distribution of assignments.
- Determine the required quality level for each task
  Today everyone is talking about the need for improved quality. We often interpret this within the frame of more time, more money. But mentoring—the chief overarching task of Pathfinder staff—requires neither. Training must focus on quality within the club terms of reference—how to achieve it, understand that it does not occur quickly but that it comes through persistent effort, prayer and training.
- Construct a job description
  The final activity within this first step. One can begin with currently defined job descriptions such as are found in Pathfinder manuals. These need constant revision and adaptation to realities defined by time, geography and local club abilities and needs. Job descriptions should include whom the person is directly responsible to and who is directly under the responsibility of this person. Authority and responsibility should be very clearly spelled out so all staff understand. Tasks need to be clearly outlined based on the above process. Knowledge of resource materials needed at the outset and needed to be developed should be listed. Personal qualifications, including type of personality judged most useful for this job, need to be spelled out. Other important aspects which may influence a person volunteering for this roll also needs including.

⇒Step Two: Plan the training

- Consider training objectives
  What does the trainer wish to accomplish? A competency-based objective states the purpose from the trainee’s perspective.
- Develop a training plan
  This will include sessions involved, date and time, which participants expected, objectives, location, trainers, equipment needed and instructional method to be used.
- Design a training lesson
  There should be one lesson for each session. How much time should be allotted?
It should include an outline, detail specific activities or instructions that will facilitate training, specify time within session for each segment.

- Select the trainers and prepare the trainees
  
  A facilitative trainer is a teacher, a cheerleader, and a coach—an enabler, not a controller; a sharer, not a hoarder.

  In preparing the trainees, reduce anxiety by telling what will be involved that trainee concerns will be addressed, that it will relate directly to work they have volunteered for and that it will be enjoyable and worthwhile.

**Step Three: Present the training**

There are a wide range of useful training methods including (but not excluding others): and many other items.

- Lectures—these can be supplemented by videos, overheads, power-point, slides, samples, artifacts and many other items.
- Role-playing—trainees act out situations after learning basic principles.
- Case studies—read, analyze, and discuss real or hypothetical situations.
- Demonstration—show how to do it, especially good for marching, camping, craft and similar sessions.
- Self-study materials—on-your-own supplemental training with videos, manuals or booklets, cassettes, computer programs, etc.

**Step Four: Evaluate the training**

A sample evaluation. These should be varied to fit the specific needs of the training session types and formats. Other questions could also be asked that might be more relevant to the specific future planning needs of the leadership.
b. Dealing with Attitude

Definition: Attitude is the way you communicate your mood to others. Attitude is a mind-set. It is a way you look at things mentally. Think of attitude as your mental focus on the outside world. Attitude is never static. It is an ongoing, dynamic, sensitive perceptual process.

A positive outlook provides the courage to address a problem and take action to resolve it before it gets out of control. A positive attitude is a visible sign of a mind that dwells primarily on positive things. It is a mind-set to choose creative activity over boredom, joy over sadness, hope over futility. A positive attitude is a state of mind which can be maintained only through conscious effort. No one can force you to change your attitude. You alone have that responsibility, and you must do it in your own way.

Personality is defined as the unique mix of physical and mental traits found within an individual. An individual’s personality exists in the minds of others; it is not so much what you think you are as what you transmit.

Attitude is so vital that it can transcend the physical and mental characteristics
within a personality. A positive attitude is so powerful it can enhance personality traits. On the other hand, a negative attitude can minimize or cover what would otherwise be attractive characteristics.

😊 Need for attitude renewal 😊

Everyone must occasionally engage in some form of attitude renewal—reestablish a positive focus, repair damage of wear and tear. That's what weekend getaways, vacations and holidays are supposed to be used for. They give us time to combat:

😊 Environmental shock waves—financial reversals, disappointments, family problems, health concerns, etc.

😊 Self-image problems—tired of the way we look, gained a few pounds, not as well groomed as we used to be.

😊 Negative drift—even when all seems to be going well, there can be a movement toward negativism, perhaps brought on by the simple constant bombardment by negatives of society around us.

😊 Attitude Adjustment Scale 😊

Try the following. Be honest and answer the questions, with 10 meaning “Can’t be better” and 1 meaning “Can’t get worse”:

1. If I were to guess, my feeling is that my spouse would currently rate my attitude as a: 10 9 8 7 6 5 4 3 2 1
2. Given the same chance, my co-workers and Pathfinders would rate my attitude as a: 10 9 8 7 6 5 4 3 2 1
3. I would rate my current attitude as a: 10 9 8 7 6 5 4 3 2 1
4. In dealing with others, I believe my effectiveness would rate a: 10 9 8 7 6 5 4 3 2 1
5. My current creativity level is a: 10 9 8 7 6 5 4 3 2 1
6. If there were a meter that could gauge my sense of humor, I believe it would read close to a: 10 9 8 7 6 5 4 3 2 1
7. My recent disposition—the patience and sensitivity I show to others—deserves a: 10 9 8 7 6 5 4 3 2 1
8. When it comes to not allowing little things to bother me, I deserve a: 10 9 8 7 6 5 4 3 2 1
9. Based upon the number of compliments I have received lately, I deserve a: 10 9 8 7 6 5 4 3 2 1
10. I would rate my enthusiasm toward my job and life during the past few weeks as a: 10 9 8 7 6 5 4 3 2 1

Total _________

A score of 90 or more is a signal that your attitude is in tune and no adjustments seem necessary.
This may raise the question, then, OK, how do I adjust my score/attitude? You will need to discover which technique best fits your personal comfort zone:

#1. Your flip side technique. The pivotal factor between positive or negative is often a sense of humor. The more you learn to develop your sense of humor, the more positive you become.
   - Humor is an inside job. It can be created, anyone can do it.
   - Laughter is therapeutic, relaxes nerves, improves digestion and helps blood circulation.
   - A “funny focus” can transfer your focus from the problem to the solution.

#2. Play your winners. Here are three suggestions:
   - Think about your winners. Concentrate on the things you do well in life.
   - Talk about your winners. As long as you don’t overdo it, verbalize the happy, exciting times in your life.
   - Reward yourself by enjoying your winners. If you enjoy nature, drive somewhere and take a walk. Listen to your favorite music. Sit back and read your Bible– in a favorite spot.

#3. Simplify, simplify! Some people unknowingly clutter their lives with so many negative factors that it is difficult for them to be positive. Their lives become too complex. Here are some clutter areas:
   - Unused and unappreciated possessions. Some become slaves to possessions.
   - Too many involvements. In their desire to “do good” some overextend themselves. They become slaves to work, social or community activities.
   - Career-home imbalance. Some devote so much time to careers, their home life is left in shambles. A negative home-life will spill over into a negative work environment.
   - Putting off little things. Most of us have the opportunity to discard many negatives that enter our lives, but we procrastinate and keep these distractions around.
   - Holding on to worn-out relationships. It may sound harsh, but most of us have a few “friends” who have become negative and really need to be dropped.

#4. Insulate! Insulate! Work to insulate your focus against negative factors. Isolate or detach them so as to not impact too strongly on your attitude. Push them to the outer perimeters of your focus to reduce them and keep them at bay. These may help to insulate; you may wish to prioritize them:
   - Refuse to assume responsibility for other people’s problems.
   - Play your winners– concentrate on positives.
• Find ways not to worry about things beyond your control. Partner-up with God, let Him handle those items.
• Share your problems with God.
• Talk problems over with good friends or professional counselors.
• Keep things light—don’t take life too seriously. One person used to say, “Twenty years from now, what difference will this have made?”
• Keep busy—work out problems/frustrations through physical activity.
• Make temporary changes to your environment—long hike, mini-vacation.
• Do something to help others.
• Engage in special leisure activities, hobbies, gardening, sports, home repair/remodeling.

#5. Give your positive attitude to others. When you’re tempted by frustration to give some one “a piece of your mind,” be sure it’s “a piece of your positive attitude.” This keeps you in control and not letting others’ attitudes get you down. Some ways to share attitude:
• Go out of your way to visit friends who may be having trouble with their attitudes.
• Be more positive around those with whom you have daily contact.
• Transmit your positive attitude to others whenever you use the phone.
• Share attitudes by sending tokens such as cards, flowers.
• Share humor through mild teasing, jokes or using the flip-side technique.
• Be more sensitive as a listener so others can regain their focus.
• Laugh more so your attitude will be infectious.
• Communicate attitude in upbeat conversation, compliments.
• Share attitude by setting a better example as a positive person.

#6. Look better to yourself. Self-improvement should be applauded, but the reason is not to look better for others; it should be because you want a better image for yourself. Improved appearance gives positive attitudes a boost:
• Wardrobe improvement. Pay attention to what you wear; how you coordinate colors, what styles fit your work, image and beliefs most closely.
• Hairstyle, cosmetics. Spend time here but not to the detriment of time needed elsewhere.
• Look healthy. Spend time in daily exercise, work on posture, dental care, weight control, diet.
• Be yourself. Refuse to be influenced by others and the media. Be different in the way you want to be and your belief system leads you to be.
• Image-attitude connection. Realize that your attitude will reflect your self-image and, even more importantly, your belief system and values.

#7. Clarify your mission. A person with a purpose and sense of direction in life will have a more positive attitude than someone without direction. The more one puts into
life, the more one gets out of life.

c. Using Your Influence

The Index to the Writings of Ellen G. White lists over 5 pages of references to this word—Influence. What exactly do we mean by it? Why should we take time to study it? (By the way, a careful study of those references would probably do more good than several seminars on the subject.)

There are a lot of misconceptions about what influence is and what it isn’t. One of those is that influence and power are synonymous. Power is a form of influence but often the least effective. Some consider influence and manipulation as synonymous. But these are not equal either. Manipulation is dishonest, overtly aggressive and creates negative results.

➔ Influence: “The ability to affect others, seen only in its effect, without exerting force or formal authority.” Let’s break that definition down to its three parts:

“**The ability to affect others**” – This is the positive use of power, the potential or capacity to influence. This power is like electricity— it’s only effective when you turn it on and put it into action.

“**Seen only in its effect**” – In other words, results, not just methods, count. If you and your actions created a difference, incurred a change, or made an impact, then you had influence. What you did to create that change may not have been noticeable; you may not even have been aware of what it was you did.

“**Without exerting of force or formal authority**” – Influence is a gentle skill, a much more refined approach to affecting others than the use of authority or coercion.

Influence is a positive process that is win-win. You see the results you’re looking for while others get results they want. It is not for us to set goals for others, yet we can enable them in reaching their goals while we get what we are after as well.

Attentiveness and flexibility are two key elements for the development of influence. Attentiveness is a human sonar system— sensitivity to both verbal and nonverbal communication. Flexibility enables one to take the lead, influencing in a positive manner, developing rapport and heading down the road called mentoring.

Influence action plans can be charted with a five-step process:

1) Target the person or club to influence.
2) Identify the situation to be changed. Perhaps an action or inaction, or a misunderstanding that needs clearing up.
3) Envision a positive outcome. Will there be a long-term effect? (negative or positive)
4) Create benchmarks to measure success. What evidence will you need to ensure the goals have been fulfilled?
5) Set deadlines. Determine when you can realistically expect to see results.

What is persuasion? Now here’s a word that probably is nearly synonymous with influence. As far back as the time of Plato, the study of the “art of persuasion” has been a time-honored tradition. What was true back then, and still true today, is that effective persuasion involves good communication skills and a sound strategy for using those skills. The question should now be addressed: **When do you need to implement guidelines to influence/persuade others in your Pathfinder Ministry?**

- Marketing Pathfindering to the church and parents of adolescents
- Influencing the Church Board
- Working with problem-solving committees
- Preparing year-end reports for parents and board
- Implementing new club policies
- Handling complaints from Pathfinder families and church members
- Requesting special services from the pastor or board
- Etc.............

Dictionary states: “Persuasion is the act or the action of influencing the mind.....” Persuasion refers to any attempt to influence the actions or judgments of others by talking or writing to them. What often makes persuasion a negative term is people who use its principles unethically.

Here’s a self-assessment quiz:

<table>
<thead>
<tr>
<th>1. All you need to know about an audience is whether they are “for you” or “against you.”</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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</tbody>
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<tr>
<th>2. In order to communicate successfully all you need is a clear message. A clear, accurate explanation should convince an audience.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<th>3. A friendly audience does not need persuasion.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
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<tr>
<th>4. The only way to be successful at persuasion is to take an audience from total disagreement to total agreement.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>5. It’s usually better not to persuade people; its usually best to inform them.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>6. The best way to persuade an audience is to be totally logical, using statistics and documented facts.</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. If you’ve explained your position to your audience clearly, logically and accurately, they will be persuaded.  
   1 2 3 4 5

8. If something strikes you as persuasive, it probably will be persuasive for the next person, too.  
   1 2 3 4 5

9. If all people had access to the same facts, persuasion wouldn’t be needed.  
   1 2 3 4 5

Total _______

All nine statements are myths.

If your total score was between 35 and 45, you are already successful in most of your communication.

If your score was 28-34, this section will help you use the skills you already have to make better choices as a persuader.

If your score was below 22, you will receive a great deal of help from this section.

➔ Determining the type of audience. (Audience is whomever one is dealing with; it is not defined by numbers.) In the training staff you may find yourself dealing with any one of seven types of audiences. Most likely, you will find them to be under the third, fifth, sixth, or seventh of the categories listed below; however, you may on occasion run into one of the others. Some of the comments will not hold true outside of Pathfindering. Here in sequence:

#1. Openly or actively unfriendly. Not too likely, but this is your greatest challenge. These people oppose your position so strongly that they are willing to work actively against you—either by speaking openly or rallying support behind your back.

#2. Unfriendly. Also not too likely. This audience disagrees with your position, but not necessarily to the point of taking counter-action. Your idea may get voted down but they won’t campaign against it or you personally.

#3. Neutral. More probable and more likely when you are out of your own comfort zone topic-wise or geographic/cultural region. They understand your position but aren’t too excited about trying things your way. They see little reason to support you and have no strong preference either way.

#4. Undecided. This audience understands your position but they feel torn between reasons to support you and reasons not to support you. They are not neutral, they do care about the issues, but they don’t see a clear reason to decide one way or the other.

#5. Uninformed. This group may be composed of new people in Pathfindering; they know very little yet, have no solid opinion one way or the other. They need a lot of background information to get up to speed.

#6. Supportive. You’ll like these people. Most groups within Pathfindering will fall into this and the next category, if for no other reason than Pathfinder staff are some of the
greatest, most gung-ho, enthusiastic people on the planet! They may, however, not feel inclined to support you totally to the point of taking action—yet.

#7. Openly actively supportive. If you thought the last group were great, you’ll love these people! They agree with you, perhaps have already begun to implement some of the ideas you represent, and will jump at the chance to go even further.

Remember, any movement of a group down the numbers from less supportive to more supportive is called persuasion.

➜ Strategies based on resistance or support. Here are some strategies which may be applied to each of the above mentioned groups and will enable that movement in a positive direction:

#1. Actively unfriendly audience strategies. The most important thing is to “de-Active-ate” them. Even if they remain unfriendly, at least getting them to stop working against you is a major step.
   • Stress areas of agreement first, before getting into areas of disagreement.
   • Break the ice with some humor or friendly story.
   • If possible, meet more than once before dealing with disagreements.
   • Let them know your position is not the only solution, respect their feelings and integrity.
   • Work with experts the group respects, even if they are not your first choices.

#2. Unfriendly audience strategies. Sometimes unfriendly audiences can become supportive; however, most often they only become neutral or undecided. Regardless, you’re better off than before. You will need to show that you are being careful, fair, and logical.
   • Avoid making important statements without evidence to support them.
   • Be clear about where your disagreements lie but don’t overdo it.
   • Ask for a little and get it rather than ask for a lot and be turned down.
   • Avoid convincing yourself that you’re being logical, you must convince them too.
   • Avoid conclusions that don’t come strictly from your premises.
   • Demonstrate your understanding of other sides of the issues as well as your own.
   • Stress areas of agreement and common ground before introducing areas of controversy.
   • Use data accurately and fairly and indicate where they come from.
   • Only use experts the audience will recognize and respect.
   • Only use real-life examples that are representative, not fictional ones.

#3. Neutral audience strategies. In general, associate your issue with a neutral audience’s feelings, values and concerns, and attempt to move them to a position of support.
   • Stress the connection between your proposal and the interest of the group.
• Draw attention to your position, even if it means downplaying or ignoring opposing views.
• Avoid complex arguments; focus on simple, vivid claims.
• Stress mutual benefits and mutual losses. Be alert for “common enemies” you share.
• Describe vivid pictures of how much better things will be.
• Draw heavily on examples with familiar situations or events.

#4. Undecided audience strategies. In general, work to tip the scale— even slightly— in your favor.
• Focus attention on your side of the issue. Do not misrepresent the other sides, but don’t worry about a “balanced” presentation.
• Support your case with examples and expert testimony, not just stats, which should be simple and relevant.
• Quote from experts the audience knows and respects and are vivid and forceful.
• Use examples to personalize your case. The audience should feel as well as think.
• Be more aggressive in drawing your conclusions than you might with a hostile group.
• Look for ways to break your proposal into smaller action items your audience can accept.
• Whenever possible, do a follow-up. Undecided audiences can easily reverse their position.

#5. Uninformed audience strategies. The strategy for persuading uninformed audiences is to downplay the fact that any persuasion is going on.
• Stress your own credibility, expertise, training, experience.
• Discuss your side of the issue without paying attention to the others.
• Develop a clear structure, preview each point, review each point, summarize.
• Don’t expect too much at once.
• Encourage your audience to learn, invite questions and requests for clarifications.
• Alternate between stats and examples.
• Make message lively and interesting to keep attention.

#6. Supportive audience strategies. They provide a different challenge than the kinds mentioned so far. Your goal is to strengthen and encourage to become actively supportive.
• Make sure your audience knows what needs to be done.
• Try to get them to act as soon as possible.
• Reinforce their commitment with vivid testimonials from others.
• Use examples to intensify the position, not to prove your point.
• Stress group identity; encourage them to feel like they belong to each other and the cause.
• Prepare them for possible hostile encounters and how to defend their position.
#7. Actively supportive audience. They are your dream; but don’t take them for granted. They should not become inactive.

- Invite the audience to encourage one another discussing their successes.
- Look for ways to stress “unfinished work.”
- Get them to commit to new but related goals.
- If they tend to be more militant or aggressive, work to achieve discipline among them.

Some material for this section has been adapted from Influence by W. I. Northstine, Ph.D. and used with permission of Crisp Publications, Inc., 1200 Hamilton Court, Menlo Park, CA 94025.

2. Complete 10 hours of APLA-level seminars covering the following topics:
   a. Management skills

   Methods of facilitation

   What is meant by “facilitation”? There are several ways to go about our roles as leaders. One of the most common is that of a group appointing a leader, who then “takes charge.” This person has the responsibility of calling meetings, acting as chairman, leading and guiding the planning processes, and is ultimately responsible for decisions made. There is another method, which is that of shared leadership roles among the group. Here we will look at this second system. Facilitation describes a kind of role in a group and is associated with a given set of values. We first will identify five of those values. For this system to work it is essential that all persons in the group understand, demonstrate and foster these as they are outlined here.

   - Democracy– Each person has the opportunity to participate in any group of which he/she is a member. While the facilitator is working with the group, no hierarchical organizational structure is functioning.
   - Responsibility– Each person is responsible for their participation. As facilitator, you are responsible for the plans you make, what you do, and how this affects content, participation and process. You are also responsible for yourself– you must be sensitive to how much responsibility you can handle.
   - Cooperation– One might say that leadership is something you do to a group; facilitation is something you do with a group.
   - Honesty– As a facilitator, you represent your own values, feelings, concerns, and priorities in working with a group; your honesty tells the group that you expect honesty from all participants. You should represent yourself fairly and not attempt to go beyond your own capabilities in the role of facilitator.
   - Egalitarianism– Each member has something to contribute to the group and should be given an opportunity to do so. You must remember that you learn as much from the participants as they can from you. The participant has the right to choose not to participate at any particular point in a meeting.

   With these values established, what does a facilitator do? The facilitator’s job is
to focus on how people will work together. The purpose of the focus is to insure that members of a group can accomplish their goals for the meeting. The facilitator sees that each member has an opportunity to contribute and to see that the agenda serves the purpose. This allows for equalizing of responsibility and allows more people to determine what happens and what decisions are made.

A facilitator may fulfill different needs within the group. Depending on what is expected of the facilitator, you might give a presentation on your area of expertise. Your role might affect the dynamics of discussion, set the kind of atmosphere and share information as a resource.

The Facilitator’s Code of Responsibility: The role of facilitator can get out of hand or be used unfairly; it is your responsibility to prevent abuse of your position by thinking through carefully the following code.

- It is not enough that you have values of cooperation and egalitarianism. The group must understand your role or they will perceive you as an authority and allow you to influence them unduly.
- Even if you try hard to stay off your “pedestal,” you may find that some depend on you and look to you to make decisions or define situations. This is the strongest test of your values—accept and use this power or reflect it back to the group.
- A similar potential for abuse arises when the facilitator performs a subtle, non-directional role. A friendly well-meaning facilitator can be manipulative in ways that an aggressive leader could never get away with. You should not use this role to control a group.
- Being a facilitator does not mean that you are qualified to be a psychotherapist, either. Facilitators are often seen as resources for personal or organizational problems.
- Please remember that as facilitator, you cannot expect to meet your own emotional needs working with groups. Often in groups people develop one-sided perceptions of each other, resulting in intense interactions. You may find yourself becoming involved with one person to the neglect of others and be seen then as an advocate for the one.
- It is the facilitator’s responsibility to be sure the group understands what you are doing with them: what your goals are, how you expect to meet their needs, what you can give them and how you’re going to do that.

For us as Pathfinder Instructors (Trained Trainers) how does facilitating differ from Training and Presenting? Training, public presentation and facilitating share some common behavior and skills. They often complement each other, but these are also distinctly different developmental activities. The following lists illustrate some traits of each.
The physical environment for the meeting plays a large role in the effectiveness of the meeting. There are many ways of arranging a meeting facility to enhance a specific style of meeting. Facilitated ones best use one of the following arrangements:

<table>
<thead>
<tr>
<th>Training</th>
<th>Presenting</th>
<th>Facilitation</th>
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</table>
| · Participants are present to learn  
· Lesson plans are prepared to enhance learning structure  
· Instructor asks questions to evaluate learning  
· Instructor is a catalyst for learning  
· Visual and other training aids are used to illustrate points  
· Involvement (experiential learning) is used to learn from other’s experience  
· Number of participants varies; usually under 50 | · Audience is present to receive prepared remarks  
· Objectives are based on what is to be communicated  
· Presenter primarily answers, not asks questions  
· Presenter’s outline is to structure logical presentation  
· Visual aids are used to present data  
· Data, charts, graphs are used to support message or recommendation  
· Communication is largely one way from presenter to audience | · Participants are members of teams whose mission is to recommend  
· Objectives are based on process improvements  
· Questions are used to develop individual involvement  
· An agenda is used to structure the meeting for effectiveness  
· Flip charts are used to record team member input and ideas  
· Facilitator teaches members to use tools for team problem-solving  
· Facilitator manages the meeting structure, not content. Team size is typically 3-5 members  
· May present the team’s improvement recommendations to management |

Commonly used for other types of meetings but inadequate for facilitated meetings include these seating arrangements:
Causes of poor-quality meetings: As facilitator, you want to ensure that at least the five major causes of poor meetings are eliminated. This will give much greater chance for productivity and satisfaction on the part of participants.

✓ Late-starting meetings. Arrive early and get organized. Here you must be assertive and start on time. Starting late rewards latecomers and penalizes on-time participants.
✓ Wandering from agenda and tendencies to gripe. Tactfully refocus group.
✓ Failure to set and end meetings on time. Always indicate ending time for meetings and end as designated.
✓ Lack of summary. Summarize decisions after each agenda item and at end of meeting. Indicate time frames and responsibilities for follow-through work.
✓ Lack of minutes. Use your flip-chart sheets as minutes. Selectively record major actions and assignments. Distribute them in a timely manner.

Your role as facilitator in a discussion will vary according to the kind of discussion and the kind of group. In most discussions, however, the facilitator’s job includes keeping the discussion focused on the topic, clarifying when something seems confusing, and keeping everyone participating in a cooperative manner. To get things rolling:

✓ Everyone should know exactly what the discussion is about.
✓ Give participants room to be involved; keep your style low-key, not highly directive.
✓ Be a model. Set a relaxed, open, conversational tone for the discussion.
✓ Use questions to stimulate discussion.
✓ Listing is a technique to generate ideas or approaches.
✓ Going around the room, ask each person for a response.
✓ Write things down. Have a recorder taking notes on blackboard or flip chart.
✓ Relate the discussion to immediate experiences.
✓ Use humor to break tension or boredom.
✓ Use your intuition in choosing what techniques to use with what group, since each situation will be different.

Once the discussion is going full speed:

✓ Equalize participation. It’s not realistic to assume that participation will be divided equally, but try to keep one or a few from dominating.
✓ Stay on the subject. Your role will include reminding the group where the road is.
✓ Clarify and interpret what has been said to make things clearer or to see if all are on the same wavelength.
✓ Summarize— pull together various parts of the discussion and see what
progress has been made.

✓ Set the pace. Keep the group aware of how it’s proceeding and when it’s time to move on.

✓ “Process”-- this is often the most important part of a facilitator’s role. Keep the group members working well together on an interpersonal level.

**Effective meeting procedures**

Meetings are commonplace in our societies today. All of us have attended some kind of meeting; all are members of professional societies, civic organizations, service clubs and church. Since meetings are so frequent, one would expect them to be sources of great satisfaction and accomplishment, but too often the opposite is the case. Mention a meeting and you hear groans. As one person put it, “Meetings make one end feel dumb while the other end feels numb.” So first what is a meeting? And second, how can we make them effective, satisfying and desirable?

Definition: A meeting can be defined as a gathering of three or more people sharing common objectives (and someone might add tongue-in-cheek “where an offering is picked up”), where communication is the primary means of achieving the objectives. When is a meeting effective? When it achieves its objectives in a minimum amount of time to the satisfaction of the participants. Here are two key words that need further development: “minimum” and “satisfaction.” Start by evaluating a typical meeting you attend, be it business, church or Pathfinder staff meeting. Compare it with the following characteristics of an effective meeting, checking those items as they apply.

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Multiply your “yes” responses by 5 __________________. A score of 80+ indicates high quality meetings, scores under 60 indicate “room to improve.”
After looking over your answers above, here are a few solutions for common meeting problems to choose from to enable your meetings to come closer to an ideal meeting.

- State your objective. This simple procedure establishes the reason for the meeting. All energy can now be directed toward it.
- Prepare an agenda. These should be prepared in advance and handed out in advance. It’s your road map; everyone needs to know where they are going.
- Have a minimum number of people. Smaller numbers hold interest and increase participation. You may have to inform some people why they are not included.
- Manage time. From beginning, going and through strike a balance between wasting time and railroading.
- Take charge. Effective control and guidance are required. Encourage the less active; control those who want to dominate.
- Close with a summary. Every meeting should end with a restatement of the objectives, summary of accomplishments and review actions that need to take place.

Meeting arrangements— a checklist— Most often we simply meet where we customarily meet and we do what has to be done. Most often we have little choice or input into the arrangements for the meeting or perhaps never really thought about it enough to think of what might be done differently that would improve the meeting. Here’s a handy checklist of items to consider. Some may not be relevant to your situation; other items might be included.

- 1. Is the room large enough to comfortably accommodate the participants and planned audio-visual aids?
- 2. Is there adequate lighting and ventilation?
- 3. Is the room free from distractions and interruptions?
- 4. Is the room conveniently located for the participants?
- 5. Is the room available at the time you need it?
- 6. Are tables and chairs properly arranged for the type of meeting to be conducted?
- 7. Table name cards for participants (if they are not well-acquainted)
- 8. Audio visual equipment as required:
   - Chalkboard/flip chart
   - Overhead projector
   - VCR
   - Laptop/power-point
   - Other ____________________
- 9. Refreshments as appropriate
- 10. Scheduled breaks for meetings longer than one-and-a-half hours
- 11. All necessary materials available such as handouts, notebooks, paper, pens
Understanding temperaments

By this point in your Pathfinder Ministry you have quite likely studied and perhaps taken the Temperaments Test. If you haven’t, it would be most advantageous to take the test before continuing with this section. Ask your field/conference youth director about how to get it. They are also available from Andrews University (the publishers). Studies have shown that while we are each unique in our temperament and personality, our temperaments are blends of four basic, well-defined temperament categories. Generally, we find ourselves strong in two and weak in two. Generally the two weak ones are discarded for study purposes, and only the two strong ones are analyzed to help us determine our overall strengths and weaknesses.

Before continuing, the question may be raised, “Why spend so much time on temperaments?” Because our church relies so heavily on volunteerism to accomplish its work, we often are quite happy with whoever volunteers to do whatever and proceed to get the work done, often in spite of ourselves. Just because Pathfndering is a club run by volunteers is not reason enough to run at less than its potential. At least part of that potential is lost in the assignment of responsibilities outside of temperament interest or even capability. This fact lies at the root of much of the friction among staff, lack of cooperation and eventual collapse of local clubs. People work best when they enjoy what they are doing and have a sense of fulfillment and accomplishment, rather than spend their time grumbling and feel like failures, always drumming up another excuse for mediocre or failed assignments. As leaders, the more we understand about temperaments the easier it becomes to assign tasks, to compliment work well done and to encourage development and progress. (See the optional section on Team Building, page 35)
There are generally three types of blends, as can be seen on the chart above. They are “Natural Blends,” “Complementary Blends,” and a less-frequently-seen “Opposites Blend.” We will first look at the blends a little and then go to a more in depth study of each temperament type.

**Natural Blends** are those that on the chart are side by side. They include Sanguine/Choleric and Melancholic/Phlegmatic.

- **Sanguine/Choleric**– Both are optimistic, outgoing and outspoken--the Sanguine from a pleasure standpoint, the Choleric from an “all business” view. The blend has the greatest potential for leadership, a person with drive and determination, fun-loving yet can accomplish goals. This person works hard, plays hard and can keep them in proper perspective. On the down side, they can be bossy, a person who doesn’t know what they are talking about, impulsive and monopolizing the conversation.

- **Melancholic/Phlegmatic**– Both are introverted, pessimistic, and soft-spoken. They are more serious; they look into the depths of situations, don’t want to be center-stage. They like the motto: “Speak softly and carry a big stick.” This combination makes the greatest instructors because of the Melancholic’s love of study and research and the Phlegmatic’s ability to get along with people and present material in a pleasant manner. Their downside is procrastination and slow decision-making.

**Complimentary Blends** are the two vertical combinations on the chart. They include Choleric/Melancholic and Sanguine/Phlegmatic.

- **Choleric/Melancholic**– This combination that offsets the weaknesses of each temperament as seen separately makes the best business person. The drive and goal-setting of the Choleric are complimented by the analytical, detail-conscious, schedule-oriented mind of the Melancholic. Nothing is beyond the range of this combination! They will be successful no matter how long it takes. If they set out to remake their spouse, they will keep at it until they have a perfect product! The down side has already been hinted– carried to extremes, their strength can be overbearing for the rest of us lowly mortals.

- **Sanguine/Phlegmatic**– Where the above person is work-oriented, this person is inclined to take it easy and have fun. The double dose of humor and easy-going nature makes them the best friends possible. Their warm, relaxed natures are appealing, and people love to be with them. They are true “people persons,” great parents, good civic leaders. Their down side could show them as lazy, without direction to produce anything they can avoid.

**Opposite Blends** are crosswise to each other: the Sanguine/Melancholic and
Choleric/Phlegmatic.

- **Sanguine/Melancholic**— Of these two, this one is the more emotional; they struggle with the idea of having fun and “being realistic.” Unless the person understands their temperament pattern, this personality can lead to emotional problems.

- **Choleric/Phlegmatic**— this person doesn’t have the emotional strains but has a conflict of “to work or not to work.” While he wants to take it easy, he feels guilty about not producing. He may work very diligently at his job, but be a total “couch-potato” at home.

Here now, in greater detail, are some strengths and weaknesses of each individual temperament. Remember that we all have some of both. As leaders it is up to us to look for the strengths of each person and utilize them while at the same time look for ways of minimizing and reducing the weak areas. The fact that we have both does not mean we’re stuck with them. We can build on strengths and work on eliminating or offsetting our weaknesses. Also remember we don’t necessarily have all the characteristics listed, because we are not made up of just one of these temperaments.

### Sanguine

**Emotions**

- **Strengths**
  - Warm and lively
  - Charisma
  - Talkative— never at a loss for words
  - Carefree— never worries about the future
  - Great storyteller
  - Lives in the present
  - Conversation has an infectious quality
  - Unusual capacity for enjoyment

- **Weaknesses**
  - Cries easily
  - Emotionally unpredictable
  - Restless
  - Spontaneous anger
  - Exaggerates the truth
  - Emotional decisions
  - Impulsive buyer
  - Naive and childlike
  - Come on too strong

**Relationship to Others**

- Makes friends easily
- Responsive to people
- Enjoyable and optimistic
- Always friendly and smiling
- Easy to apologize
- Tender and sympathetic
- Converses with genuine warmth
- Shares other people’s joys and sorrows
- Dominates conversation
- Not attentive
- Weak-willed and little conviction
- Seeks credit and approval
- Enjoys people and then forgets them
- Talks too often about self
- Forgets promises and
### Activities
- Makes good first impressions
- Not bored because living in the present
- Gifted in caring for the sick
- Easily engages in new plans or projects
- Breeds enthusiasm
- Completely disorganized
- Undependable; late
- Undisciplined
- Wastes time talking when should be working
- Easily distracted
- Falls short of goal

### Occupation and Hobbies
- Public speaker
- Actor or Actress
- Courtroom lawyer
- Salesperson
- Preacher
- Athletic director
- Visiting and caring for sick
- Volunteer work
- Given to hospitality
- Participant in athletics
- Loving parent
- Receptionist

### Greatest needs
- To be more reliable and dependable
- To develop a greater self-disciplined life
- To replace ego with genuine humility

### Emotions
- **Strengths**
  - Loves music and art
  - Rich, sensitive nature
  - Analytical ability
  - Emotionally responsive
  - Deep, reflective thinker
- **Weaknesses**
  - Moody and gloomy
  - Pessimistic, negative
  - Likes to suffer; martyr
  - Hypochondriac
  - Introspective to the point of being harmful
  - Depressive
  - Proud

### Relationship to others
- **Dependable friend**
- Critical of others’
Self-sacrificing friend  imperfections
Faithful and loyal friend  Searches for perfection and judges everything by own ideas
Makes friends cautiously  Fearful of what others think
Deep feelings for friends  Suspicious of others

Activities
Strong perfectionist tendencies  Indecisive
Likes detail and analytical work  Theoretical and impractical
Self-disciplined; finishes tasks  Tires easily
Fitted for creative, intellectual work  Hesitant to start new project
Conscientious and thorough  Too much analysis; leads to discouragement
Gifted; genius-prone  Gets moody over creations

Occupation and Hobbies
Professor  Artist  Interior Decorator
Philosopher  Seamstress  Fashion Designer
Inventor  Accountant  Author
Physician/nurse  Beautician  Crafts
Musician  Spectator at athletics  Poet– writes or enjoys

Greatest needs
To overcome critical spirit
To be delivered from self-absorption
To become occupied in loving service for others
To develop a thanksgiving spirit
Phlegmatic

Emotions

Strengths
- Calm and dependable
- Good-natured and easy to get along with
- Cheerful and pleasant; doesn’t mind
- Kindhearted
- Peace-loving

Weaknesses
- Lacks confidence in self
- Pessimistic and fearful
- Worrier
- Rarely laughs aloud
- Self-righteous

Relationship to others

Pleasant to be with
Has many friends
Dry, witty sense of humor
Softening and conciliating effect upon others
Constant and faithful
Diplomatic and peacemaker
Good listener
Faithful friend
Gives advice only when asked

Activities

Works well under pressure
Practical, easy way of working
Conservative
Neat and proficient
Plans work before beginning
Stabilizing influence
Dependable worker

Occupation and Hobbies

Accountant
Diplomat
Administrator
Seamstress
Technician
Secretary
Crafts          Good parent          Counselor
Social worker     Spectator of sports
Elementary education teacher

**Greatest needs**
To overcome passivity
To learn to give of self to others
To stop acting like a Christian and really be one
To recognize fearfulness as a sin and cope with it accordingly

**Choleric**

*Emotions*

**Strengths**
Confident and strong
to make decisions
Strong-willed and self-determined
Optimistic
Self-sufficient
Fearless and bold

**Weaknesses**
Violent anger
problem
Highly opinionated
Insensitive to needs of others
Unemotional and cold
Little appreciation for aesthetics

**Relationship to others**

Does not expect anyone else to do
something she/he can’t do
Not easily discouraged
Strong leader
Good judge of people
Motivator of others group
Exhorter
Never daunted by circumstances

Lack of compassion
Makes decisions for others
Cruel, blunt, sarcastic
Tends to dominate a
Arrogant and bossy
Uses people for own benefit
Unforgiving and revengeful
Prone to bigotry
Haughty and domineering

**Activities**

Good organizer and promoter
Decisive; intuitive ability to make
decisions
Quick and bold in emergencies
Keen, quick mind

Overly self-confident
Crafty
Prejudiced
Opinionated
Bored by details
Great capacity for action
Does not vacillate
Very practical
Stimulates others to activity
Thrives on opposition
Sets goals and reaches them

Non-analytical
Forces others to agree
to plan of work
Tiresome and hard to please
Only time for own plans or projects

**Occupation and Hobbies**
Manager/leader	President	Producer
Crusader	Builder/organizer	Home entertainer
Promoter	Educator	Executive
Participant in athletics

**Greatest needs**
To become sensitive to the needs of others
To confess angry and cruel spirit
To develop inner strength and beauty by quiet hours spent reading the Bible and praying

A quick task-strength-related summary:

Sanguines are best  · in dealing with people enthusiastically
· in expressing thoughts with excitement
· in up-front positions of attention
Melancholics are best  · in attending to details and deep thinking
· in keeping records, charts and graphs
· in analyzing problems too difficult for others
Phlegmatics are best  · in positions of mediation and unity
· in storms that need a calming hand
· in routine that might seem dull to others
Cholerics are best  · in jobs that require quick decisions
· in spots that need instant action and accomplishment
· in areas that demand strong control and authority

How to get along with each different type:

Sanguine:  · Recognize their difficulty in accomplishing tasks
· Realize they like variety and flexibility
· Help them to keep from accepting more than they can do
· Praise them for everything they accomplish
· Realize they mean well
Melancholic:  · Know that they are very sensitive and get hurt easily  
· Realize they are programmed with a pessimistic attitude  
· Learn to deal with depression  
· Compliment them sincerely and lovingly  
· Accept that they like it quiet sometimes  
· Try to keep a reasonable schedule  
· Help them not become slaves to the family

Phlegmatic:  · Realize they need direct motivation  
· Help them set goals and make rewards  
· Don’t expect enthusiasm  
· Force them to make decisions  
· Don’t heap all the blame on them  
· Encourage them to accept responsibilities

Choleric:  · Recognize they are born leaders  
· Insist on two-way communication  
· Know they don’t mean to hurt  
· Realize they are not compassionate

There is also an excellent 16-page booklet published by the Family Life Department called *Celebrating Temperaments* that would be a very good supplement to this section.

“We differ so widely in disposition, habits, education, that our ways of looking at things vary. We judge differently. Our understanding of truth, our ideas in regard to the conduct of life, are not in all respects the same. There are no two whose experience is alike in every particular. The trials of one are not the trials of another. The duties that one finds light, are to another most difficult and perplexing,” (Gospel Workers, p. 473).

>> Optional Unit: Team Building

Define “TEAM” within your own specific frame of reference as you study this section. For some, their team will mean their club staff. For others, it will be the group of club directors within their assigned territory. Still for others it will mean the group of Area Coordinators or Field Pathfinder Committee. It may be the Conference Youth Directors within a given Union or Division. Here you will pool all your learned skills to build your team– caution! We are not talking of creating a competitive spirit between various groups but rather a sense of mission, ownership, and responsibility to God for our work and charges.

♦ ♦ Elements of a team by analysis. Judge whether these statements are true or false in building a great team– discuss them in a group setting.

| T | F | 1. There are no leaders or followers; everyone is equal. |
| T | F | 2. Working together as a team replaces the importance of |
individual performance.

T     F  3. Decision-making by consensus is always the best way to make a team work well.

◆◆ A team-building checklist:

☐ 1. Are members of the work group (potential team) interdependent?
☐ 2. Are group members willing to work for team goals and set aside individual competition?
☐ 3. Does the corporate climate support teamwork?
☐ 4. Are there any pressures that might negatively affect team building?

◆◆ Why teams fail:
   ◊ Poor Communication
   ◊ Low participation/independent
   ◊ Unclear goals
   ◊ Unresolved conflicts
   ◊ _______________________________
   ◊ _______________________________
   ◊ _______________________________

◆◆ How does your TEAM stack up?
   Please rate how effective you believe your team to be in each one of the areas listed by checking the appropriate box. Write in the top two qualities of your group on the last two lines of the graph, if they are not already listed. Ratings are low to high in pattern with the numbering.

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What two categories did you rate highest? 1. 2.  
What two categories did you rate lowest? 1. 2.  
Would your team members rate the team similarly?

Personality styles have positive and negative effects on teams. In the chart below, record your percentile scores from your most recent TI test beside each temperament, then look down the columns under your two highest scores and study the questions below.

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<th>Emphasis</th>
<th>Choleric=</th>
<th>Sanguine=</th>
<th>Phlegmatic=</th>
<th>Melancholy=</th>
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<tr>
<td>Tendencies</td>
<td>Forceful Goal-oriented</td>
<td>People-focused</td>
<td>Team-focused</td>
<td>Detail-focused</td>
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<td>Strengths</td>
<td>Getting results</td>
<td>Communicating</td>
<td>Cooperating</td>
<td>Thorough High standards</td>
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<td>Weaknesses</td>
<td>Intimidating</td>
<td>Too optimistic Disorganized</td>
<td>Resists change</td>
<td>Too critical</td>
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<td>Motivation</td>
<td>Freedom to act</td>
<td>To help</td>
<td>Involvement</td>
<td>Job completion</td>
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To be more effective
Slow down
Involve others
Be diplomatic
Collaborate
Smile more
Follow through
Focus on details
Listen carefully
Control time
Smile less
Be assertive
Share ideas
Be flexible
Take initiative
Show emotion
Speed up
Inclusive
Compromise
Delegate
Smile more
Tips for communication
Be direct
Smile
Give notice
Give details

Which style(s) reflect you best?

What actions could you do more of to help your team?

What actions could you do less of to help your team?

Team members work together better if they know what is expected of them, not just in their performance, but in how they behave as a team member.

Here are some rules of conduct that some teams have adopted. How many would you want to have for your team? What others would you want to include?

◊ We will start and end all meetings on time.
◊ We will treat each other with respect at all times.
◊ We will address any conflicts with each other constructively and within 24 hours of becoming aware of a problem.
◊ We will arrange to minimize interruptions of our meetings.
◊ We will be diplomatic and constructive in pointing out mistakes/problems.

There are at least six crucial roles to be played by various participants on a team for it to achieve success. They are:

- Initiator/Creator– Generates new ideas, brings up issues that need to be addressed.
- Elaborator– Builds on ideas, makes connections to other actions and approaches.
- Analyzer– Identifies and evaluates details that can have positive and negative effects.
- Summarizer– Identifies essential elements out of long, sometimes complex, discussions.
- Contributor– Provides supplemental information and support for ideas and actions.
- Leader– Provides direction, ensures involvement of all, makes assignments.

Who fills these roles on your team now? Do you have any gaps?

What other roles could you assume more often? Who on your team could best fill some of the gaps?
Boosting Team Performance can be done by setting goals, working to achieve them, and then have ways of seeing visually the progress. Here are some ideas for making that progress visible:

- Use surveys of staff, Pathfinders, their parents, the church.
- Circulate “testimonials” via a small club newsletter.
- Observe and report anecdotes at staff meetings, in church, at board meetings.
- Communicate hard data that reflects performance.
- Post charts that compare progress relative to past performance, prior quarter, etc.
- Celebrate milestones with team and have individual awards:
  - Pizza feed
  - New, crisp currency
  - Pens
  - Time-off coupons
  - Points toward prize
  - Prize drawing
  - Free training weekend

Coach vs. Boss. Both styles are needed at different times. What are some of the differences? Here’s a listing of both styles. If you’ll place a check (✔) before those items that fit you best, it will give a clue as to your preferred style, and then you can study ways to develop the other for those situations where it will be beneficial.

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<th>A Boss...</th>
<th>A Coach...</th>
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<tr>
<td>Tells</td>
<td>Asks, suggests or encourages</td>
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<td>Gives orders</td>
<td>Involves and explains</td>
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<td>Focuses on procedures</td>
<td>Focuses on people</td>
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<tr>
<td>Expects others to adapt</td>
<td>Adapts to others</td>
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<tr>
<td>Says things only once</td>
<td>Repeats and follows up</td>
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<td>Communicates by memo</td>
<td>Communicates in person</td>
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<tr>
<td>Criticizes mistakes</td>
<td>Gives constructive feedback</td>
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<tr>
<td>Holds information close</td>
<td>Shares all but confidential</td>
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<tr>
<td>Makes all decisions</td>
<td>information</td>
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<tr>
<td>Is never wrong</td>
<td>Involves and delegates</td>
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<tr>
<td>Interrupts</td>
<td>Admits mistakes</td>
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<tr>
<td>Speaks bluntly</td>
<td>Listens actively</td>
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Cultural diversity is an increasingly important issue for society and for our church (that would also include Pathfinders). It offers both benefits and challenges. It involves both that “culture” easily recognized in the secular world and it includes religious cultural differences within our subgroup– the SDA Church. We are finding an increasing desire on the part of Pathfinders around the world to participate in multi national events which bring together this admix of culture.

Benefits of Diversity: (add some of your own)
• An approach that is more truly “global” and more appealing to greater numbers of people.
• An enriched and more interesting work environment.
• New ideas from outside of our cultural box.

Challenges of Diversity: (add some of your own)
• Lack of understanding of differences between cultures
  – Values
  – Norms
  – Language structure
  – Religion-based standards of behavior
• Stereotypes
• Bias

Actions we can take:
• Address issues at the time they occur.
• Approach others respectfully and assume their positive intent.
• Describe what behavior will be helpful for the future. Ask what you can do.
• Understand that it takes some people time to accept change, and some may never view certain practices as acceptable.

Recognition for jobs well done will boost any team. Often we view recognition as involving money, and that’s something nonexistent or at a premium. (Nice plaques or trophies cost money!) Here are some alternative low or no-cost ways to recognize team members for their efforts.
1. ☐ Personal praise for a specific job well done.
2. ☐ Praise in front of peers.
3. ☐ Handwritten personal note from the club or conference/mission director.
4. ☐ Commendation letter from “higher up.”
5. ☐ Special work assignment.
6. ☐ Special training opportunity.
7. ☐ Special equipment to use/test.
8. ☐ Opportunity to train others.
9. ☐ Represent the group at special meetings.
10. ☐ Additional responsibility/authority.
11. ☐ Short periods of extra paid time off.
12. ☐ Tickets to special events.
13. ☐ Lunch.
15.  Traveling trophy. (Goes to different persons at set times.)
16.  Pens, cups, with Pathfinder logo, club logo, etc.
17.  Personal stationery.
18.  Picture on bulletin board/ in newsletter.
19.  Dinner for two at a nice restaurant.

b. Training skills

Training methods are critical to any training program design. Properly selected training methods give the participants something to really grasp and understand; they also help sweeten up any program. There are several types of methods which can be selected from, depending on the trainees, location, and subject matter.

When you are selecting, adapting or writing training exercises, it is important to make your decisions on which type to use based on how your targeted participants may learn the material best. The learning process includes three stages:

- The learning activity
- The participant’s response
- Application of learning

The learning activity– initially, learners are involved in some activity that you have selected from many learning methods available. This activity may range from passive, such as reading or observing, to very active, such as role play or field work.

The purpose of the learning activity is to encourage inductive learning through the passive methods or deductive learning through experience. Either way or by combinations, a foundation is provided for stage two of the learning cycle.

After the initial exposure to the given learning activities, participants are now ready to respond and identify reactions. This is a critical part of the learning cycle, because it encourages learners to identify the impact of the first stage, analyze feelings and information, and to continue their focus on the learning process. This is all necessary if there will be successful advance into Stage Three. Various methods may be used to elicit participant response, some of these are:

- Polling
- Small-group discussions
- Interviewing partners
- Sentence completion
- Rating
- Listing of responses on newsprint
- Questioning

Application of learning– With the first two stages carefully developed, the participants are now ready to move toward application of the learning to their own life and work. Action plans and goal setting come in various forms, sometimes in verbal
shorts, other times in elaborate and detailed plans. Learners’ intentions can be reinforced when they share their goals and plans with others.

😊 Adult Learning Principles 😊

Adults learn differently than children. As trainers and facilitators, it is important for us to know adult learning principles. When these are applied to our training packages and other group activities, we will more likely increase the participant’s learning, commitment to common goals, and generate better solutions to problems.

Some differences between children and adults as learners:

<table>
<thead>
<tr>
<th>Children</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rely on others to decide what is important to be learned</td>
<td>- Decide for themselves what needs to be learned</td>
</tr>
<tr>
<td>- Accept the information being presented at face value</td>
<td>- Need to validate the information based on their beliefs and experiences</td>
</tr>
<tr>
<td>- Expect that what they are learning will be useful in their long-term future</td>
<td>- Expect that what they are learning is immediately useful</td>
</tr>
<tr>
<td>- Have little or no experience upon which to draw; are relatively “clean slates”</td>
<td>- Have much past experience upon which to draw; may have fixed viewpoints</td>
</tr>
<tr>
<td>- Have little ability to serve as a knowledge resource to serve teacher or fellow classmates</td>
<td>- Have significant ability to serve as a knowledgeable resource to the facilitator</td>
</tr>
<tr>
<td>- Are content-centered</td>
<td>- Are problem-centered</td>
</tr>
<tr>
<td>- Are less actively involved</td>
<td>- Actively participate</td>
</tr>
<tr>
<td>- Learn in an authority-oriented environment</td>
<td>- Function best in a collaborative environment</td>
</tr>
<tr>
<td>- Planning is teacher’s responsibility</td>
<td>- Share in planning</td>
</tr>
</tbody>
</table>

😊 To Select a Training Method 😊

➤ Questions. Think about one part of your workshop and select one or more methods (See below under 😊 Methods that Work 😊). Then evaluate your selection by answering these questions:

1. How complex is the information or skill to be presented?
2. How resistant will the participants be to this method?
3. Is a high level of participation necessary?
4. If I use this method, will I have enough variety in the types of methods used throughout my design?
5. How confident am I in using this method?
6. How much work will it require to get ready to use this method?
7. Would this method work better if combined with another one?
8. How much time will be available, and will it be enough time to use this method?
9. Does this method require any equipment or special room set-up, including electricity, extension cords, other auxiliary equipment or supplies?

➔ Introducing an activity. A properly selected, adapted training method or activity is only as good as how it is introduced, applied, conducted, and processed.

In introducing the activity:
- Give its purpose and objective.
- Rearrange furniture and group as needed but as smoothly as possible.
- Elicit information from participants as to previous knowledge on the topic.
- Provide definitions of all key terms to be used.
- Give directions that explain the activity AND what will happen afterward.
- Distribute any printed instructions; read together before starting.
- Answer questions before continuing.
- Demonstrate rules or procedures.
- If you are using an activity that requires participation, be first to share or try it out.
- Roam the room to determine if everyone knows what they are doing.

➔ Apply Adult Learning Principles
- Focus on “real world” problems.
- Relate the group activities to member goals.
- Relate the materials to their past experiences.
- Allow debate and challenge of ideas.
- Listen to and respect the opinions of group members.
- Encourage members to share resources.
- Treat everyone in an adult manner.

➔ Conducting the activity
- Expect some confusion and frustration.
- Be available to re-explain directions.
- Stick to your role as facilitator.
- Be observant at all times as to how groups are working; take cues from them if and how you should intervene.
- Remind them of the passing of time, especially if there is a deadline.
- Judge when to stop an activity and move on to the processing stage.

➔ Processing the activity
- Plan on using as much time to process an activity as it took to conduct it.
• If you used only a few participants as a demonstration, get their feedback first before observers.

• Prepare and ask questions that:
  ♦ review or summarize what happened.
  ♦ identify feelings that occurred during the experience.
  ♦ identify choices they considered and how they made a decision.
  ♦ point to different roles people played during the experience.
  ♦ reveal conflicts and other unfinished business.

• Record the participants’ feedback and ideas on a flip-chart.

• Expect differences of opinion and perceptions.

• Be sure to complete the learning cycle, and help participants relate the learning experience to the lesson’s objective and to their real situations.

• Ask for feedback on your learning activity so you can evaluate its effectiveness.

😊 Methods that Work 😊

There are many good ideas for methods of presenting training materials. Here are just a few that have been used often and in specific settings for specific materials and have proved effective. No one method will work best in even a majority of settings.

1. Structured Warm-up Activities– They help get participants involved and give clues as to skills to be developed in the workshop. Getting the workshop off on the right foot is essential.

2. Presentations– Participants will need background information. Content will be determined by the presenter, taking into account the participants’ knowledge of the subject.

3. Reading Materials– Reading materials may enhance learning as long as they are relevant and the purpose is clearly understood and used in conjunction with other learning methods. Reading may be a pre-assignment; it may take place during the workshop, or a “home-work.”

4. Demonstrations– They bring alive whatever points you are trying to make. Participants may experience an idea or technique. You should 1) prepare carefully, 2) explain the purpose, 3) clearly use a step-by-step method, 4) provide an opportunity for participants to practice.

5. Videos and other audiovisuals– Many people are very visual-oriented, making these very useful for motivating and illustrating ideas or skills. Steps for using audiovisuals include: 1) Prepare for showing by making sure ahead of time everything is in order and functioning. 2) Provide instructions about what will be seen, why and what will take place after the showing. 3) Play the video, check lighting, volume and monitor reactions. 4) Summarize major points, discuss reactions.

6. Note-taking– Many participants will take notes whether you plan for it or not. Prepare a handout and decide how it should look so that it will
enhance the training and encourage note-taking. Let participants know that there is a handout on which they can take notes before they begin on their own.

7. Discussion–This is probably used most by trainers; however, discussion methods are not learned quickly. The art of questioning to lead a good discussion takes lots of preparation and practice. There are two types of questions to be used: closed require one-word answers, open require more than a “Yes”; they stimulate thinking and create involvement.

8. Questionnaires–These are prepared by the trainer to gather information on a particular subject. They may measure a person’s level of knowledge, attitudes, performance or assessment. Works well in combination with other methods, such as the next.

9. The Fish Bowl–This is another form of discussion. A smaller group forms an inner circle for discussion while the remaining participants listen and observe. This method actively involves the participants, because the content is at least partially determined by them.

10. Case Studies–These are printed descriptions of a problem situation with sufficient details for participants to determine appropriate actions that might be taken. These studies simulate reality and draw upon participant’s experience and knowledge. They force the application of theory to practice.

11. In-basket–This simulates an office in-basket idea by including multiple items which must be prioritized, grouped, and solved. Generally, individuals complete the exercise alone then discuss it in small groups of four to six.

12. Role-playing–This enacts an incident and gives participants the opportunity to re-examine behavior or determine solutions by leaving the role play open-ended. Experience and knowledge are brought to apply the solutions.

13. Role-play/Case Study–This is a combination of the two, which is more elaborately designed; clearly-developed characters come into reality. Hidden agendas may surface.

14. Games and Other Structured Activities–These involve participants in using all their senses. Key ideas, increased self-awareness, risk-taking, and specific skill-development all enter into this option.

15. Structured Closure–Ending the workshop is just as important as starting it. Planning that will focus on experiences learned and lead to future goals and actions is essential at this time.

c. Presentation skills

Greek Organizing your presentation

Successful presenters must know themselves. Based on what they know about themselves, they develop their style of presentation. Your personal style is the way you interpret, organize, and package your topic. You are unique; you can make a unique
contribution. Therefore, you should take all this material so far, all this learning so far, and work at developing your own style of presentation without having to “copy” some expert somewhere.

Your goal as a presenter is to have a positive impact on your audience with the materials assigned for the given workshop. Research indicates that success or failure in making a presentation is caused by mental attitude rather than by mental capacity. To achieve your goal and the audience’s goal, concentrate on communicating worthwhile ideas in order to help others, not on making an outstanding personal impression. Fancy words and phrases are not substitutes for good ideas which have been sincerely and simply put.

There is a myth that great speakers are born, not made. Certain individuals have the innate ability to stand in front of an audience with no anxiety and give a moving, dynamic speech. Well, you noticed the word MYTH, right? Professional athletes constantly practice the basics, because they know that without such practice, they will not survive. Great speakers usually have spent years developing and perfecting their skill. They started at the beginning and learned the basics of organization, preparation, delivery, and dealing with anxiety. Once the basics were under control, they continued to build on them, sharpening their skills.

Learning to be a good speaker can be frustrating, but after a few experiences, you learn and believe in the basics, then things begin to improve. It takes often repeated practice. Before jumping into your assignments it would be good to run a quick evaluation of yourself so as to better understand where you are and where you want to arrive. Read over the following categories and check that which comes closest to describing you:

__ Avoider An avoider does everything possible to escape from having to get in front of an audience.
__ Resister A resister has fear when asked to speak. This fear may be strong. Resisters may not be able to avoid speaking, but they don’t encourage it and do it with reluctance.
__ Acceptor The acceptor will give presentations as part of the job but does not seek appointments. Generally, they feel that they’ve done a good job, can be persuasive and enjoy speaking in front of a group.
__ Seeker A seeker looks for opportunities to speak. The seeker understands that anxiety can be a stimulant which fuels enthusiasm during a presentation. Seekers work at building their communication skills and self-confidence by speaking often.

➔ Dealing with Anxiety
Anxiety is a natural state that exists anytime we are placed under stress. It is quite normal that giving a presentation will cause some stress. When this type of stress occurs, physiological changes take place that may cause symptoms such as nervous stomach, sweating, tremors in the hands and legs, accelerated breathing, and/or increased heartbeat.

The presence of any of these symptoms before, during, or immediately following
a presentation simply means that you are normal. Almost everyone experiences, to some degree, stress during a presentation. The trick is to make those “butterflies in your stomach” all fly in the same direction.

There are some ways that one can make that happen— and thereby reduce somewhat the negative impact of anxiety:

1. Organize. Lack of organization is one of the major causes of anxiety. Later in this section, you will learn a simple technique for organizing your presentation.
2. Visualize. Imagine walking into a room, being introduced, delivering your presentation with enthusiasm, fielding questions with confidence, and leaving the room knowing you did a great job. Rehearse the sequence.
3. Practice. Many speakers rehearse a presentation mentally or with just their lips. To begin with, you should practice standing up, as if an audience were in front of you— use your visual aids till they fit in naturally to your presentation. Have it videotaped for critique, or have someone sit in and critique.
4. Breathe. When you feel nervous and your muscles begin to tighten, you may not be breathing deeply enough. Sit erect but relaxed and inhale deeply several times.
5. Focus on relaxing. Instead of thinking about the tension, focus on relaxing. As you take deep breaths, think “I am” (inhale) “relaxed” (exhale). Do this for several minutes.
6. Release tension. Nervous energy tends to get locked up in your arm and leg muscles. Before standing up to give a presentation, it’s a good idea to release some of this tension by doing simple isometric exercises. Begin with your toes and calf muscles; tighten your muscles up through your body finally making a fist. Immediately release tension and take a deep breath. Repeat if necessary. Remember, of course, no one should actually see what’s happening.
7. Move. Speakers who stand in one spot and never gesture experience tension. You need to release tension by allowing your muscles to flex. Use gestures, change weight stance on your feet, step to one side, and use a moveable microphone. Movement helps draw the audience into the presentation.
8. Eye contact with the audience. Try to make your presentation similar to a one-on-one conversation- just be sure to “pick on more than one person.” Look in people’s eyes as you speak. Connect with them. Make it personal.

Gathering the Meeting Facts

Even before starting to prepare your presentation, find out as much as possible about the situation you will be in. You will have to get this information from the person who asked you to give the presentation.

You must ask yourself “Why” first; don’t jump to the “What” quite yet. To begin, ask why you are giving a particular presentation to a particular audience. Your
answer will help you decide how to proceed with your planning.

Example: Perhaps you have been asked to give a presentation to a group of Pathfinder directors regarding the Teen Leadership Training Program (TLT). Don’t start by writing down what you are going to say. Instead, ask yourself what you want to accomplish with your presentation based on the group you know you will be talking to. Think about your specific objectives in relation to your audience before preparing your presentation.

· About the presentation— the date, starting time, length of presentation are essential factors. After that, this:
  (1) Topic. The topic must be stated clearly. Discuss the topic with the person who asked you to speak, so that it is limited to what you can cover in the time allowed and you are aware of other related topics being presented so as to avoid overlap or “stealing of thunder.”
  (2) Purpose. The assigned purpose will be to inform, develop skill, persuade or any combination.
  (3) Result. The desired result of the presentation depends on your purpose. What are the expectations of the person who invited you? What are the expectations of those who attend? What are your expectations?

· Program sequence— You should know where you fit in the program and who will introduce you. If you are not the only speaker, you should determine how what you have to give will fit into the total picture.

· About the Audience—
  (1) Names. Try to learn a few of the names quickly as well as something about the culture of the conference/field. One might think that this item only pertains to easy-to-recognize cultures based on country/tribal/language differences. However, every conference/field has its own culture created by a combination of local heritage and SDA traditions.
  (2) Occasion. Why have they come together? Is it a Pathfinder Staff Training weekend? Some other reason? Just to hear you? Be sure to relate your presentation to the reason for the congregation.
  (3) Knowledge of the topic. There may be some participants who have never heard of your topic, while others may be quite knowledgeable, even to being able to present the subject themselves. You need to be able to talk at the right level for the audience to understand and to feel it worth their while.
  (4) Number. How many people will be there? There is a huge difference between 10 and 200.

· About the Sponsor—
  (1) Name. Who wants you to give this presentation? Be sure to mention how
pleased you are that their organization— or leader— asked you to speak. That establishes rapport and credibility.

(2) Techniques to avoid. If there are particular presentation approaches that are not appreciated, avoid them. Also, avoid sidetracking into subjects which may be controversial and not on what you were asked to present. This is neither the time nor the forum to “make a statement.”

➔ Focusing on Your Audience

Adult learners have a strong need to participate in the process of their own learning. Include some interactive activities in your presentation design that are adapted to the size of the group, the time frame available, and the material to be covered. If you, as a presenter, want people to do things differently from what they are used to, you must provide them with many opportunities to be comfortable with new ideas, in a non-threatening environment, with motivation and reasons to change.

Remember, adult learners bring a lot of experience and preconceived ideas to a training situation. You should acknowledge, honor and draw on that experience whenever possible. Establish a rapport with the audience; seek information about them that you can weave into your presentation.

So analyze your audience.

If your audience is relatively unfamiliar with the material:
  • Use clear visuals.
  • Emphasize key points and review them using different words.
  • Summarize frequently.
  • Allow audience participation (activities, questions).
  • Go from the known to the unknown.
  • Be sure to illustrate.
  • Think realistically about what you can accomplish.
  • Be aware of information overload.

If your audience has some understanding of the subject:
  • Assess your audience in terms of what they know; use it as a frame of reference.
  • Be sure to get feedback so you are sure of the level of comprehension.
  • Be a gaps person. In other words, you do not have to cover everything— fill in the gaps in the participants’ information bank.
  • Eliminate complex discussions unless they are critical to your participants understanding.

In a broad sense you know who they are (a group of Pathfinder Club Directors), but consider the following items:
  • Values. What is important to the group? Different groups have different value systems.
  • Needs. It is important to find out before the presentation what the group thinks they need— this might be quite different from what you thought they needed. You must find a way to accommodate this potential difference.
• Constraints. These are things which might hold the audience back from doing what you want them to do or from understanding what you want them to understand. Constraints may come in various forms such as:
  ➔ Political. Internal politics/ personality clashes.
  ➔ Financial. Anything that is viewed in terms of money will meet resistance.
  ➔ Knowledge. We are all specialists, we have our own vocabularies, buzz words, acronyms– the audience needs to understand us within their vocabulary.

• Demographic Information. Size of audience, location of presentation, etc. will influence your organization process.

➔ Next Step: Develop your objectives; a simple little diagram might be of help:

___________________________ | ________________________
¬                           ¬
Persuasive                 Informative

This diagram illustrates the relationship between two extremes in presentations. However, they are not actually separate types nor in conflict with each other. Most presentations probably fall somewhere along the line between the two extremes with varying elements of both depending again on your answer to the original “Why” question. By definition the two words would mean: Persuasive = some action should be taken; Informative = these are the facts– an update. Use the diagram to help determine your particular objective and then proceed.

Once you’ve set your foundation for the presentation through the above process, you are ready to develop the presentation itself. How do you begin and how do you wrap up the process?

➔ Some quick rules

Rules are designed to help you. You want to stay on the road you’ve selected, so you’ll need some “highway markers.” They may slow you down a bit, but there is a limit to how fast you can travel.

• Rule 1 Support material should be in the form of clue words or phrases, not sentences. Why? If you write out information word-for-word, you will get stuck with that phraseology; your lecture will lose freshness and variety.

• Rule 2 Quotes must be word-for-word, exactly like the original. You must also include the source. So, this becomes an exception to rule number one.

• Rule 3 If your objective calls for the audience to be able to talk about the topic, they must talk about it during the presentation. You can use questions, forcing the giving of answers– dialogue. Be sure if there are “correct” answers that you cue them in for yourself.

• Rule 4 Stay on the technical level of the audience. Aim for the majority,
but include material (examples) for both extremes. When in doubt, aim for the lower level. Its better to be too simple than too complex.

- Rule 5 Try to suppress thoughts about the presentation aids that creep into your mind; if you cannot, then make brief notes on them. You must concentrate on what you will be talking about.

- Rule 6 Write down all numbers and speak in round numbers.

Simple steps for developing your presentation

- Set the objective. Adult learners insist on knowing the whole picture at the beginning of the presentation. Have your destination clearly written out.
- Choose a title. Think of a catchy phrase that focuses on the destination.
- Outline the body. You must decide how to reach your destination by using four general organizational steps:
  1. Limit the topic. The objective gives you information that drives the presentation.
  3. Select a pattern. Determine the most logical sequence of the above key words.
  4. Select a presentation method. Some use a series of facts with informational backup. Series of comparative statements or questions are often used in “to persuade” lectures. Series of questions and proof answers are good if the audience is to be able to talk about the topic.
- Brainstorm main ideas. Use small pieces of paper to jot down ideas, one per paper. Strategy is to generate as many ideas as possible. Select and sequence them.
- State sub points. Once main ideas are selected and arranged, it’s time to develop supporting ideas. These may consist of explanations, data, or other supportive evidence.
- State the benefits. In a persuasive presentation it is necessary to tell the audience specifically what benefits will develop.
- Develop handouts. Handouts are to reinforce important information, summarize action items for use in follow-up, supply supporting data. Also, you must decide when you are going to hand them out– before, during or after based on content usage.
- Develop visual aids. See the next topic section for further useful information.
- Main idea: preview and review the main points of the presentation.
- Develop an introduction. This has two major functions: 1 Establishing the significance of the topic, introducing yourself and establishing your credibility, 2 Getting their attention with an involved question, a rhetorical question, a shocking statement, a pithy appropriate quotation.
- Develop a conclusion. Good conclusions always return to the introduction; it will reinforce the background material, summarize the presentation and re-motivate the audience.

Some final words about FEAR
Everyone will face a situation that provokes fear. The four greatest human fears are:
• *Fear of Failure*, which is actually fear of rejection. We may fear being rejected by the audience.
• *Fear of Success*, which is actually guilt. We feel guilty that our presentation was successful when others are not.
• *Fear of Catastrophe*, which is that built-in “flight or fight” instinct. It is so instinctive that it triggers overreactions to even minor dangers.
• *Fear of the Unknown*, which is associated with fear of change. Change is inevitable, and we do not naturally like it, certainly do not welcome it with open arms.

How do we manage fear?

Fear is best managed by controlling the material you must present. Limit your topic! Select specific material suited to the limited purpose. Arrange them in a coherent sequence.

Ask yourself the following questions:

1. Am I familiar enough with this topic to hold a dialogue with my audience?
2. Is my material organized to express my ideas clearly and concisely?
3. Is my message simple and sincere?
4. Is my material organized, keeping the audience in mind?
5. Do I know what they need to know? Want to know?
6. In the end, what is it that I want them to know?

These last questions lead us to the realization that perhaps we must make a “needs assessment.” While thinking of your upcoming presentation, think back to the last one you gave or sat in on, then ask and briefly answer these questions:

1. Who is my audience?
2. What do they want to know?
3. Are they required/voluntary attendees?
4. Is this topic new to them?
5. Are they coming for knowledge or specific skills?
6. How much do they already know about the subject?
7. How can you build your credibility with the group?
8. What time of day will it be?
9. What is your message?
10. How should you approach this audience?

**Visual aids**

Technology has both complicated and simplified the task of the speaker. Today it is possible to produce very sophisticated visuals which greatly assist the presenter. But how much information should go into it? Where does it fit into the presentation?
By definition of the two words “visual aids” we can understand that this must include that which can be seen, and it must play a positive roll in our presentations. Often visual aids seem to be used just because we are supposed to have them, they are the latest gadget, or “Everyone uses them; therefore I should also.” Little time seems to be spent on thinking through the why and how for visual aids. In and of themselves, they may make a positive contribution; when misused, they often may provide a negative contribution. We have all seen visuals that cannot be seen they are so small, or visuals that are so busy they detract from an otherwise good presentation. Again it is good, before establishing which, if any, visual aids will be most effective, to evaluate your audience and size of room. You should ask how these aids fit into your leadership style. Then select three or four adjectives that you wish will describe the look you want your visuals to have (i.e. clean, sophisticated, professional, friendly, formal, funny, off-the-cuff, forceful, trustworthy, sobering). Make some rough sketches exploring possibilities for their layout.

Use a visual to: 
- Clarify a point
- Emphasize a point
- Break monotony
- Change focus
- Record the main points
- Enhance professional image
- Make the presentation special

Avoid using a visual when it
- Distracts or detracts from the focus of your presentation
- Is poor quality
- Is irrelevant (though interesting)
- Is solely a time filler
- Is outdated
- Does not suit your purpose
- Does not fit your audience

Why use visual aids?
- Visual aids make you more persuasive
- Visual learners can grasp more information
- They add variety (spice) to presentations
- Message is being presented both orally and visually
- Help to be concise
- Help to facilitate meetings

Did you wonder why these little visuals (📷 ⊕) were used above? Were they relevant? Did they add anything other than perhaps puzzlement? Might there have been other more relevant visuals we could have placed that might have done a better job? Get the message?

Choose the medium in which you can produce the most effective visual based on available resources. For instance, when the audience is small, it might be better to have neatly done flowcharts rather than slides. A computerized presentation might do
wonders, except there’s no wiring within fifty meters or the current fluctuates every time a light bulb is turned on. Here are some specifics to consider for each of several different types of visuals, all of which are good and useful in certain circumstances or faulty in others.

Some notes on various media tools:

1. Overhead Projector
   Advantages:
   - Good for small groups– up to 200.
   - Do not need to dim overhead lighting.
   - Relatively inexpensive.
   - Most organizations have at least one.
   - Not many moving parts, so “Murphy’s law” doesn’t apply.
   - Transparencies are versatile.
   Disadvantages:
   - Photos don’t produce well.
   - The motors often have an irritating hum.
   - Quality of image is inferior to slide projectors, computers, etc.

   Transparencies:
   - Letters should be at least 30 points high.
   - If using clear sheets with black, add a little color.
   - For standard size, the image area is 7 1/2 x 9 inches (19 x 23 cm).

2. Slide Projector
   Advantages:
   - Works well with large groups.
   - Well-designed slides create a polished, formal image.
   - Photos reproduce beautifully.
   - Requires only the touch of a button.
   - More flexible than videos.
   - Laser-enhanced graphics look sharp.
   Disadvantages:
   - Maximum impact only with darkened room.
   - Carousel of slides is bulky for travel.
   - Projectors can jam, remote break, bulb burn out.

   Designing slides:
   - Stay with one format– horizontal or vertical.
   - Design them for the back row.
   - Space between lines should be at least the height of a capital letter.
   - Number or label all slides for easy organization.

3. Computer
   Advantages:
• Greatest design versatility.
• Easy for travel.
• Flexible for size of group.

Disadvantages:
• So many design options create clutter and distraction.
• Programs have a knack of answering to Murphy’s Law.
• Are so good, presenters forget how to work without them.

4. Room set-up
   Projection of visuals:
   • Arrive early, know and test all equipment.
   • Set projection to obtain largest possible image.
   • Stand in front of audience, with remote control projection to side.
   • Keep eye contact with audience.

   The screen:
   • The bottom should be at least four feet off the floor (1.2 mts.).
   • Place to one corner angled toward center of room.

5. Charts and Graphs
   • Headlines should be clear and comprehensive.
   • Label every element of a chart or graph clearly.
   • Some do not relate to charts, so explain thoroughly.
   • Don’t overload presentation with charts or graphs.
   • Line graphs– illustrate trends, relationships, comparisons.
   • Pie charts– convey percentage relationships.
   • Flow charts– clarify complex relationships.

6. Flip charts
   Advantages:
   • Inexpensive and adaptable.
   • Great meeting facilitators– catch ideas, people are heard.
   • Can be produced on the spot.

   Disadvantages:
   • Are quite informal.
   • Require reasonably good handwriting.
   • Don’t handle large amounts of wording well.
   • Don’t work for groups over 40, and must be arranged to be seen.

   Design tips:
   • Choose bold colors, avoid pastels.
   • Lettering should be 1-inch for every 15 feet to the back row (2.5 cm. for every 4.5 mts.).
   • Use the flat side of the pen’s tip when writing.
   • When preparing ahead of time, leave a blank page after each to help hide what’s ahead.
   • Use correction fluid to cover mistakes.
   • Make light pencil notes at top of page as reminders for speaking.
• You can use the overhead projector to size an object for the chart.
• Have unity and impact by adding a border.

7. Posters
Advantages:
• Can be used to represent equipment that would be unwieldy to bring into the presentation.
• Summarize concept or advertise a slogan and leave visible more permanently.
Disadvantages:
• May not be very portable, get tattered with use.
• Don’t work well for groups of over 15.
Delivery techniques:
• Position it so that it may be clearly seen by all—on an easel works.
• Avoid passing it around, distracts and damages; place several of them strategically if necessary.

Organizing and Creating Visuals

1. Six basic design principles:
   You don’t need to be an artist nor spend a lot of time studying design; you need to know:
   ◊ Keep it simple! Even if you have a thousand options on a computer.
   ◊ Leave lots of “white space”; group things in bunches.
   ◊ Keep things organized; line things up.
   ◊ Create a path for the eye; organize most important to least important, going left to right and top to bottom.
   ◊ Make something dominant; the most important element should jump out quick—biggest, boldest, and brightest.
   ◊ Divide space in an interesting way.
2. Design hints:
   ◊ Put a headline on every visual.
   ◊ Each visual should present one idea.
   ◊ Add interest to a words-only visual by use of large first letter.
   ◊ Photos and graphics face the middle of your visual.
   ◊ Check carefully for errors.
   ◊ Use a framing device to pull two elements together.

3. Color:
   ◊ Use color to accent or highlight item being discussed.
   ◊ Remember; people associate colors with feelings or concepts.
     • Green—signifies growth and movement.
     • Blue—represents calm, institutional; tends to fade rather quickly.
     • Red—stands for power, energy, danger; difficult to see at a distance.
· Yellow—thought of as positive; disliked more than any other color.
· Purple—has a spiritual meaning for some.
◊ One or two colors are plenty; don’t overdo it.

4. Text:
◊ What to include:
· Think of yourself as a headline writer.
· Distill message to its absolute essence.
· Use the fewest words possible (No long quotes!).
◊ The rule of six:
· Thou shalt not use more than six lines.
· Thou shalt not use more than six words per line.
◊ Lettering size:
· For flow charts, black (white/green) boards, posters, letters should be 1-inch tall for each 15 feet to the back row (2.5 cm for every 4.5 mts).
· For overheads, slides, computers, etc., letters should be 30 points, but test them in room simulations; they must be seen clearly from the back row.

⇒ Wrap-up tips and checklists
1. Presentation techniques:
· When in doubt, do without.
· Coordinate audio and visual.
· Remove visuals immediately after use.
· When the light goes on, there is drama.
· Face your audience and maintain eye contact.
· Remember that visuals are aids; you’re the main attraction.

2. Visual aid checklist:
☐ Position yourself so everyone in the room can see and hear you.
☐ Face your audience and maintain eye contact when you use visuals; speak to the back row.
☐ Remember that you’re the presentation; visuals are aids.
☐ With overhead projectors, settle the transparency on the projector BEFORE you turn the light on.
☐ With computers, be sure actual visuals are ready for show before use; don’t waste everyone’s time clicking through all the start up and miscellaneous stuff.
☐ Remember to experiment with doing “live” creative things with colored markers on transparencies.
☐ Avoid reading aloud from visuals.
☐ With flip charts:
   — Write with bold colors.
___ Write with fat part of marker.
___ Use capitals for headings.
___ Use lower case for details.
___ Print neatly and clearly.
___ Underline for emphasis.
___ Highlight with boxes.
___ Change colors for variety.

☐ Follow proper-size lettering guidelines— 1/15 (2.5/4.5).
☐ Make pencil notes at top of charts.
☐ Select colors to depict type of items discussed (hot issues, red; positive comments, blue, etc.).
☐ If you speak and write at the same time, stand to one side, write and then speak.
☐ Remember to breathe!
☐ Ask for a friend to take notes on your presentation— continuity of information, presentation techniques, eye contact, voice, etc, and then spend time debriefing and sharpening skills.

◆◆◆ On the next page there is a little self-evaluation quiz which would be very useful for you to take now, as well as after, you’ve put some of the ideas presented in this unit on presentation skills into practice. In fact it would not be a bad idea to periodically run a quick self-analysis with these questions and see how you improve or what you might have forgotten. ◆◆◆
Presentation Skills Self-Evaluation

1. I determine some basic objectives before planning a presentation.  
2. I analyze the values, needs, and constraints of my audience.  
3. I write down some main ideas first, and build my presentation around them.  
4. I incorporate both a preview and a review of the main ideas as my presentation is organized.  
5. I develop an introduction that will catch the attention of my audience and still provide the necessary background information.  
6. My conclusion refers back to the introduction and, if appropriate, contains a call-to-action statement.  
7. The visual aids I use are carefully prepared, simple, easy to read, and high impact.  
8. The number of visual aids will enhance, not detract, from my presentation.  
9. If my presentation is persuasive, arguments are used that are logical and that support my assertions.  
10. I use anxiety to fuel the enthusiasm of my presentation, not hold me back.  
11. I ensure the benefits suggested to my audience are clear and compelling.  
12. I communicate ideas with enthusiasm.  
13. I rehearse so there is a minimum focus on notes and maximum attention paid to my audience.  
14. My notes contain only “key words” so I avoid reading from a manuscript or technical paper.  
15. My presentations are rehearsed standing up and using visual aids.  
16. I prepare answers to anticipated questions, and practice responding to them.  
17. I arrange seating (if appropriate) and check audio-visual equipment before the presentation.  
18. I maintain good eye contact with the audience at all times.  
19. My gestures are natural and not constrained by anxiety.  
20. My voice is strong and clear and not monotone.

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<td>I prepare answers to anticipated questions, and practice responding to them.</td>
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Total Score ______________

· If you score between 80-100, you are an accomplished speaker who simply needs to maintain basic skills through practice.
· If your score was between 60-80, you have the potential to become a highly effective presenter.
· If your score is between 40-60, review this material frequently as it will give you a big boost.
· If you score between 30-40, you should show dramatic improvement with practice.
· If your score is below 30, roll up your sleeves and dig in. It may not be easy, but you can make excellent progress if you try.
IV. Preparation and Presentation

1. Prepare* an outline or script, including visual aids and instruction/curriculum materials, for a presentation on one of the following:
   a. A minimum of three hours on any seminar(s) chosen by the applicant in the Pathfinder Basic Staff Training Course.
   b. One of the new skills development seminars in the Master Guide or Pathfinder Leadership Award curriculum.

*Submit the above materials to the conference Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed.

Pathfinder Basic Staff Training Course

1. History, Philosophy, and Purpose of the Pathfinder Club
2. Understanding Pathfinders
3. Club Leadership
4. Club Organization
5. Club Programming and Planning
6. Outreach Ministry
7. Teaching the Pathfinder Curriculum
8. Camping and Outdoor Education
9. Drill and Ceremonies
10. Teen Leadership Training

Master Guide New Skills Development

1. Leadership Skills
2. Communication Skills
3. Creativity and Resource Development
4. Child and Youth Evangelism

Pathfinder Leadership Award New Skills Development

1. Team-building Skills
2. Personal Improvement
3. Development of Faith
4. Discipline
5. Current Issues
6. Camp Planning and Programming
7. Pathfinder and Community Ministry
8. Resource Materials
9. Pathfinder Drill and Ceremonies
10. Outdoor Education
11. Recreation

2. Within one year of the evaluation given in requirement IV.-1. above, participate as a presenter in at least one sponsored leadership training seminar utilizing at least a portion of the materials prepared.
Record your Participation:

Conference Event: ________________________________ Date: _____________

1. Subject Presented: ________________________________

2. Group Name (if applicable): __________________________

3. Your evaluation of the event: __________________________

_____________________________________________________________________

_____________________________________________________________________

Requirement Completion Control

I. Prerequisites                         Signature**

1. Hold a current Pathfinder Leadership Award certification.   __________
2. Submit application for APLA/PIA to the conference
   Pathfinder Director.                     __________

II. Personal Growth

1. Read a ☐ Bible Year plan or the Encounter Series III or IV
   ☐ Christ Our Redemption, ☐ Christ Our Hope
       __________

2. Read a book on Leadership not previously read.
   Book Title____________________________________
   Author________________________________________
       __________

3. Prepare a Pathfinder article for publication.               __________

III. Seminars

1. Complete a minimum of three hours of leadership growth in
   seminars dealing with these topics:
   a. Training Instructors to Train
   b. Dealing With Attitude
   c. Using Your Influence
       __________

2. Complete 10 hours of APLA level seminars covering the following topics:
   a. Management skills
Methods of facilitation
Effective meeting procedures
Understanding temperaments

b. Training skills
c. Presentation skills
   Organizing your presentation
   Visual aids

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   Submit the above materials to the conference Pathfinder Director or Council for approval and revision. Be evaluated on the material you have developed.

2. Within one year of the evaluation given in requirement IV.-1. above, participate as a presenter in at least one sponsored leadership training seminar utilizing at least a portion of the materials prepared.

**In this column, you may record the signature of the Instructor or Examiner and date of completion for each requirement.
Christ Our Redemption

First Optional Devotional Reading Guide as recommended on pages 5, 6: II Personal Growth

**Requirement 1.**  PP = *Patriarchs and Prophets* by E. G. White

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Leadership in Pathfinder Ministry

Curriculum Manual

2002 Edition
General Conference Youth Ministries Department
Introduction

You now hold in your hands Part One of the most current leadership development program for youth ministry in the Seventh-day Adventist Church. This concept uses the Master Guide as the foundation for youth ministry leadership, then builds two levels of continuing education that will help keep youth leaders sharp, up-to-date and focused on why we are in this business anyway.

Part One-- Master Guide

This continues to be the highest level of leadership within the Adventurer/Pathfinder programs of the church. It focuses on one’s personal spiritual life and growth first and foremost. General leadership skills are then woven into the sharpening of those skills, which are specifically geared to leading youth in God-ordained areas of development: understanding God’s world of nature, outreach ministry, service to others and a life-style that denotes healthy living.

As one church leader of the past put it so simply: “You can’t teach what you don’t know, and you can’t lead where you won’t go.” As leaders we must not only be good at spouting theory if we expect to see success with our youth ministry; we must live what we preach and demonstrate it.

Part Two-- Pathfinder Leadership Award (PLA)

Once the Master Guide level has been completed, most leaders feel they “have arrived” and now have the necessary tools to properly guide their youth through the varied programs the church has for its youth. This feeling of adequacy may last a short time or for quite awhile, but sooner or later one begins to sense that unnecessary mistakes are being made, that the world continues, but somehow “I got left behind.” Also, in many areas of the world there are now in place laws that require continuing education on the part of anyone who works with young people, be they paid employees or volunteers. Generally, this expected continuing education can be in the form of youth-related workshops/seminars to be attended on a periodic basis.

There is also a growing group of persons who have put in many years of service to local clubs and are now being asked to share those years of experience and expertise with other clubs as “Area Coordinators” (or other similar titles). It becomes easy for these people to begin living in the past and get out-of-touch with the realities of the present. Getting out-of-touch is even easier for church-paid employees–namely, youth department directors–at all levels, from local fields to the General Conference.

The purpose of this level of continuing education is to 1) continue equipping leaders for a sharper Pathfinder ministry, and 2) enable those who are finding themselves removed from reality to keep pace. Again, there is a refocus on personal spiritual growth, which must be a never-ending upward path. There are several seminars of advanced-level leadership development and opportunity for practical application of lessons learned.
Part Three-- Advanced Pathfinder Leadership Award (APLA)  
(Pathfinder Instructor Award– PIA)

This level is heavy on training the trainers– Area Coordinators and others who will be involved in helping local club leadership be as focused and sharp as possible. Persons who attempt this level must be approved by the local conference/field youth department, which would imply that these persons are already living exemplary Seventh-day Adventist Christian lives. They qualify as true role models in their daily living, in leadership and in all Pathfinder-related skills. The skills learned during this level of continuing education will enable the candidate to clearly present the very best of knowledge in the very best of ways so that club leadership will gain the maximum benefit-- implying, therefore, that the children receiving the actual development process might truly become the very best youth in the world. It should be true indeed at every investiture that “these symbols presented represent the very highest ideals of the Seventh-day Adventist Church for its youth.”

Parts Two and Three are available at the same source from which you obtained this manual. So, now, welcome to the Master Guide Class and life-style– enjoy the avenues of learning and discovery ahead, and may God bless you as you travel forward.

General Conference Youth Ministry, 2002
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   c. Teach three Adventurer Awards or two Pathfinder Honors. 109
   d. Assist in planning and leading a field trip for a group of Adventurers, Pathfinders or Sabbath School class. 109
   e. Be an active Adventurer, Pathfinder, Youth Club, Sabbath School or AY Society staff member for at least one year and attend at least 75% of all staff meetings. 109
3. Identify three current roles in your life, at least one of which is spiritually oriented, and list three goals or objectives for each. 109

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Requirement Completion Control 116
Master Guide Curriculum Resource

The Master Guide is designed primarily for those who wish to become actively involved in youth ministry for their local church. Persons of any age who meet the designated prerequisites and who have that desire to serve in youth ministry may participate in the program. Participants are required to complete this course within three years of the commencement date. Requirements with completion signatures that are more than three years old must be re-done.

Objectives

To provide opportunities for participants to develop an awareness of the role of child/youth leadership and become better prepared to accept this role by receiving training in:

- Personal and Spiritual Growth
- Skills Development
- Leadership Development
- Fitness Life-style Development

I. Prerequisites

1. Be at least 16 years of age.

While most who participate in the Master Guide program are young adults, this course is a natural sequence to the Guide class. Therefore, it is open to those of age 16 who have found fulfillment in the Pathfinder classes and wish to continue developing their skills and interests as club staff through a Teen Leadership Training or similar program.

2. Be a baptized member of the Seventh-day Adventist Church.

The Master Guide curriculum is a major recognition of church youth leadership; therefore, it is expected that all participants will not only be baptized members of the church, but will also model a viable, dynamic life-style exemplifying the best of church standards. While baptism may be the visible, measurable fulfillment of this prerequisite, a clear reflection of Christ in the life of the participant is the ultimate objective.

3. Complete a Basic Staff Training Course in one of the following:
   - Adventurer Ministries
   - Pathfinder Ministries
   - Youth Ministries
This may be the moment to preselect the focus of the participant’s ministry for the youth of the church. Each of these ministries has basic courses designed for a person beginning a specific track with little or no previous knowledge or experience. There are, on occasion, new programs being developed, and the participant would be wise to consult the local field (conference/mission) Youth Department for additional options, as well as scheduling of special weekends that focus on these courses. For example, the Pathfinder Staff Training Course focuses 10 hours of specialized seminars on the following topics:

- History, Philosophy and Purpose of the Pathfinder Club
- Understanding the Pathfinder
- Club Leadership
- Club Organization
- Club Programming and Planning
- Outreach Ministry
- Teaching the Pathfinder Curriculum
- Camping and Outdoor Education
- Drill and Ceremonies
- Teen Leadership Training
- Relationship to Adventurer Ministries

**Notes and Training Schedules:**
II. Spiritual Development

1. Read the book *Steps to Christ*.

This little book, now translated into over 150 languages (more than any other book in history except the Bible), outlines very simple and clearly the process of discipleship—salvation. *Salvation* is one of the two key words to youth ministry, the other being *Service*. It is very important to have a good practical understanding of what salvation is, means and how it is obtained.

2. Complete the devotional guide Encounter Series I, *Christ the Way*, or a Bible Year plan.

The Encounter Series is a set of four small leaflets that provide a yearly devotional study guide of the Bible and an accompanying part of the Conflict of the Ages set of E. G. White books, which serve as a commentary. The complete series is available from your field (conference/mission) Youth Department. The year corresponding to this requirement is reproduced on the following pages for your use. There are also several different plans available for reading the Bible through over the course of one year.

Notes:


**Encounter Series I: Christ The Way**

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- 23. DA 811, 812
- 24. DA 815-817
- 25. Matt. 28:16-20; Mark 16:15-20; DA 818, 819
- 26. DA 820-822
- 27. DA 823-825
- 28. DA 826-828
- 30. DA 831, 832
- 31. DA 833-835
3. Keep a devotional journal for at least four weeks, summarizing what you read each day.

While there are some nice journals on the market that could be used, it is not necessary to purchase one of these. The journal could be kept in a steno-pad, or you may wish to have the fun of designing your own personalized journal. One idea of what the format might look like is as follows:

Date:___________________   Material read:_________________________

Reflections on today’s thoughts:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

My prayer focus:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Many have found devotional journaling so uplifting that it has become a lifelong custom.

4. Demonstrate your knowledge of the 27 Fundamental Beliefs by completing one of the following:
   a. Write a paper explaining at least 15 of the beliefs
   b. Give an oral presentation on at least 15 of the beliefs
   c. Give a series of Bible studies covering at least 15 of the beliefs
   d. Conduct a seminar teaching at least 15 of the beliefs

The following is a brief summary of the 27 beliefs, based on the book 27 Fundamental Beliefs of the Seventh-day Adventist Church. Another good source is The Marked Word, by Gertrude Battle. These may be available at your local Adventist Book Center or field (conference/mission) office.
FUNDAMENTAL BELIEF #1.................................................................The Word of God
“The Holy Scriptures, Old and New Testaments, are the written word of God, given by
divine inspiration through holy men of God who spoke and wrote as they were moved by
the Holy Spirit. In this Word, God has committed to man the knowledge necessary for
salvation. The Holy Scriptures are the infallible revelation of His will. They are the
standard of character, the test of experience, the authoritative revealer of doctrines, and the
trustworthy record of God’s acts in history.”

FUNDAMENTAL BELIEF #2.................................................................The Godhead
“There is one God: Father, Son, and Holy Spirit, a unity of three co-eternal Persons. God
is immortal, all-powerful, all-knowing, above all and ever present. He is infinite and
beyond human comprehension, yet known through His self-revelation. He is forever
worthy of worship, adoration, and service by the whole creation.”

FUNDAMENTAL BELIEF #3.................................................................God the Father
“God the Eternal Father is the Creator, Source, Sustainer, and Sovereign of all creation. He
is just and holy, merciful and gracious, slow to anger, and abounding in steadfast love and
faithfulness. The qualities and powers exhibited in the Son and the Holy Spirit are also
revelations of the Father.”

FUNDAMENTAL BELIEF #4.................................................................God the Son
“God the Eternal Son became incarnate in Jesus Christ. Through Him all things were
created, the character of God is revealed, the salvation of humanity is accomplished, and
the world is judged. Forever truly God, He became also truly man, Jesus the Christ. He
was conceived of the Holy Spirit and born of the virgin Mary. He lived and experienced
temptation as a human being but perfectly exemplified the righteousness and love of God.
By His miracles He manifested God’s power and was attested as God’s promised Messiah.
He suffered and died voluntarily on the cross for our sins and in our place, was raised from
the dead, and ascended to minister in the heavenly sanctuary in our behalf. He will come
again in glory for the final deliverance of His people and the restoration of all things.”

FUNDAMENTAL BELIEF #5.................................................................God the Holy Spirit
“God the eternal Spirit was active with the Father and the Son in Creation, incarnation, and
redemption. He inspired the writers of Scripture. He filled Christ’s life with power. He
draws and convicts human beings; and those who respond He renews and transforms into
the image of God. Sent by the Father and the Son to be always with His children, He
extends spiritual gifts to the church, empowers it to bear witness to Christ, and in harmony
with the Scriptures leads it into all truth.”

FUNDAMENTAL BELIEF #6.................................................................Creation
“God is Creator of all things, and has revealed in Scripture the authentic account of His
creative activity. In six days the Lord made “the heaven and the earth” and all living things
upon the earth, and rested on the seventh day of that first week. Thus He established the
Sabbath as a perpetual memorial of His completed creative work. The first man and woman were made in the image of God as the crowning work of creation, given dominion over the world, and charged with responsibility to care for it. When the world was finished it was ‘very good,’ declaring the glory of God.”

FUNDAMENTAL BELIEF #7............................................................ The Nature of Man
“Man and woman were made in the image of God with individuality, the power and freedom to think and to do. Though created free beings, each is an indivisible unity of body, mind, and spirit, dependent upon God for life and breath and all else. When our first parents disobeyed God, they denied their dependence upon Him and fell from their high position under God. The image of God in them was marred and they became subject to death. Their descendants share this fallen nature and its consequences. They are born with weaknesses and tendencies to evil. But God in Christ reconciled the world to Himself and by His Spirit restores in penitent mortals the image of their Maker. Created for the glory of God, they are called to love Him and one another and to care for their environment.”

FUNDAMENTAL BELIEF #8...................................................... The Great Controversy
“All humanity is now involved in a great controversy between Christ and Satan regarding the character of God, His law, and His sovereignty over the universe. This conflict originated in heaven when a created being, endowed with freedom of choice, in self-exaltation became Satan, God’s adversary, and led into rebellion a portion of the angels. He introduced the spirit of rebellion into this world when he led Adam and Eve into sin. This human sin resulted in the distortion of the image of God in humanity, the disordering of the created world, and its eventual devastation at the time of the worldwide flood. Observed by the whole creation, this world became the arena of the universal conflict, out of which the God of love will ultimately be vindicated. To assist His people in this controversy, Christ sends the Holy Spirit and the loyal angels to guide, protect, and sustain them in the way of salvation.”

FUNDAMENTAL BELIEF #9................................. The Life, Death, and Resurrection of Christ
“In Christ’s life of perfect obedience to God’s will, His suffering, death and resurrection, God provided the only means of atonement for human sin, so that those who by faith accept this atonement may have eternal life, and the whole creation may better understand the infinite and holy love of the Creator. This perfect atonement vindicates the righteousness of God’s law and the graciousness of His character; for it both condemns our sins and provides for our forgiveness. The death of Christ is substitutionary and expiatory, reconciling and transforming. The resurrection of Christ proclaims God’s triumph over the forces of evil, and for those who accept the atonement assures their final victory over sin and death. It declares the Lordship of Jesus Christ, before whom every knee in heaven and on earth will bow.”

FUNDAMENTAL BELIEF #10............................................ The Experience of Salvation
“In infinite love and mercy God made Christ, who knew no sin, to be sin for us, so that in
Him we might be made the righteousness of God. Led by the Holy Spirit we sense our need, acknowledge our sinfulness, repent of our transgressions and exercise faith in Jesus as Lord and Christ, as Substitute and Example. This faith which receives salvation comes through the divine power of the Word and is the gift of God’s grace. Through Christ we are justified, adopted as God’s sons and daughters, and delivered from the lordship of sin. Through the Spirit we are born again and sanctified; the Spirit renews our minds, writes God’s law of love in our hearts, and we are given the power to live a holy life. Abiding in Him we become partakers of the divine nature and have the assurance of salvation now and in the judgment.”

**FUNDAMENTAL BELIEF #11............................................................The Church**

“The church is the community of believers who confess Jesus Christ as Lord and Saviour. In continuity with the people of God in Old Testament times, we are called out from the world; and we join together for worship, for fellowship, for instruction in the Word, for the celebration of the Lord’s Supper, for service to all mankind, and for the worldwide proclamation of the gospel. The church derives its authority from Christ, who is the incarnate Word, and from the Scriptures, which are the written Word. The church is God’s family; adopted by Him as children, its members live on the basis of the new covenant. The church is the body of Christ, a community of faith of which Christ Himself is the Head. The church is the bride for whom Christ died that He might sanctify and cleanse her. At His return in triumph, He will present her to Himself a glorious church, the faithful of all the ages, the purchase of His blood, not having spot or wrinkle, but holy and without blemish.”

**FUNDAMENTAL BELIEF #12.........................................................The Remnant and Its Mission**

“The universal church is composed of all who truly believe in Christ, but in the last days, a time of widespread apostasy, a remnant has been called out to keep the commandments of God and the faith of Jesus. This remnant announces the arrival of the judgment hour, proclaims salvation through Christ, and heralds the approach of His second advent. This proclamation is symbolized by the three angels of Revelation 14; it coincides with the work of judgment in heaven and results in a work of repentance and reform on earth. Every believer is called to have a personal part in this worldwide witness.”

**FUNDAMENTAL BELIEF #13..........................................................Unity in the Body of Christ**

“The church is one body with many members, called from every nation, kindred, tongue, and people. In Christ we are a new creation; distinctions of race, culture, learning, and nationality, and differences between high and low, rich and poor, male and female, must not be divisive among us. We are all equal in Christ, who by one Spirit has bonded us into one fellowship with Him and with one another; we are to serve and be served without partiality or reservation. Through the revelation of Jesus Christ in the Scriptures we share the same faith and hope, and reach out in one witness to all. This unity has its source in the oneness of the triune God, who has adopted us as His children.”
FUNDAMENTAL BELIEF #14

Baptism

“By baptism we confess our faith in the death and resurrection of Jesus Christ, and testify of our death to sin and of our purpose to walk in newness of life. Thus we acknowledge Christ as Lord and Saviour, become His people, and are received as members by His church. Baptism is a symbol of our union with Christ, the forgiveness of our sins, and our reception of the Holy Spirit. It is by immersion in water and is contingent on an affirmation of faith in Jesus and evidence of repentance of sin. It follows instruction in the Holy Scriptures and acceptance of their teachings.”

FUNDAMENTAL BELIEF #15

The Lord’s Supper

“The Lord’s Supper is a participation in the emblems of the body and blood of Jesus as an expression of faith in Him, our Lord and Saviour. In this experience of communion Christ is present to meet and strengthen His people. As we partake, we joyfully proclaim the Lord’s death until He comes again. Preparation for the Supper includes self-examination, repentance, and confession. The Master ordained the service of foot washing to signify renewed cleansing, to express a willingness to serve one another in Christlike humility, and to unite our hearts in love. The communion service is open to all believing Christians.”

FUNDAMENTAL BELIEF #16

Spiritual Gifts and Ministries

“God bestows upon all members of His church in every age spiritual gifts which each member is to employ in loving ministry for the common good of the church and of humanity. Given by the agency of the Holy Spirit, who apportions to each member as He wills, the gifts provide all abilities and ministries needed by the church to fulfill its divinely ordained functions. According to the Scriptures, these gifts include such ministries as faith, healing, prophecy, proclamation, teaching, administration, reconciliation, compassion, and self-sacrificing service and charity for the help and encouragement of people. Some members are called of God and endowed by the Spirit for functions recognized by the church in pastoral, evangelistic, apostolic, and teaching ministries particularly needed to equip the members for service, to build up the church to spiritual maturity, and to foster unity of the faith and knowledge of God. When members employ these gifts as faithful stewards of God’s varied grace, the church is protected from the destructive influence of false doctrine, grows with a growth that is from God, and is built up in faith and love.”

FUNDAMENTAL BELIEF #17

The Gift of Prophecy

“One of the gifts of the Holy Spirit is prophecy. This gift is an identifying mark of the remnant church and was manifested in the ministry of Ellen G. White. As the Lord’s messenger, her writings are a continuing and authoritative source of truth which provide for the church comfort, guidance, instruction, and correction. They also make clear that the Bible is the standard by which all teaching and experience must be tested.”

FUNDAMENTAL BELIEF #18

The Law of God

“The great principles of God’s law are embodied in the Ten Commandments and
exemplified in the life of Christ. They express God’s love, will, and purposes concerning human conduct and relationships and are binding upon all people in every age. These precepts are the basis of God’s covenant with His people and the standard in God’s judgment. Through the agency of the Holy Spirit they point out sin and awaken a sense of need for a Saviour. Salvation is all of grace and not of works, but its fruitage is obedience to the Commandments. This obedience develops Christian character and results in a sense of well-being. It is an evidence of our love for the Lord and our concern for our fellow men. The obedience of faith demonstrates the power of Christ to transform lives, and therefore strengthens Christian witness.”

FUNDAMENTAL BELIEF #19.................................................................The Sabbath
“The beneficent Creator, after the six days of Creation, rested on the seventh day and instituted the Sabbath for all people as a memorial of Creation. The fourth commandment of God’s unchangeable law requires the observance of this seventh-day Sabbath as the day of rest, worship, and ministry in harmony with the teaching and practice of Jesus, the Lord of the Sabbath. The Sabbath is a day of delightful communion with God and one another. It is a symbol of our redemption in Christ, a sign of our sanctification, a token of our allegiance, and a foretaste of our eternal future in God’s kingdom. The Sabbath is God’s perpetual sign of His eternal covenant between Him and His people. Joyful observation of this holy time from evening to evening, sunset to sunset, is a celebration of God’s creative and redemptive acts.”

FUNDAMENTAL BELIEF #20.....................................................................Stewardship
“We are God’s stewards, entrusted by Him with time and opportunities, abilities and possessions, and the blessings of the earth and its resources. We are responsible to Him for their proper use. We acknowledge God’s ownership by faithful service to Him and our fellowmen and by returning tithes and giving offerings for the proclamation of His gospel and the support and growth of His church. Stewardship is a privilege given to us by God for nurture in love and the victory over selfishness and covetousness. The steward rejoices in the blessings that come to others as a result of his faithfulness.”

FUNDAMENTAL BELIEF #21...............................................................Christian Behavior
“We are called to be a godly people who think, feel, and act in harmony with the principles of heaven. For the Spirit to recreate in us the character of our Lord we involve ourselves only in those things which will produce Christlike purity, health and joy in our lives. This means that our amusement and entertainment should meet the highest standards of Christian taste and beauty. While recognizing cultural differences, our dress is to be simple, modest, and neat, befitting those whose true beauty does not consist of outward adornment but in the imperishable ornament of a gentle and quiet spirit. It also means that because our bodies are temples of the Holy Spirit, we are to care for them intelligently. Along with adequate exercise and rest, we are to adopt the most healthful diet possible and abstain from the unclean foods identified in the Scriptures. Since alcoholic beverages, tobacco, and the irresponsible use of drugs and narcotics are harmful to our bodies, we are
to abstain from them as well. Instead, we are to engage in whatever brings our thoughts and bodies into the discipline of Christ, who desires our wholesomeness, joy and goodness.”

FUNDAMENTAL BELIEF #22..................................................Marriage and the Family
“Marriage was divinely established in Eden and affirmed by Jesus to be a lifelong union between a man and a woman in loving companionship. For the Christian, a marriage commitment is to God as well as to the spouse and should be entered into only between partners who share a common faith. Mutual love, honor, respect, and responsibility are the fabric of this relationship, which is to reflect the love, sanctity, closeness, and permanence of the relationship between Christ and His church. Regarding divorce, Jesus taught that the person who divorces a spouse, except for fornication, and marries another, commits adultery. Although some family relationships may fall short of the ideal, marriage partners who fully commit themselves to each other in Christ may achieve loving unity through the guidance of the Spirit and the nurture of the church. God blesses the family and intends that its members shall assist each other toward complete maturity. Parents are to bring up their children to love and obey the Lord. By their example and their words they are to teach them that Christ is a loving disciplinarian, ever tender and caring, who wants them to become members of His body, the family of God. Increasing family closeness is one of the earmarks of the final gospel message.”

FUNDAMENTAL BELIEF #23.........................Christ’s Ministry in the Heavenly Sanctuary
“There is a sanctuary in heaven, the true tabernacle which the Lord set up and not man. In it Christ ministers on our behalf, making available to believers the benefits of His atoning sacrifice offered once for all on the cross. He was inaugurated as our great High Priest and began his intercessory ministry at the time of His ascension. In 1844, at the end of the prophetic period of 2300 days, He entered the second and last phase of His atoning ministry. It is a work of investigative judgment which is part of the ultimate disposition of all sin, typified by the cleansing of the ancient Hebrew sanctuary on the Day of Atonement. In that typical service the sanctuary was cleansed with the blood of animal sacrifices, but the heavenly things are purified with the perfect sacrifice of the blood of Jesus. The investigative judgment reveals to heavenly intelligences who among the dead are asleep in Christ and therefore, in Him, are deemed worthy to have part in the first resurrection. It also makes manifest who among the living are abiding in Christ, keeping the commandments of God and the faith of Jesus, and in Him, therefore, are ready for translation into His everlasting kingdom. This judgment vindicates the justice of God in saving those who believe in Jesus. It declares that those who have remained loyal to God shall receive the kingdom. The completion of this ministry of Christ will mark the close of human probation before the Second Advent.”

FUNDAMENTAL BELIEF #24............................................The Second Coming of Christ
“The second coming of Christ is the blessed hope of the church, the grand climax of the gospel. The Saviour’s coming will be literal, personal, visible, and worldwide. When He
returns, the righteous dead will be resurrected, and together with the righteous living will be glorified and taken to heaven, but the unrighteous will die. The almost complete fulfillment of most lines of prophecy, together with the present condition of the world, indicates that Christ’s coming is imminent. The time of that event has not been revealed, and we are therefore exhorted to be ready at all times.”

FUNDAMENTAL BELIEF #25......................................................Death and Resurrection
“...The wages of sin is death. But God, who alone is immortal, will grant eternal life to His redeemed. Until that day death is an unconscious state for all people. When Christ, who is our life, appears, the resurrected righteous and the living righteous will be glorified and caught up to meet their Lord. The second resurrection, the resurrection of the unrighteous, will take place a thousand years later.”

FUNDAMENTAL BELIEF #26......................................................The Millennium and the End of Sin
“The millennium is the thousand-year reign of Christ with His saints in heaven between the first and second resurrections. During this time the wicked dead will be judged; the earth will be utterly desolate, without living human inhabitants, but occupied by Satan and his angels. At its close Christ, with His saints and the Holy City, will descend from heaven to earth. The unrighteous dead will then be resurrected and with Satan and his angels will surround the city, but fire from God will consume them and cleanse the earth. The universe will thus be freed of sin and sinners forever.”

FUNDAMENTAL BELIEF #27..............................................................The New Earth
“...On the new earth, in which righteousness dwells, God will provide an eternal home for the redeemed and a perfect environment for everlasting life, love, joy and learning in His presence. For here God Himself will dwell with His people, and suffering and death will have passed away. The great controversy will be ended, and sin will be no more. All things, animate and inanimate, will declare that God is love; and He shall reign forever.”

5. Enhance your knowledge of church heritage by completing the following:
   a. Reading The Pathfinder Story

This little book, originally written by John Hancock, one of the pioneers of Pathfinder Ministry, and recently updated, helps us to better understand the purpose Pathfinder ministry has in the overall plan of the church. We have been reminded that “we have nothing to fear for the future, except as we shall forget the way the Lord has led us.” (LS 196) This little book enables us to maintain that focus that has brought Pathfinder ministry this far.

   b. Earning the Adventist Church Heritage Award

This requirement may be met by any one of the following four ways:
   1) There is a small book available that summarizes the history of our church and
serves for church heritage as *The Pathfinder Story* serves for Pathfindering. This booklet is called *Church Heritage*. It may be obtained from the Youth Department. After studying the booklet, a test may be taken.

2) Completion of the church heritage sections of the Pathfinder Classes—Friend through Guide.

3) Passing a high school course in church history at one of our denominational schools or through Home Study International.

4) Completion of the following nine requirements: (teacher’s helps begin on the next page)

1- Write or orally give a brief history of the beginning of the Seventh-day Adventist Church in your conference or country. Include the following:
   – Information about pioneer workers (missionaries and nationals).
   – Dates and places for the establishment of the first Adventist school and/or medical institution, if any.
   – Information about conference youth camp(s) and Pathfinder clubs

2- Compile a brief history of your own local church and include the following:
   – Information from interviews with longtime church members, the church clerk and/or the pastor.
   – Information on the opening of any Adventist church school, academy, medical or community service building associated with your local church.
   – If possible, include photographs of facilities, members and the former and current pastors.
   – Draw a simple diagram showing how your local church is linked organizationally with the worldwide Seventh-day Adventist Church.
   – Send a copy of your written history to Local Church History Collection, Heritage Room, Loma Linda University Library, Loma Linda, California 92350, USA and to General Conference Archives, 12501 Old Columbia Pike, Silver Spring, MD 20904, USA.

3- Compile a family faith chart showing the names and religious faiths of your ancestors for a minimum of four generations. If possible, include church affiliations and baptism dates for each individual listed on the chart.

4- Watch two segments of the *Keepers of the Flame* video series or two of the *Hall of Faith* slide-tape programs or other similar audiovisual programs. Show at least one of these programs to someone who is not a member of your family and discuss the content with him or her.

5- Know the history of Pathfinders as presented in *The Pathfinder Story* and prepare a brief summary of the history of Pathfinders in your field or country.

6- Tell the importance of five of the following: (see pages 25-28)*
   · Battle Creek Sanitarium
   · Sabbath conferences
   · Dime Tabernacle
   · Systematic benevolence
1888 General Conference · Three angels’ messages
May 21, 1863 · Tract Society
Millerite Movement · Washington hand press
October 22, 1844 · Wright, Michigan
Pitcairn missionary ship · Youth’s Instructor
Present Truth

7- Know what impact seven of the following people had on the history of the Seventh-day Adventist Church: (see pages 28-36)*
- Martha Amadon · Anna Knight
- John N. Andrews · Kate Lindsay
- Joseph Bates · William Miller
- John Byington · Rachel Oakes-Preston
- M. B. Czechowski · Marcial Cerna
- Hiram Edson · Annie Smith
- William Foy · Uriah Smith
- John H. Hancock · Luther Warren
- John Harvey Kellogg · Frederick Wheeler
- George King · James White
- Charles M. Kinney · *Divisions may add others

8- Know the significance of five of the following that relate to the life and ministry of Ellen White: (see pages 36-38)
- Conflict of the Ages series · Lord’s messenger
- Ellen G. White Estate · White home in Battle Creek
- Elmshaven · Testimonies for the Church
- Gorham, Maine · Visions
- June 5, 1863

9- Participate in two skits or tell two stories for Sabbath School, church (i.e. children’s story), school worship or chapel, singing bands or a Pathfinder devotional. (Option: participate in one skit and tell one story) Base the skits/stories on any of the following:
- The history of Adventism in your local field
country/conference/mission
- The history of your local church
- Any historical events listed in requirement 6 or individuals listed in requirement 7.

Teacher’s Helps to be used in conjunction with the above-listed 9 requirements:

1- The best single source of information to answer these questions and fulfill the nine requirements is the Seventh-day Adventist Encyclopedia, published by the Review and Herald Publishing Association. The Encyclopedia is volume 10 of the Seventh-day Adventist Bible Commentary series. Copies can be purchased at Adventist
Book Centers or borrowed from your church school or your local church library. If these sources are not available, perhaps your pastor has one. Look for the name of your conference/mission and read about its history. Separate articles on twelve-grade academies (secondary schools), Adventist hospitals, as well as biographies of individual prominent pioneers, are also in the Seventh-day Adventist Encyclopedia.

2- Additional sources of information to answer this question might include such things as historical sketches about your local church or church school that have been read or printed at past anniversary celebrations or school homecomings, school bulletins, and anniversary church directories or school yearbooks. The local field (conference/mission) administrative offices might also have information on your local church.

Name and address of your local church: ______________________________
____________________________________________________________________
____________________________________________________________________
Address of your local field (conference/mission): ______________________
____________________________________________________________________
____________________________________________________________________
Address of your local union: ________________________________________
____________________________________________________________________
____________________________________________________________________
Your division of Seventh-day Adventists and address: ____________________
____________________________________________________________________
____________________________________________________________________

General Conference of Seventh-day Adventists
12501 Old Columbia Pike
Silver Spring, Maryland 20904, USA

The paper you have written to fulfill the requirement about your local church is very important. Information about local Adventist churches is hard to locate and should be preserved. When sending your report to the Heritage Room at Loma Linda University for possible addition to their local church history collection, be certain that your church’s name, current address, the date your paper was written, and your name as author are all included.

3- In today’s fast-paced and often disrupted society, it is sometimes difficult to keep track of one’s family. Information to complete this report can be obtained from parents, other relatives, or longtime family friends. (If for some reason a candidate cannot complete this family chart on his or her own family, then a family chart should be completed on some other individual who is a member of your local church.)

4- These series may be purchased or perhaps rented through your nearest Adventist Book Center.
In some cases you may be able to borrow them from your local Adventist church school or conference office.

Be sure to do the second part of this requirement. Most churches have a number of retired or disabled members who cannot attend church any longer. Many of these individuals would welcome a visit from you. Before going, be sure to make arrangements for an appointment; do not go unannounced.

5- Updated copies of the referred book are available from your field youth ministry office or the General Conference Youth Department.

6- In addition to the short answers given here, more information on these topics can be found in the *Seventh-day Adventist Encyclopedia*.

- **Battle Creek Sanitarium**: Originally opened in 1866 as the Western Health Reform Institute in Battle Creek, Michigan, this was the denomination’s first medical institution. The name was changed to Battle Creek Sanitarium by Dr. John Harvey Kellogg in 1877. The institution later became world-famous for its health and medical treatments. The denomination’s first school of nursing was started in connection with the Sanitarium in 1883, and our first medical school was opened in 1895. A fire in 1902 destroyed the main building, but it was rebuilt the following year. In 1907 Dr. Kellogg left the church and took ownership of the Sanitarium with him. Today the former Sanitarium building still stands in Battle Creek, where it is known as the Federal Center.

- **Dime Tabernacle**: A large Seventh-day Adventist church, the Dime Tabernacle was the fourth to be built in Battle Creek, Michigan. Dedicated on April 20, 1879, the church could seat about four thousand people. It acquired its unusual name because of the way money was raised for its construction. James White invited all church members to donate a dime a month for a year to pay for the building. The church was the site of many General Conference sessions, including the famous 1901 reorganization session, where our current denominational administrative organization was established. Both James and Ellen White’s funerals were conducted in this church. The building burned January 3, 1922.

- **1888 General Conference**: One of our most well-known General Conference sessions, it was held in Minneapolis, Minnesota, starting on October 17. At this meeting, Elders E. J. Waggoner and A. T. Jones presented the concept of righteousness by faith in Jesus Christ to the delegates in attendance. Ellen White joined the two men in their presentations. Some delegates did not accept this teaching, and others outrightly opposed it, but for those who did accept it, this session marked a real change in their personal Christian experience.

- **May 21, 1863**: It was on this day that the General Conference of Seventh-day Adventists was organized in Battle Creek, Michigan. Twenty delegates, representing six of the seven conferences then in existence, elected Elder John Byington as the new denomination’s first president.
· Millerite Movement: An interdenominational movement named for its principal spokesman, a Baptist farmer turned preacher, William Miller. The movement flourished primarily in the United States, with some outreach overseas, during the years 1840-1844. Based primarily on an understanding of biblical prophecy which held that Christ would return about 1843 or 1844, the movement later spawned a group of denominations known as Adventists, the largest of which is now the Seventh-day Adventist Church.

· October 22, 1844: Although William Miller had not set a specific date for Christ’s second coming, he expected it sometime during 1843 or 1844. Others, such as Samuel S. Snow, concluded that if the sanctuary was to be cleansed at the end of the 2300-day prophecy, as recorded in Daniel 8:14, then it should happen on the Jewish Day of Atonement, which, according to the strictest Jewish reckoning, occurred on October 22, 1844.

· Pitcairn Missionary Ship: Sabbath school offerings were collected to pay for the church’s first missionary ship, which was dedicated in 1890. Its maiden voyage took it directly to the Pitcairn Island in the South Pacific. During the subsequent ten years, the Pitcairn undertook six more missionary voyages, establishing Seventh-day Adventist missions on many islands throughout the South Pacific. Maintenance on the ship was expensive, so it was finally sold in 1900, by which time commercial steamship transportation between the islands had improved considerably.

· The Present Truth: It was the first periodical published by James White for the small group of Sabbathkeepers who eventually formed the Seventh-day Adventist Church. Eleven issues of this small paper were printed in 1849 and 1850; each issue focused on the Seventh-day Adventist truths. In 1850, James White started a second periodical, The Advent Review. Later that year these two papers were combined to start our official church paper, then called The Advent Review and Sabbath Herald, now called simply the Adventist Review.

· Sabbath Conferences: These are sometimes referred to as the “Sabbath and Sanctuary Conferences.” They were a series of weekend meetings that were held in various places throughout Northeastern United States from 1848 to 1850. In these meetings, the basic doctrines eventually adopted by the Seventh-day Adventist Church were developed through earnest Bible study and much prayer. Among others, James and Ellen White and Joseph Bates were generally in attendance. There were six of the conferences held in 1848, six in 1849, and ten in 1850. On occasion, after specific doctrines had been arrived at from Bible study, God gave Ellen White a vision confirming what had been discovered through their study of the Bible and prayer.

· Systematic Benevolence: This term applies specifically to the method of financing denominational evangelistic work in use until the late 1870's. Prior to 1859, when
Systematic Benevolence was adopted, ministers generally had to support themselves, except for occasional donations given to them by believers. The Systematic Benevolence program, as it was originally instituted, was not actually a tithe on one’s income as we now practice in our church, but rather, giving was proportional to one’s wealth. Gradually, the concept of a real tithe—ten percent of one’s income—even as taught in the Bible, was recommended. Our current tithing program was officially adopted by the church in 1878.

· Three Angels’ Messages: The prophetic messages recorded in Revelation 14:6-11 are there represented as being proclaimed by three angels flying in midheaven. In their context these messages constitute God’s last appeal for the world to accept salvation in Christ and to prepare for His imminent advent, which is pictured symbolically in the verses that follow. The first angel’s message (Rev. 14:6, 7) is a proclamation of “the everlasting gospel” of salvation in Jesus Christ at the time when “the hour of his judgment is come.” The second angel’s message (Rev. 14:8) consists of a solemn announcement that the mystical “Babylon is fallen” coupled with a warning for God’s people to “come out of her.” The third angel (Rev. 14:9-11) announces the outpouring of unmitigated divine wrath— that is, wrath not tempered with mercy— upon those who worship the beast and his image and who receive his mark.

The mission of the Seventh-day Adventist Church to the world is to proclaim the message of the everlasting gospel to “every nation, and kindred, and tongue, and people,” calling them to worship God as their Creator, “for the hour of his judgment is come” (now, in the sense of the investigative judgment); to come out of the Babylon of confusion and false systems of belief; and, in the final test, to stand firmly against the worship of the beast and on the full Christian platform of “the commandments of God, and the faith of Jesus” (Rev. 14:12).

· Tract Society: This was the forerunner of today’s Adventist Book Centers, as well as the various activities carried on by the denomination’s Personal Ministries Department. In 1869 a local group of women in South Lancaster, Massachusetts, organized the first Tract Society. The concept was adopted by the General Conference in 1874. Tract Societies promoted the following activities: distribution of Seventh-day Adventist publications, evangelistic correspondence, visitation by lay volunteers and relief and welfare activities.

· Washington hand press: The first hand press owned by the fledgling church was a Washington hand press. Funds for its purchase in 1852 were advanced by Hiram Edson. James White set up the press in Rochester, New York. It was later moved to Battle Creek, Michigan, in 1855. The worldwide publishing ministry of the church, including the more than 50 publishing houses currently operated by the church, can all be traced back to that hand press, which cost $652.00 to purchase. The original press was destroyed when the Review and herald Publishing Company building burned in 1902.
· Wright, Michigan: The denomination’s first official campmeeting was held in Wright, Michigan, in 1868. The previous year the Wisconsin Conference held a campmeeting in Johnstown Center, Wisconsin. It was so successful that James White called for a churchwide campmeeting to be held the following year. Nearly two thousand people attended.

In the early 1840's the Millerite Adventists held more than 150 campmeetings which had an estimated combined attendance of half-a-million people between 1842 and 1844. Once campmeetings were started again by James White, in the late 1860's, they became both a popular means of evangelism for visitors and faith revival for church members.

· The Youth’s Instructor: The denomination’s first youth paper was published from 1852-1970. It was started by James White to provide spiritual material specifically for young people. As the church expanded, so did the need for other papers designed more specifically for various aged readers. Our Little Friend was started in 1890, Guide in 1953, Primary Treasure in 1957, and Insight replaced the Youth’s Instructor in 1970. (Youth leadership have had support via The M. V. Kit in the past and currently the Accent.)

7- The best source of information for brief biographical sketches of the following individuals is the Seventh-day Adventist Encyclopedia. Some have also had more in-depth biographies published in the past, and some may have theirs published yet in the future. We list here some of those from the past, which may yet be obtainable from denominational school libraries, etc.

· Martha D. (Byington) Amadon (1834-1937): She was the first teacher in a Seventh-day Adventist church school. Her father, John Byington, organized that original church school in Buck’s Bridge, New York, in 1853.

Additional Source:
Covington, Ava M., They Also Served, Review, 1940, pp 179-190.

· John Nevins Andrews (1829-1883): Elder J. N. Andrews was the first official Seventh-day Adventist missionary to be sent to a country outside of North America. Born in Poland, Maine, as a seventeen-year-old he accepted the Sabbath. He started his ministerial career at the age of 21. Later he would serve both as president of the General Conference (1867-1869) and as editor of The Advent Review and Sabbath Herald (1869-1870). In 1874 he traveled to Europe, where he established the church’s first overseas mission in Switzerland. There he also began publishing in 1876 the denomination’s first periodical published outside the United States, the French Signs of the Times (Les Signes des Temps). Elder Andrews was a noted theologian in the church. Among other things, in 1855 he discovered through Bible study that the Sabbath should be observed from sundown Friday to sundown Saturday night. Prior to that time the pioneers were observing Sabbath from 6 p.m. Friday night to 6 p.m. Saturday night, based on Elder Joseph Bates’ teaching. In addition, Elder Andrew’s book History of the Sabbath, which was reprinted several times, is still considered a classic on the subject.
Joseph Bates (1792-1872): He was one of three cofounders of the Seventh-day Adventist Church. As a young man, he was a sailor, eventually becoming captain of his own ship. He retired from sailing in 1828. During his time at sea, he gave up drinking liquor and wine, smoking and the use of profane language. Later, sometime before 1838, he abandoned the use of tea and coffee and by 1843 his diet no longer consisted of meat or greasy foods. During the Millerite Movement of the early 1840's, Joseph Bates accepted the belief of the soon return of Jesus. After the Great Disappointment in 1844, Elder Bates accepted the seventh-day Sabbath in 1845 and wrote a pamphlet advocating Sabbath observance in 1846. It was Bates’ pamphlet that James and Ellen White read, and, after studying the Biblical reasons for doing so, they decided to start keeping the seventh-day Sabbath.

Elder Bates spent many years starting churches, and since we then had no seminary for training pastors, he introduced young men to the gospel ministry. As the church grew toward formal organization in the early 1860's, Bates was often called upon to chair the meetings. In 1863, after Ellen White received her health reform vision, Elder Bates started publicly advocating the positions on health he had long practiced. Prior to that he had kept his views to himself. His wife Prudence died in 1870, but he kept on with his ministry, holding at least 100 meetings in 1871, the year before his death.

John Byington (1798-1887): Spiritually inclined from his youth, Byington was active in several churches during his first fifty-four years as layman and preacher. In 1852, he read a copy of the Review and Herald and was impressed to begin keeping the Sabbath. Elder Byington began conducting Sabbath meetings in his home and built one of the first Seventh-day Adventist churches on his property. He was also involved in one of our earliest Sabbath Schools and is credited with starting our first church school.

In 1858, Father Byington (as he was affectionately known because he was older than his fellow ministers) moved to Michigan and spent 15 years as a self-supporting itinerant preacher. He became closely associated with J. N. Andrews and James White in planning the organization of the growing church. Elder John Byington was elected the first General Conference president when the church became organized in 1863. He served two one-year terms.

Michael Belina Czechowski (1818-1876): Born and later educated for the priesthood in the Roman Catholic Church, Czechowski left his homeland and the priesthood before coming to the United States. In 1857 he joined the Adventist movement after attending some tent meetings in Ohio. Czechowski went to Europe as a missionary in 1864, and,
although not sponsored by the Seventh-day Adventist Church, he taught our doctrines. He worked in Italy, Switzerland and Romania. While in Switzerland he raised up what is thought to be the first Seventh-day Adventist church in Europe.

Additional Source:

- Hiram Edson (1806-1882): First as a Millerite Adventist and later as a Sabbathkeeping Adventist, Edson was a prominent layman in the early days of this movement. On the morning after October 22, 1844, he had one of the first insights into why Christ had not returned the day before as they expected. Edson and a friend (thought to be O. R. L. Crosier) were walking across a cornfield on their way to visit other disappointed Millerites when that first insight came. Rather than Christ returning to earth as they believed He would, Edson now understood that Christ had really entered into the Most Holy Place of the heavenly sanctuary the day before, there to perform a special work of cleansing prior to His actual return to earth. The initial results of Edson’s, Crosier’s and another friend, Dr. F. B. Hahn’s, investigations appeared in an article published in the *Day-Star Extra* of February 7, 1846. Later, contact was made with Elder Joseph Bates and James White, and in time the church’s sanctuary doctrine was formulated based on further Bible study. In later years, Edson sold two farms to help support the fledgling movement that eventually became the Seventh-day Adventist Church. Still later yet, he was ordained to the ministry.

Additional Source:
None at the moment

- William Foy (1818-1893): As a young man Foy became a Freewill Baptist minister. Later as a Millerite Adventist, Foy had visions in 1842 and 1845. He shared these visions with others and in 1845 published them in a small pamphlet. Although he was a free black man living in New England, Foy stated that he experienced some prejudice against him because of his color, which made it more difficult for some who heard him to accept his visions. Doubtless the prejudice of Millerites against those who claimed to have visions did not help either. One who did hear Foy speak, and who accepted his visions as being genuine, was young Ellen Harmon (later White).

After the Great Disappointment of October 22, 1844, Foy apparently had another vision, which he did not understand, so did not relate it to others. Although he remained a minister the rest of his life, serving congregations in various places in Maine, he appears to have had no further visions, nor did he have any other contact with Adventists.

Additional Source:

- John H. Hancock (1917-2001): John Hancock was born in Chico, California, on August 8, 1917. He graduated from Pacific Union College with a degree in religion and education in 1939 and began his ministry in Northern California the same year. He moved his family to Southeastern California in 1944, where he became the conference
youth director two years later. In 1951, he was called to be the youth director for the Lake Union Conference, and in 1954 he accepted a call to be the youth director of the North Pacific Union. He served in this capacity until 1963, when he was called to be the World Pathfinder Director at the General Conference. In 1970, he became the World Youth Director. After his retirement in 1980, he served in the Ellen G. White Estate until 1983.

While in Southeastern California, he worked with others in getting the Pathfinder Club program underway with the first conference-sponsored club organized in Riverside. He designed the Pathfinder emblem and helped to write the first *Pathfinder Staff Training Manual*. Elder Hancock was known for traveling with his “million-mile accordion,” using it to teach new songs to thousands of young people the world over. He designed many of the Pathfinder/AY Honors and illustrated many books. La Sierra University founded the John Hancock Youth Center in his honor.

Additional Source:
None at the moment

- John Harvey Kellogg, M. D. (1852-1943): Having grown up in Michigan, where his father had become a Seventh-day Adventist, young Kellogg was encouraged by Elder James White in 1873 to become a doctor. Upon completion of his two-year course of training, in 1876 Dr. Kellogg was made medical superintendent of the Western Health Reform Institute, the denomination’s first medical institution. Soon thereafter he changed its name to the Battle Creek Sanitarium.

During Dr. Kellogg’s nearly 70 years as director of the Sanitarium, he helped start the church’s first school of nursing, promoted expansion of the medical work of the church, assisted in founding the denomination’s first medical school, invented flaked cereals and various meat substitutes, wrote many books, pamphlets and articles on health and medicine, traveled widely on behalf of health education, and invented various pieces of health exercise equipment.

When the Sanitarium burned in 1902, Dr. Kellogg built an even larger building, contrary to Ellen White’s counsel. He also found himself at odds with the church over some theological ideas. In 1907 he was disfellowshipped from the church. Upon his departure, Dr. Kellogg was also successful in taking the Sanitarium with him. He continued promoting health and vegetarianism during the remainder of his life, though he never returned to the church.

Additional Source:

- George Albert King (1847-1906): Born in Canada, King wanted to become a preacher but instead ended up selling Dr. Kellogg’s health books and other magazine subscriptions. This sparked an idea in his mind. He suggested that Uriah Smith’s books *Thoughts on Daniel* and *Thoughts on Revelation* be combined and sold to the public. This was done, and King is credited with starting what is today known as our literature
evangelism ministry.
Additional Source:

· Charles M. Kinney (1855-1951): As a young man, Charles Kinney worked his way west to Reno, Nevada. After attending evangelistic meetings there conducted by Elder J. N. Loughborough, Kinney accepted the Seventh-day Adventist faith. Later, he attended Healdsburg College in California and then became a colporteur in Kansas. In 1889 Kinney began working in Louisville, Kentucky. That same year he was ordained to the ministry, apparently becoming the first black Seventh-day Adventist to be ordained. Elder Kinney retired in 1911.
Additional Source:
None at the moment

· Anna Knight (1874-1972): Educational opportunities for black children in Mississippi were extremely limited as Anna Knight was growing up. Through sheer determination she taught herself to read and write, although unable actually to attend school. Later, she was sent a copy of *Signs of the Times*, and through reading it became a Seventh-day Adventist. Finally she was able to go to school. She attended Mount Vernon Academy in Ohio, and still later in 1898 she graduated from Battle Creek College as a missionary nurse. Anna Knight then returned to her home in Mississippi, where she operated a self-supporting school for black children. In 1901 she was appointed a missionary to India, the first black woman sent overseas by the church as a missionary. Upon her return home she held a number of positions in the educational work of the church.
Additional Source:

· Kate Lindsay (1842-1923): A woman physician in the church, Dr. Lindsay founded the denomination’s first school of nursing at the Battle Creek Sanitarium in 1883. In 1895 she went to South Africa as a missionary. Upon her return to the United States, she spent 20 years at the Sanitarium in Boulder, Colorado.
Additional Source:

· William Miller (1782-1849): An American farmer and later a Baptist preacher who, based upon his study of biblical prophecy, understood that Jesus would return sometime around 1843 or 1844. His followers came to be known as Millerites.

Although raised a Christian, while a young man William Miller became a skeptic. Several incidents during the War of 1812 caused him to wonder whether there really might be a God who takes a personal interest in our lives. Immediately Miller set about studying his Bible to find out what kind of God it reveals. As he studied, his skepticism vanished. About the Scriptures, Miller later was able to write, “They became my delight, and in Jesus I found a friend.” It was during this intense period of Bible study that William Miller discovered the 2300-day prophecy of Daniel 8:14.
As the time drew closer when the prophecy would end, and not seeing anyone else preaching Jesus’ soon return, which Miller thought it predicted, he came under increasingly strong conviction to share his views with others. Finally, in 1831 he began to preach his views publicly. Because Miller’s message was about Jesus, and not just about time prophecies, people responded. Several hundred ministers, plus others who became prophetic lecturers, accepted Miller’s views along with thousands of lay people.

As the Millerite movement progressed, it expanded into the cities, as well as all across the northern part of the eastern United States and into the lower part of eastern Canada. William Miller himself estimated that he gave 4,500 lectures on the prophecies by 1844.

When Jesus did not return in 1844, Miller was very disappointed, but not discouraged. Although he was right in his calculation that the 2300-days time prophecy of Daniel 8:14 was to end about 1843 or 1844, he was wrong about the event that was to happen at the end of the time period. He misidentified the sanctuary that is said to be cleansed at the end of the prophecy. Sadly, Miller never accepted the new understanding that it is the heavenly sanctuary that was to be cleansed, nor did he ever accept the seventh-day Sabbath, both of which later became pillar doctrines of the Seventh-day Adventist Church. However, he never gave up his faith that Jesus would soon return. Shortly after the Great Disappointment of October 22, 1844, Miller wrote, “I have fixed my mind on another time, and here I mean to stand until God gives me more light, and that is today, TODAY, and TODAY until He comes.” It was from William Miller and the Millerite movement that eventually emerged the Seventh-day Adventist Church.

Rachel Oakes-Preston (1809-1868): She was a Seventh-day Baptist lay member who convinced a group of Millerite Adventists in Washington, New Hampshire, to accept the seventh-day Sabbath. Rachel Oakes was there visiting her daughter, Delight Oakes, the local school teacher. One Sunday while she was sitting in church (there were no local Seventh-day Baptists, so Rachel kept her Sabbath at home and then attended the Methodist church on Sunday for Christian fellowship), Elder Frederick Wheeler, the pastor, was leading out in a communion service. He stated that all who profess Christ in such a service as this “should be ready to obey God and keep His commandments in all things.” Later, Mrs. Oakes informed him that she had almost risen during the meeting to tell him that he should push back the communion table and put the communion cloth back over it until he was ready to keep all the commandments, including the fourth. From that discussion, Frederick Wheeler returned home, studied his Bible and came to the conclusion that the fourth commandment does teach that the seventh-day Sabbath should be kept. In turn, Rachel Oakes soon afterwards became a Millerite Adventist. Later, in the last year of her life, she joined the Seventh-day Adventist Church.

Additional Source:

Marcial Serna (1860-1935): Serna was the first Spanish-speaking Seventh-day Adventist minister of Mexican ancestry to work in the United States. He had served more than 17 years as a minister of the Methodist Episcopal Church in New Mexico prior to becoming a Seventh-day Adventist in 1898. When he joined the church, he brought along many of the members of his former congregation. Elder Serna later worked in Arizona and California, as well, prior to his retirement in 1916.

Additional Source:

Annie Rebekah Smith (1828-1855): A talented poet, hymn writer and artist, Annie Smith contributed much to this movement in its early days. As a teenager she became a Millerite Adventist. However, as with so many others, after the Great Disappointment of October 22, 1844, she became discouraged and lost interest in religion. She decided to get an education and become a teacher. But her mother continued to be concerned for her daughter’s spiritual welfare. In 1851, while attending evangelistic meetings held by Joseph Bates, Annie accepted the seventh-day Sabbath. Later, she assisted James White in publishing *The Advent Review and Sabbath Herald*. Several of her poems were published in the church paper, and some were set to music. Three of her hymns are included in the *Seventh-day Adventist Hymnal*. Tragically, Annie contracted tuberculosis, from which she later died.

Additional Source:

Uriah Smith (1832-1903): Like his older sister, Annie, Uriah Smith was a Millerite Adventist as a young boy, but after the Great Disappointment of October 22, 1844, he, too, became discouraged and gave up interest in religion. He then went to school, as his sister did, and became a teacher, showing no interest in religion at the time. In 1852, he became convinced of the Sabbath and soon joined James White in helping to publish *The Advent Review and Sabbath Herald*. When the paper and the printing press were moved from Rochester, New York, to Battle Creek, Michigan, in 1855, Uriah Smith was made editor. He was to serve a total of nearly fifty years on the editorial staff of the *Review*, about 35 of those years as editor.

In addition to his editorial work Elder Smith was also an author. He wrote many articles for the *Review*, a number of books, including his most famous, the Adventist classic, *The Prophecies of Daniel and the Revelation*. He was also a poet and artist, having designed the first woodcut illustrations for the *Review* even before actually becoming a Sabbathkeeper. Uriah Smith was also an inventor and had several patents issued to him. When the Seventh-day Adventist General Conference was organized in 1863, Uriah Smith was elected its first secretary. Elder Smith’s contributions to this movement were many and varied.

Additional Source:
· Luther Warren (1864-1940): At the age of fourteen Luther Warren and his friend Harry Fenner organized at Hazelton, Michigan what is recognized as the first Seventh-day Adventist Young People’s Society. Later, he became a minister and spent most of his ministry in working for young people.

Additional Source:

· Frederick Wheeler (1811-1910): Generally considered to be the first ordained Millerite Adventist minister to accept the seventh-day Sabbath, Elder Frederick Wheeler was earlier a minister of the Methodist Episcopal Church. In 1844, while preaching a communion sermon at the Washington, New Hampshire church, he urged the participants that day to be willing to keep God’s commandments. Later, Rachel Oakes (Preston) pointed out to Elder Wheeler that he was not keeping the fourth commandment himself. After careful investigation of the Bible teaching on the subject, Wheeler decided to keep the seventh-day Sabbath. Later, he studied the Sabbath with Elder Joseph Bates when the latter came from his home in Massachusetts to learn more about the topic. In 1851, Elder James White invited Wheeler to leave New Hampshire to minister elsewhere. Finally, in 1857 Wheeler moved to New York State, where he lived the remainder of his life.

Additional Source:
None at the moment

· James White (1821-1881): Elder James White and his wife, Ellen, along with Elder Joseph Bates, are considered to be the three cofounders of the Seventh-day Adventist Church. As a young man James became a Millerite Adventist preacher. On his first three-month preaching tour, he converted a thousand people to the Lord. Although disappointed along with others when Christ did not return in 1844, James did not lose faith in the Second Advent.

In 1846 he and Ellen Harmon were married. A short time later they began to keep the Sabbath. In 1849 he published the new church’s first periodical, *Present Truth*. Later, in 1852, he led out in efforts to purchase our first printing press, a Washington hand press. During those early years James White traveled among the few Sabbathkeepers who then existed, conducted evangelistic meetings, and wrote pamphlets and articles for the church paper, which he also edited.

In 1860 Elder White helped choose the denomination’s name. Although he personally favored the name “Church of God,” when “Seventh-day Adventist” was proposed, he supported the suggestion. In 1863, he helped organize the General Conference of Seventh-day Adventists. In fact, he was the first man to be chosen president of the new church, but declined to serve so that no one could accuse him of trying to grab power by getting the General Conference organized. James White also helped establish Battle Creek College in 1874, as well as found the *Signs of the Times*, originally published in Oakland, California.
Beginning in 1865 Elder White suffered a series of strokes that affected his health. In spite of that, he served ten years as president of the General Conference (1865-1867, 1869-1871, 1874-1880). Often during these years he and his wife would attend as many as fifteen campmeetings in a year. Elder White died at the age of sixty in 1881, literally worn out from being overworked in the cause of God.

Additional Source:

8- There are numerous events, people, places and dates that could be considered of relevance sufficient to be included here. However, one must select and hope that the subject is of enough value to each participant to encourage much further study.

- **Conflict of the Ages Series**: The series of five books that traces the story of the great controversy between Christ and Satan from the time prior to Earth’s creation, when Satan fell, until the Earth is once again made new after the millennium and sin is finally destroyed. The five books in the Conflict of the Ages Series and their dates of publication are: *Patriarchs and Prophets* (1890), *Prophets and Kings* (1917), *Desire of Ages* (1898), *Acts of the Apostles* (1911), and *The Great Controversy* (1888, 1911).

- **Ellen G. White Estate**: When Ellen White wrote her will in 1912, she left her literary estate to a board of five church leaders, to be known as the Ellen G. White Estate. Upon her death in 1915 this separate corporation was organized. Her literary manuscripts remained in California until 1938, when they were transferred to the General Conference world headquarters building, which was then located in Washington D.C. Today, fifteen White Estate trustees representing various aspects of the church’s worldwide work continue to oversee the preservation of her original manuscripts, promote the publication and translation of Ellen White books and authorize preparation of new compilations from her unpublished manuscripts as called for in her will.

- **Elmshaven**: Ellen White’s home in northern California, where she lived from 1900, when she returned from Australia, until her death in 1915, is named Elmshaven. During the years she lived at Elmshaven, Mrs. White called for organizational changes in the church’s structure that resulted in the creation of union conferences and world divisions. She also helped found the Paradise Valley, Glendale and Loma Linda sanitariums in southern California, as well as Madison College in Tennessee. In addition, she wrote such well-known classics as *Education, Ministry of Healing, The Act of the Apostles*, and *Prophets and Kings* besides supervising the revision of *The Great Controversy*, which came out in 1911.

- **Gorham, Maine**: It was here that twin girls, Ellen and Elizabeth Harmon, were born on November 26, 1827, to Robert and Eunice Harmon. Ellen would later marry Elder James White; she lived until 1915. Her twin sister married Reuben Bangs, a grocer in Gorham; she lived in that area until her death in 1891.
June 5, 1863: On this Friday evening in the home of Aaron Hilliard in Otsego, Michigan, God gave Ellen White a comprehensive vision on health reform. It covered the broad field of health and preventive medicine, including the cause of disease, the care of the sick, remedial agencies, nutrition, stimulants and narcotics, child care and healthful attire.

Although as early as 1848 Mrs. White spoke about the harmful effects of tobacco, tea and coffee, it was in this vision that the principles of health were first emphasized as part of the message of Seventh-day Adventists. Ellen White wrote, “I saw it was a sacred duty to attend to our health, and arouse others to their duty.” Based on the information shown her in this vision, Mrs. White now spoke against drugs and flesh meats and urged the importance of pure air, exercise and a proper diet.

Lord’s Messenger: This was the title that Ellen White applied to her own experience, rather than referring to herself as a prophetess. In 1906 she explained why she used this term to describe the work God had called her to do:

“Early in my youth I was asked several times, Are you a prophet? I have ever responded, I am the Lord’s messenger. I know that many have called me a prophet, but I have made no claim to this title. My Saviour declared me to be His messenger… Why have I not claimed to be a prophet? – Because in these days many who boldly claim that they are prophets are a reproach to the cause of Christ; and because my work includes much more than the word ‘prophet’ signifies.” 1SM 32.

White Home in Battle Creek, Michigan: The oldest remaining Adventist landmark in Battle Creek is the James and Ellen White home at 63-65 Wood Street. Built in 1856, Elder and Mrs. White lived here from 1856 to 1863. While living in this house Ellen White wrote out the Great Controversy vision that she had been given in Lovett’s Grove, Ohio, on March 14, 1858. Her first written account of the vision appeared in September of 1858 in Spiritual Gifts volume 1, sometimes referred to as the first edition of The Great Controversy. It was in this house that James and Ellen’s fourth son, John Herbert White, was born in 1860. He lived less than three months. Also, while living there, the young church adopted Systematic Benevolence in 1859, chose the name “Seventh-day Adventist” in 1860, and organized its first local conference in 1861, the Michigan Conference.

Testimonies to the Church: Now a nine-volume set of counsels for the church given by God to Ellen White, they originally appeared as thirty-seven individually numbered Testimonies, published during the years 1855 to 1909. Contained in the set is counsel for individuals, groups, as well as churches and institutions. Some are very specific in nature, while other messages are of a general character dealing with principles of Christian living and the mission of the church.
Visions: Seventh-day Adventists believe that Ellen G. White received visions from God similar to those received by Biblical prophets. On those occasions, while she was totally unconscious of her surroundings, God would give her information covering a variety of topics. This she passed on to the church during her lifetime through spoken presentations either at public church gatherings or to individual committees and church boards, through private letters written to specific individuals for whom she was given counsel, or through her many books.

In her early experience, Mrs. White’s visions were often given during her waking hours and lasted from a few minutes up to about four hours. These early visions were generally accompanied by marked physical phenomena witnessed by many who were present while she was in vision; her eyes remained open, she did not breathe, her own body strength left her and she was totally unconscious of her surroundings the whole time she was in vision. The pioneers never viewed the physical phenomena as a primary proof of the divine origin of her visions, but rather felt that they were a secondary evidence of God’s leading in Mrs. White’s experience.

The real proof of the genuineness of the visions was in the content of their messages coupled with the results in changed lives that occurred when that counsel was followed. In later years Mrs. White’s visions came as prophetic dreams during the night, though she tells us that the same angel messenger came in these night visions as had been present in her earlier day visions.

Seventh-day Adventists do not put Ellen White’s visions on the same level as the Bible, though we have always taught and believed that both are from God. She herself saw her visions as the lesser light given by God to lead us to the greater light— the Bible. (See CM 125)

9- All of the above-mentioned additional sources, Youth Ministry Accent, published by the General Conference Youth Department, and many other books such as those listed below under requirement number 9 may serve as resource materials for skits and/or stories that will fulfill this last requirement. Of course, you will not want to forget the possibilities in your own church or conference: interviewing the “old-timers” is a very good way of getting good stories about the beginnings and pioneers in your own area.

c. Reading a book on some aspect of church heritage

A sample of recent books available at the Adventist Book Centers (or perhaps your pastor again) include the following:
Movement of Destiny by L. E. Froom
The Past and the Presidents by D. A. and G. L. Ochs
Messenger of the Lord by H. E. Douglass
Prophetic Faith of our Fathers by L. E. Froom
1844 and the Rise of Sabbatarian Adventism by G. R. Knight
Tell It to the World by C. M. Maxwell
Light Bearers to the Remnant by Schwarz
Anticipating the Advent by G. R. Knight
Millennial Fever by G. R. Knight

(As some of these eventually go out of print, others will take their place.)

Notes on other books/reference materials available:
III. Skills Development

1. Attend and complete a two-hour seminar in each of the following areas:
   a. Leadership Skills – 2 hours

Objective
To become aware of a number of basic group leadership skills necessary for leading a unit or group.

Explanation
Participants are required to begin to develop basic group leadership skills that are necessary for leading and directing a unit or group in the successful completion of tasks required by their class program or curriculum. These skills may be highlighted by a discussion of the following topics.

   A. Modeling Positive Christian Attitudes and Values ☺ 15 minutes
   B. Basic Dynamics of a Small Group ☺ 15 minutes
   C. Role, Function, Task and Maintenance of Group Leaders ☺ 20 minutes
   D. Identifying and Dealing With Personalities That Destroy Group Cohesion ☺ 20 minutes
   E. Motivating Individuals ☺ 50 minutes

Possible information to be presented:

A. Modeling Positive Christian Attitudes and Values ☺ 15 minutes

   Young people growing up in today’s world are faced with many choices. They are required to make some sense out of all the uncertain and confusing aspects of life by learning to assess, appreciate and acquire that which constitutes real value. In this context we tend to refer to the word “value” as denoting those beliefs, purposes and attitudes that are chosen thoughtfully and acted upon. Because we live in a dynamic society in which rapid change occurs, it is perhaps wise for us to focus our religious education on the process of valuing, rather than just the particular “values” themselves.

Approaches to Valuing:
Following are some ways that have often been advocated for helping young people develop values:

   ➔ Modeling– Setting an example, either directly, by the way adults behave, or indirectly, by pointing to good models in the past or present, such as Washington’s honesty or the patience of the Greek Ulysses’ wife.
   ➔ Persuading and Convincing– By presenting arguments and reasons for this or that set of values, and by pointing to the fallacies and pitfalls of other sets of values.
Setting Limits—By giving children choices only among values "we" accept, such as asking children to choose between helping wash the dishes or helping clean the floor, or by giving children choices between a value we accept and one no one is likely to accept, such as asking children to choose between telling the truth and never speaking to anyone again.

Inspiring—By dramatic or emotional pleas for certain values, often accompanied by models of behavior associated with the value.

Making Rules and Regulations—Intended to contain and mold behavior until it is unthinkingly accepted as "right," as through the use of rewards and punishments to reinforce certain behavior.

Advising—Cultural or religious dogma presented as unquestioned wisdom or principle, such as saying that something should be believed because "our people have always done it this way."

Moralizing—Telling "the way it ought to be" is a nice and easy method. It's simple and easy to explain situations and experiences through which you have passed. Usually involves appeals to conscience, that still, small voice which arouses feelings of guilt but doesn't suggest the "right" way, such as telling a child that he should know better or that he shamed his parents.

Other methods could be listed that have been used in the past to assist in the formation of beliefs, attitudes and behavior. Leaders must seek to understand the following process by which young people can be taught to formulate their own set of values without the need for indoctrination or a predetermined set of values being forced upon them.

This "valuing process" is to
a) Encourage children to make choices, and to make them freely
b) Help them to discover and examine available alternatives when faced with choices
c) Help children weigh alternatives thoughtfully, reflecting on the consequences of each
d) Encourage children to consider what it is that they prize and cherish
e) Give them opportunities to make public affirmations of their choices
f) Help them to examine repeated behavior or patterns in their life

Group Discussion:
1. Discuss the ways that values are transferred from adults to children and determine, in your view, which ways are most effective.

2. Develop a list of the ten most significant values important to young people of various ages and discuss how you would use the above resource material as a basis for helping develop their positive Christian attitudes and values. Some values to consider for starters: Commitment, Honesty, Honor and Integrity, Craftsmanship, Love, Responsibility, Devotion, Courage, Self-control, Reliability.
B. Basic Dynamics of a Small Group

Recently social scientists have given much attention to “group process,” trying to isolate the reasons why some groups are effective and others are not. Their studies have revealed that each group has its own unique pattern of forces. These forces pertain to:

- How the group members relate to each other
- The way the group makes a decision
- Group communication problems.

Even though these problems may not be present in each group, the leader will be most effective if he is prepared to deal with them.

All the research on group process has revealed some interesting principles about group behavior. Understanding these principles is vitally important for every leader. Some of the most impressive facts are as follows:

- For a group to be effective, its members must be able to exchange ideas freely and clearly. Its members also must feel involved in the decision-making.
- Just because all the members of a group are capable individuals, they will not necessarily function effectively as a group.
- It is possible to help a group grow to maturity. By using proper techniques, a group of individuals can be channeled into effective work, and internal conflicts that hinder group effectiveness can be broken down.
- Any group can benefit from a skilled and dedicated leader. However, an effective group leader must understand that each member is responsible for contributing to the total task of leadership. No group can become fully productive until each group member assumes responsibility for the way the group acts.

Most groups are faced with specific tasks, and the group exists primarily to accomplish these tasks. Many times group members get so caught up in completing the task that they do not remember to keep the group in proper running condition.

As people in the group work together to accomplish a task, they are doing something to and with the other members of the group. Every group consists of a complex network of changing relationships between individuals, and every group needs to have a continuing and growing awareness of itself as a group and make an effort to develop and maintain positive relationships. It is up to the leader to help the group recognize these twin functions and to make them work effectively. The leader can assume different postures within the group. His behavior can range from almost complete control of the decision-making process within the group to almost complete control by the members within the group. Ideally the control within the group will be a blend between leader and members. However, these functions must be filled, because fulfilling of these functions permits the group to not only satisfy the needs of its members and keep the group going, but also to move the group toward its objectives.
C. Role, Function, Task and Maintenance of Group Leaders

There are specific leadership methods that help the group achieve and accomplish these task and maintenance functions. As previously stated, one purpose of the group is to accomplish its goal or to complete its task. The other purpose is to keep the group in proper running condition or to maintain the group. There are people in every group that use the various leadership methods that help the group achieve and accomplish these task and maintenance functions. The leadership functions concerned with completing the tasks are:

- **Initiator/contributor**– one who gets things started
- **Information seeker**– one who asks questions
- **Information giver**– one who gives answers
- **Coordinator**– one who keeps things rolling
- **Facilitator**– one who points the group toward its goal. He keeps the group moving in the right direction.
- **Summarizer**– one who pulls together related ideas. He restates highlights of discussions.
- **Consensus tester**– one who sends up “trial balloons” to see if the group is nearing a conclusion or one who measures to see how much agreement has been reached.

The leadership roles that maintain the group and gets members to work with each other are:

- **Encourager**– one who gives support to others in the group to keep them functioning together
- **Harmonizer**– one who keeps group members working toward the same goal
- **Gatekeeper**– one who keeps the group aware of the subject at hand. They attempt to keep communication channels open and draw out non-participants and hold back overly verbal participants
- **Standard setter**– one who expresses what he/she wants the group to achieve. Helps resolve conflicts effectively.

A proper understanding of these leadership roles not only helps the designated group leader but also the members. Each leadership role is important, has its place within the group, and must be fulfilled if the group is to be healthy. Groups are more likely to operate at maximum efficiency when these roles become the responsibility of all members rather than just the designated leader. Sometimes one individual may perform many of these roles during the lifetime of the group. In a mature group, it usually makes no difference who performs a particular role as long as all the appropriate roles are performed.
Discussion time:

1. Discuss how these group principles relate to your role as a Pathfinder, Adventurer, or Youth leader.

2. Engage in the group exercise “Operation ♥ Heartbeat” and use the “Process Observation Report Form” (PORF) as a way of evaluating group process in the assigned exercise. Assess what influence the various factors raised in the PORF have on the effectiveness with which a group operates together.

“Operation ♥ Heartbeat”

Situation

You are a member of a medical team of heart specialists who perform heart transplant operations. At the present moment you have six people on your waiting list who qualify for a donor heart that has just become available from a road-accident victim.

List of recipients

1. 22-year-old male, single, national football champion and potential Olympic track medalist.
2. 55-year-old female, high government official and head of country’s welfare and women’s affairs, single mother with one university-aged daughter living at home.
3. 48-year-old male, a multinational business CEO, married with two sons.
5. 17-year-old female high-school student who lives with alcoholic father.
6. 30-year-old male, homosexual, university professor, national director of a government research program on AIDS.

All the above desperately need this heart, and, for various reasons, each has no more than three weeks to live if a heart transplant is not performed for them.

Due to conditions of this available heart, you have ten minutes to decide on the recipient and contact them for immediate surgery.

Notes for discussion, evaluation and decision:
Process Observation Report Form  
(PORF)

A. Communication
1. How well did people express themselves (verbally and nonverbally)?

2. Did people listen to the person speaking (and understand their meaning)?

3. What pattern of communication was used (One: one; one: group; all through a leader)?

4. What was the content (cognitive or effective)?

B. Leadership
1. Major roles (record names of participant who fits best)
   - Avoider
   - Blocker
   - Coordinator
   - Dominator
   - Evaluator
   - Follower
   - Gatekeeper
   - Harmonizer
   - Information-processor
   - Recognition-seeker

C. Climate
1. Group tone (accepting and warm, cold and ignoring, etc.)

2. Cohesiveness (how well you worked together)

D. Goals
1. Explicitness (clearly understood by everyone)

2. Commitment to agreed-upon goals

E. Situation Variables
1. Group size

2. Time limit

3. Physical facilities
D. Identifying and Dealing With Personalities That Destroy Group Cohesion  

�� Blocker  
resists, stops group  
goes off on tangent  
reacts negatively to suggestions
�� Nonparticipant  
acts indifferently, passively  
doodler, dreamer  
withdraws from group by whispering  
is afraid of failure, non-acceptance
�� Fighter  
aggressive, jealous  
gets status by blaming others  
deflates egos, holds grudge  
shows hostility against group or individual in group
�� Clown  
fools around  
mimics others  
disrupts work of others  
distracts group from goals
�� Dominator  
dogmatic/rigid  
tries to assert authority  
interrupts others  
acts superior
�� Clique  
several band and gang up on others  
gossip
�� Inattention  
failure to listen  
short attention span
�� Hyperactivity  
squirm  
leaves group during discussion
�� Lack of enthusiasm  
�� Poor organization/leadership

Discussion time:

Discuss ways to deal with any or all of the above distractions that create conflict within the group. Add to the above list any additional factors that affect your group’s current operation.

E. Motivating Individuals  

�� 50 minutes

One of the prime shortcomings of any group is the inactivity of certain group members. Any member’s inactivity causes many problems to the group and the group leader. The obvious problem is the lost resources of inactive group members, which lessens the effectiveness of the group as a unit. But perhaps the more critical problem is the demoralizing effect that inactive members have on other members. Their failure to participate and shoulder their share of the load dampens enthusiasm and may eventually
result in a marked negative effect on the group. The primary reason some group members are inactive is that they do not understand the task to be accomplished or what part they are supposed to play. In many instances, they do not receive sufficient motivation to move them into action. The fault does not lie within the members. They will usually respond to the motivation they receive—frequently none at all, or it is applied without regard for the member’s personal interests or views.

**Basic Motivational Principles**

Motivation is the source of all action, and inactivity results from a lack of motivation. This does not necessarily mean a lack of motivational effort; however, mere effort to motivate does not, of its own accord, produce motivation.

Group action is the result of motivation of the individuals within the group. At times the varying effects of motivational effort of one type or another may result in confusion or indifference. Many times when confusion or conflict occurs within the group, it is because the leader has failed to motivate each individual within the group. It has been rightly stated that you do not lead groups; rather, you lead the people that make up the group, each as an individual.

We can draw a parallel between a group leader and a salesman. Salesmanship requires a great deal of individual motivation. In fact, that is what it is all about. A successful salesperson “helps” a client “discover” a “desire” for the salesperson’s product or service before closing the sale. Salespeople who see only their own desire for making the sale (income) and do not spend adequate time relating to their prospect’s desires soon discover that they are no longer selling.

The same is true when motivating a group. When the leader disregards the desires of the individuals within the group, he soon finds he is no longer leading. The members have received no motivation that meet their needs, and they respond by doing nothing.

“There is no such thing as a group member who cannot be motivated. Every living person is motivated everyday to do something. Once a person links himself emotionally with a group as a result of interest shown in his individual desires, he can be motivated to do many things that are contrary to his own personal desires in order to benefit the group. When that point is reached, he finds fulfillment in achieving for the group rather than for himself.”

As a leader, you must be able to get your group and its individual members moving—and keep them moving—in the desired direction.

In attempting to motivate individuals, we need to recognize that individual needs are especially important and play a major role in determining what “gets people going.”
Current research suggests that people usually motivate themselves by responding to their inner needs. Leaders need to understand these needs and how they operate so that they can work with human nature, not against it.

Abraham Maslow, in his concept of a hierarchy of needs, suggests that individual needs are arranged in order of priority, with the stronger needs desiring satisfaction before other needs can be met.

Physiological ➔ Safety ➔ Social ➔ Esteem ➔ Self-Actualization

*Physiological needs*—These are a person’s physical needs for food, shelter, warmth, sexual gratification and other basic body functions.

*Safety*—These include the need to feel safe from physical danger and the need for physical, mental and emotional security.

*Social*—These include the need for friendships and interaction with other people, a sense of belonging and acceptance within a social circle.

*Esteem*—These needs fall into two closely-related categories—self esteem and the esteem of others. The first includes our need to respect ourselves, to feel personal worth, adequacy and competence. The second embraces our need for respect, praise, recognition and status in the eyes of others.

*Self-actualization*—The need to achieve as much as possible, to fully develop one’s gifts or potential.

Maslow makes two interesting points about these needs. First, if one of our stronger needs is threatened, we jump back down the steps to defend it. You do not worry about status, for example, if you are starving. Therefore, if you appear to threaten people’s security by your proposed changes as a leader, you should expect a stoutly defended response.

Second, a satisfied need ceases to motivate. When one area of need is met, the person concerned becomes aware of another set of needs. These in turn now begin to motivate him or her. There is obviously a lot of truth in this theory. In particular, when the physiological and security needs have been satisfied, they do not move us so strongly. How far this principle extends up the scale is a matter for discussion.

Elsewhere in his work, Maslow postulated other hierarchies of need, which he identified like galaxies in the vast reaches of the unconscious mind: cognitive needs (curiosity, the need to discover and understand) and aesthetic needs (the need for beauty, order and elegance). In later life he also talked about what could be called spiritual needs, the need to escape from oneself and feel part of some larger transcendent unity above the self. As a
secular humanist, Maslow did not give the name “God” to this Welcoming Other in which self is both lost and found, but the influence of the Jewish tradition in which he was reared is clearly evident. Certainly there are great human needs behind the search for God.

Another expression of this understanding of humans as essentially self-motivating was suggested by Herzberg, who believed that the following five motivators provide satisfaction to individual needs:

1. **Achievement**
   - A sense of personal achievement in the work being accomplished and brought to a successful conclusion.
   - A sense that one is making a worthwhile contribution to the objectives of the group.
   - The sense of achievement is in proportion to the size of the challenge.

2. **Recognition**
   - Acknowledging a person’s contribution.
   - Appreciating the work being done.
   - Receiving adequate recognition for achievements.

3. **Interest**
   - A feeling that the work is challenging and demanding the best from the individual.

4. **Responsibility**
   - Being allowed to control the work being done.
   - Being trusted.
   - Having authority to make decisions and being accountable for work done.

5. **Advancement**
   - A feeling that as an individual, one is developing and advancing in experience and ability.
   - The prospect of promotion or advancement.
   - Providing the right climate and opportunities for meeting these needs for each individual in the group is possibly the most difficult and certainly the most challenging and rewarding task of the group leader.

**Group Activity:**

Ask the group to identify four major problem persons presently encountered in their club or unit. Use the resources of the group to arrive at a solution/understanding of how to motivate these individuals.
Motivating Young Adolescents

➡️ Build Relationships
   ☼ Provide environment.
   ☼ They must believe that adults are important to them.
   ☼ Be honestly supported or rejected by others as a person capable of directing his or her future behavior.
   ☼ Personal encouragement– caring one-on-one relationship.

➡️ Be a Model
   ☼ Adults whom they like and respect for their behavior and attitudes.
   ☼ Adults with a development of logical reasoning.

➡️ Be Careful of Stereotypes
   ☼ Don’t assume that early physical developers will act more maturely than peers who have yet begun to grow.
   ☼ Don’t assume that physically attractive adolescents are intelligent and responsible.
   ☼ Don’t assume that unattractive or overweight adolescents are undisciplined, irresponsible, or lazy.
   ☼ Adult expectations of them, “We act like we are treated.”

➡️ Provide Opportunities for Youth to Take Initiative
   ☼ Provide activities that teach-- self-motivating.
   ☼ Let them assume responsibility for shaping their environment.
   ☼ Provide consistent limits for acceptable behavior.
   ☼ Give them enough structure so that initiative can most likely be met.
   ☼ Relinquish the amount of control they can successfully handle and appreciate.

➡️ Involve Youth in Decision-making
   ☼ Structure ways to give increasing amounts of autonomy
     ° in establishing rules
     ° in selecting and planning programs
     ° in negotiating individual and group contracts
     ° in selecting group rewards
     ° in actually conducting activities
     ° in evaluating the program
   ☼ Balance youth autonomy and adult control as to capabilities of the individuals.
   ☼ Allow as much control as they can manage.
   ☼ Provide controls that are necessary to protect youth from harm due to their own inexperience, but reduce adult-imposed controls as young people gain experience and responsibility.

➡️ Make Peer Influence Positive
   ☼ While peers do have an increasing influence on behavior, most adolescents retain their family values.
   ☼ Can be a motivator
     ° Make rules that govern behavior
Plan activities that require collaboration rather than competitive efforts.
- Set group goals and rewards that require cooperation.
- Plan activities where the peer group receives recognition for helping or making a contribution.
- Engage groups in role-playing and simulation games.
- Peer counseling.
- Peer tutoring.

⇒ Tap Young Adolescents’ Desire to Make Commitments
- Short-term goal or provide an honorable out.
- Commitment should be of one’s own choosing.
- “Choice” contributes to sense of personal autonomy.
- Should be truly meaningful to them or to others.

⇒ Provide Safe Opportunities for Risk-taking
- Risk-taking is a normal part of growing up.
- Risk can help young adolescents grow, test their physical, cognitive and social skills against reality and feel good about themselves.
- Risk provides challenge. As long as the situation is not too threatening, risk-taking provides help in motivating, is constructed to promote self-esteem and protects them from physical or emotional harm.

Using Enthusiasm to Motivate Others

One of the best tools of personality development is enthusiasm. If you are really excited about life, you will be bubbling over with enthusiasm. Enthusiasm is a way to attract people so that they will become immediately interested in you and what you are saying. Once you capture this enthusiasm, you will no longer be lonely.

Enthusiasm is a welcome commodity. Everyone needs it. It fills a personal demand. It enhances the feeling of well-being. It inspires the efforts of others and helps them to renew their efforts. It steps up their power-drive, as well as yours. It washes away discouragement and gives a refreshing new desire to move ahead. It neutralizes selfishness, anger and hatred. Enthusiasm inspires confidence. It establishes rapport achieved in no other way, and because people need direction, they are attracted to the enthusiastic personality.

⇒ How to Develop Your Enthusiasm
1) Have faith in yourself and others. “Faith,” as one psychologist puts it, “is the inner core of self-confidence, optimism, and enthusiasm.”
2) Combat skepticism with positive thinking... then convert your thoughts into action. Track down solutions instead of concentrating on the dire consequences of defeat.
3) Smile– A smile is the most potent weapon. Take a tip from Mark Twain, who said, “Wrinkles should merely indicate where smiles have been.”
4) Give generously of yourself. The enthusiast is fond of people, has time to help others, and has energy to spare.
5) Focus on the advantages instead of dwelling on reasons why a project or idea won’t succeed. Find ways to make it work!
6) Don’t let obstacles get you down. Beethoven was deaf. Edison was a failure at school. Teddy Roosevelt was a physical wreck as a youth. Fanny Crosby was blind. Helen Keller could not speak, hear or see. Booker T. Washington overcame prejudice. All these people had one thing in common— they were determined to succeed and believed that they could and would succeed. It was enough to carry them on.
7) Rally others to your cause. Enthusiasts are born leaders. People are drawn naturally and willingly to their enthusiasm and go-go-go.

You may be wondering how you can generate enthusiasm. Maybe you think you are not the enthusiastic type. Well, you can believe it’s not true, because in every personality there is a degree of enthusiasm. Would you like to build a higher degree of enthusiasm or would you rather let the world pass you by? (That’s one of those choice situation questions referred to earlier in this course, right?)

Here are some practical pointers that can help you develop enthusiasm:

- Color everything you do or say— consciously ignite your smile, your “hello,” your eyes and your words. Make your conversation sparkle. Color everything you do with friendliness. Let the warmth and friendliness of your personality shine.

- Know what you are saying or doing— shy or embarrassed people often speak without thinking. Some nervous people feel that they must speak and become very confused in their expression. To develop the depth of your enthusiasm, know what you are saying and doing at all times.

- Praise people. Be warm. Be kind. Be sincere. Compliment people for what they do. Spread compliments in all directions. Wherever you are, whatever you are doing, make someone feel your enthusiasm through praise. People hunger for praise. Praise is power— but be sure you mean it.

- Don’t be opinionated— enthusiastic people do not push their opinion onto people. They stimulate listeners with the positive approach and at no time inflict personal beliefs.

- Look for good things in and about people— refuse to listen to negative talk from yourself or others. Don’t listen to gossip, jump to conclusions or harbor grudges. Doubts promote misunderstanding and anchor personality to everything negative. Look for the best in everyone.

- Sleep well and eat properly— sleep and proper nutrition play a role in the brighter personal approach to people. To ensure your best personality performance, keep physically fit. Enthusiasm has its beginnings in the foundation that supports it. Keep well, sleep well and you won’t have to be artificial about enthusiasm.

- Find interests in common with others— decide what you are interested in and join
a club that caters to your special interest. You will meet new friends and find a great boost
to your personality development.

 ObjectId: 101

 Don’t worry– delete gossip and everything nasty in your life. Do not dispense
worry, anger or hate. Wash out everything negative from your life. Transmit happiness to
all. Remember the Pathfinder Law— “Keep a song in my heart.”

 ObjectId: 147

 Be amusing, be happy— the enthusiastic person has a sense of humor. It bubbles
over from a fountain of friendliness. Be happy and make others happy.

 ObjectId: 147

 Offer encouragement– nothing makes others see you as an enthusiastic person
better than your ability to encourage them. Listen to people. Help them with their
problems. Let them complain and get the misery out of their souls, and fill their aching
void with hope and courage and the feeling of success. Make them feel better because of
your presence, your interest and your encouragement.

 ObjectId: 101

 Make others feel important– everyone wants to feel that she/he has a place in the
world, a place to be recognized. Through your enthusiasm, you can show others they are
important.

 ObjectId: 101

 Render personalized attention– in the enthusiastic approach there is nothing
better than personalized attention. This attention must be defined. Talk and do in terms of
the other person’s understanding. Give pleasure. Make your friends know you care.

 ➔ Fourteen Practical Values of Enthusiasm

 1) Enthusiasm is a sign that you are no longer in a rut.
 2) Enthusiasm permits no room for anything derogatory.
 3) Enthusiasm helps you develop an attractive personality.
 4) Enthusiasm is a gracious and genteel bid for attention.
 5) Enthusiasm recognizes the values of everything.
 6) Enthusiasm leaves no room for boredom.
 7) Enthusiasm is a method of diplomacy and persuasion.
 8) Enthusiasm is the key that opens doors and anticipates ideas.
 9) Enthusiasm is a portrait of praise and indicates self-confidence and control.
10) Enthusiasm is a way to get others to want to help themselves to help you.
11) Enthusiasm establishes spirit and cooperation at little or no cost.
12) Enthusiasm leaves no opportunity for sarcasm.
13) Enthusiasm leaves no opportunity for anger, sadness or hate.
14) Enthusiasm makes other people feel good, too.

 ➔ Apply Your Enthusiasm

 People who live enthusiastically possess a mystic quality that most others find attractive.
Such people are human dynamo— alert, active, enterprising, always excited about some
new venture or endeavor. This can be YOU.

 Obviously they are picturesque, powerful personalities, potential leaders, with vital,
inquiring minds. What they do they undertake with zest and enthusiasm. They cannot fail
to create a good impression either in the social or business worlds.
If you are enthusiastic and want to make friends, by all means show it. Do not stifle that
important and attractive quality under the blankets of reserve and self-consciousness.

⇒ Stabilize Your Enthusiasm

  · Place new ideas immediately on paper. Work out a plan of action. Put
    your ideas to work. Ideas are a stimulant to enthusiastic living and give you
    new power.
  · Permit controlled excitement to mount in you. It raises your energy level.
  · Utilize action to step up body function. Ideas don’t just happen. Someone
    makes them happen, and someone puts them into action.
  · Keep an “anticipation pad.” Write down all ideas that come to you. Leave
    the idea for a few hours while your subconscious thinks it over, and then
    work on it again.

⇒ Add This Last Ingredient Now⇐

In achieving goals enthusiastically, it is vital to know what is most valuable and important
to you. When you know what you want, go after it. Don’t get bogged down in details.
Don’t be anchored by waste or boredom. If you want to find happiness and have peace of
mind, become enthusiastic.

Notes:
b. Communication Skills – 2 hours

Objective
To learn how to effectively communicate with individuals of all ages.

Explanation
Participants will acquire a fundamental understanding of the communication process in effective and meaningful interpersonal relationships by involvement in group discussion and activities that will facilitate the development of personal skills in:

A. Communication Process
   1. What Communication Is
   2. Five Levels of Communication
   3. The Conversation-angle of Communication
   4. Barriers to Effective Speech
   5. Rules for Effective Speaking

B. Active Listening
   1. The Listening Angle of Communication
   2. Barriers to Effective Listening
   3. Effective methods of Listening
   4. Rules for Effective Listening
   5. Solving Conflicts

C. Feedback
   1. Feedback as the Process of Providing Information
   2. Two Distinct Types of Feedback
   3. Getting Help from Feedback
   4. When Feedback Can Best Be Given
   5. When Feedback Can Best Be Received
   6. How to More Effectively Give and Receive Feedback
   7. Feedback Process
   8. The Feedback Model

D. One-way Communication

E. Two-way Communication

Possible information to be presented:

A. Communication Process
   1. What Communication Is

We often assume that if someone’s lips are moving, communication is taking place. It involves more than talking. It is the receiving or listening process, as well. To this twofold process we should add a third dimension—understanding. Frequently we think we
understand what someone is saying, but what we hear is not what she/he meant. We want other people to listen to and understand what we have to say.

2. Five Levels of Communication

In his book *Why Am I Afraid to Tell You Who I Am?* author John Powell describes five levels on which we can communicate. Understanding these five levels is essential.

- **Level 1-Small Talk.** At this level shallow conversation takes place, such as, “How are you?” “What have you been doing?” “How are things going?” Such conversation borders on the meaningless, but it can sometimes be better than embarrassed silence. When communication remains on this level, it is boring and leads to frustration and resentment in relationships.

- **Level 2-Factual Conversation.** At this level information is shared, but there are no personal comments along with it. You tell what has happened but do not reveal how you feel about it. Men are more apt to settle for this level than women, as they are often less able to express their feelings.

- **Level 3-Ideas and Opinions.** Real intimacy begins here, for on this level you risk exposing your own thoughts, feelings and opinions. Because you feel free to express yourself and verbalize personal ideas, your partner has a better chance to know you intimately.

- **Level 4-Feelings and Emotions.** Communication at this level describes what is going on inside you, how you feel about someone else or a situation. You verbalize feelings of frustration, anger, resentment or happiness. If you honestly share with someone else in a give-and-take manner, showing interest in his/her feelings, as well as in expressing your own, this will enrich and enlarge your relationship. You will feel worthy, noticed, loved and appreciated. You will gain flashes of insight into your friend’s character that will give you real understanding of how she/he thinks and feels. A good combination is to alternate between the levels of ideas/opinions and feelings/emotions.

- **Level 5-Deep Insight.** Rare insightful moments will occur when you are perfectly in tune with another in understanding, depth and emotional satisfaction. Usually a peak experience or something deeply personal is related. Communication about such experiences often makes a deep impression on both parties and enriches the relationship. Mutual sharing of personal ideas and feelings is the ultimate goal in communication especially in mental relationships.

*For thought:* What level of communication occurs in your relationships now? Do you want and need a deeper and more intimate sharing?

3. The Conversation-angle of Communication

We spend approximately 70 percent of our waking hours in communication—
speaking, listening, reading or writing. Thirty-three percent of this time is devoted to talking. This element of our time becomes very important, for talk brings people together in a relationship.

The avenue of speech goes beyond the exchange of words or information. Through talking we can express our feelings, convey our emotions, clarify our thinking, reinforce our ideas and make contact with others. It is a pleasant way of passing time, getting to know one another, releasing tension and expressing opinions. The most basic function of speaking, then, is not the giving of information but the establishing of a relationship with others. The quality of this relationship will depend a great deal on the ability of each person to express themselves verbally.

4. Barriers to Effective Speech

The “solution sender” weighs down his speech with orders, directions and commands. “Get over here.” “Hurry up.” Warning and threats comprise more solutions. “If you ever do that again, I’ll...” Another is moralizing. “Don’t you know enough not to...” Most of us resent being told that we must, should, or had better do something.

Many of us resort to “put-downs” in spite of the fact that we know what it feels like to be put down. Put-downs judge, criticize and blame: “That’s not a bad idea, considering you thought of it.” They name, ridicule and shame: “You’re a slob.” They interpret, diagnose and psychoanalyze: “You only say that because...” They attempt to teach and instruct.

Then there is the “corrector.” For example, while the club member tells a story to friends, his leader helps him keep the facts straight:

“We left on Wednesday night...”
“No, I think it was Thursday night just before the holiday.”
“OK, we left Thursday right after we got home from school.”
“No, it was late that evening when we got away.”
“Well, anyway... oh, you tell it...”
“No, you’re doing fine.”

A corrector has a compulsion to concentrate on proper reporting. Such remarks are often attempts to draw attention to self, and they show a lack of sensitivity in allowing someone else to tell a story the way one perceives and remembers it.

The “monologuer” has the compulsive need to talk and frequently insists on having the last word. She/he can’t bear to be corrected and so maintains a know-it-all attitude. Often monologuers have a desperate need to be popular, but the more they monopolize conversations, the more they bore others and cut themselves off from forming close attachments.

The “silent treatment” uses silence as a weapon or a form of control. When a male is silent, strong emotions, such as fear or anger, are building up inside. A female usually uses silence to get even for some injustice done to her or when she reaches
the stage of total despair and desperation. The silent treatment may be given because one person refused to listen last time, or the silent one may be suffering from a deep hurt. Some Christians feel that it isn’t right to say what they think. But bottling this emotion takes its toll physically, mentally and spiritually.

5. Rules for Effective Speaking

- Choose the right time to communicate to your friend. Your subject may be well-taken, but your timing may be off. If you have something personal from levels three or four to share, don’t unload just as your friend walks in. If you want to talk with your friend in an intimate way, select a time when your friend can respond pleasantly.

- Develop a pleasant tone of voice. It isn’t always what you say, but how you say it that counts. It is soothing to be around someone with a soft, calm voice. Make sure you are easy to listen to.

- Be clear and specific. Many misunderstandings arise from muddled talk. Try to think as you speak, and state clearly what you mean. You can solve the problem of muddled communication by making “a statement of intent.” For example, “I would like to invite the Browns over for dinner Sunday. Do you mind?”

- Be positive. In many homes, eighty percent of all communication is negative. These families become so used to hearing fault-finding, blaming, judging, name-calling and other negative elements that such behavior becomes normal. Be less negative and more positive and appreciative.

- Be courteous and respectful of your friend’s opinion. You can do this even when you don’t agree. Care as much about their comfort as you do about your own. And, be willing to listen. You should talk no more than fifty percent of the time.

- Be sensitive to the needs and feelings of your friend. Develop patience and sensitivity in responding to what your friend says. If your friend hurts, you can understand the hurt and even hurt with him/her. Tune into the needs and feelings of fear, anger, despair and anxiety of your friend. Likewise, if your friend is happy over a new development, enjoy that happiness with him/her.

- Develop the art of conversation. Conversation is an art, and opportunities to develop it should be encouraged. Discussion on interesting topics enriches a relationship.
B. Active Listening

1. The Listening Angle of Communication

“Faulty listening,” says one psychoanalyst, “is usually at the root of most communication problems. Sometimes it merely causes annoyance or irritation. But when a person is talking about something important, trying to get a problem resolved, or seeking emotional support, poor listening can have disastrous results.”

Yet, most of us prefer to talk rather than listen. We enjoy expressing our ideas and telling what we know and how we feel about things. We expend more energy expressing our own thoughts rather than giving full attention when others are expressing theirs. Listening seems like such a simple thing to do; yet, most of us are poor listeners because listening is hard work.

2. Barriers to Effective Listening

The “bored listener” has heard it all before. When someone rehashes complaints about his job, you may think, “Here we go again,” and put your brain in neutral. But on the rare occasion when they say something new and look to you for support and encouragement, they probably won’t get it.

A “selective listener” picks out bits and pieces of conversation that interest him and rejects the rest. For instance, you may be doing something while your friend is talking. Most of what they say goes in one ear and out the other, but when they mention something that vitally affects you, you become all ears. Other people do not want to hear anything disagreeable, upsetting or different. We do not gain anything by rejecting what we do not wish to hear. In many situations we need all the facts in order to make a decision.

A “defensive listener” twists everything said into a personal attack on self.

Those who interrupt spend their time forming a reply to what they hear; they do not pay close attention to what is being said. Interested only in their own ideas, they pay little attention to the words of others and wait only for a split second when they can break in with, “Oh, that’s nothing. You should hear what...” Or, “That reminds me of...”

3. Effective Methods of Listening

Emphasis on effective listening is not new, but until recently more emphasis has been placed on the ability and willingness to speak freely than on effective listening. Today, however, some schools teach listening skills along with the “three R’s.” Corporations are encouraging employees to take certain courses to improve their listening skills. Family counselors are teaching people to listen within the family circle. Following are some techniques suggested by a collection of experts to help you and your friends...
enhance your listening abilities.

· **Be alert to body language.** We communicate by the spoken word, but we also communicate by what we do not say. Fifty-five percent of what we communicate is expressed through facial expressions— a pout, a sigh, a grimace or a squint of the eyes. Such body language speaks louder than words. Other nonverbal messages are caught through body postures or gestures— a nervous tapping of the foot, tightly clenched teeth or a motion of irritation. Such behavior patterns offer keys to feelings behind the words and set up barriers before conversation begins.

· **Be a door-opener.** A good listening technique is found in responding with a “door opener” or the invitation to say more. These responses do not communicate any of your own ideas or feelings, yet they invite your friend to share their thoughts. Some of the simplest “door openers” are: “I see.” “You don’t say.” “Tell me more.” “I’d be interested in your point of view.” “Tell me the whole story.” In this way you encourage the other person to talk and do not give the idea that you can hardly wait to snatch the conversation away. They convey respect by implying: “I might learn something from you. Your ideas are important to me. I am interested in what you have to say.”

· **Listen actively.** “Deliberate listening” is the ability to process information, analyze it, recall it at a later time and draw conclusions from it, but “active listening” hears the feelings of the speaker first and processes information secondarily. Both deliberate and active listening skills are necessary in effective communication, but listening with feeling is far more important in relationships.

Active listening is particularly useful when you sense your friend has a problem, such as anger, resentment, loneliness, discouragement, frustration or hurt. Your first reaction to such feelings may be negative. You may want to argue, defend yourself, withdraw or fight back. But in active listening you catch what has been said and then restate what you think the feeling is, not the facts that have been stated.

4. Rules for Effective Listening

→ **Maintain good eye contact.** Focus your full attention on your friend.
→ **Sit attentively.** For a few minute act as if nothing else in the world matters except hearing what your friend has to say. Block all other distractions from your mind. Lean forward in your chair.
→ **Act interested in what you are about to hear.** Raise your eyebrows, nod your head, smile, or laugh when appropriate.
→ **Be attentive** and listen with appropriate phrases to show agreement, interest, and understanding. Your friend wants to know that you understand the ideas he’s presenting. Try to think through what he
is saying and fit it into your own experience.

- **Ask well-phrased questions.** Give encouragement by asking questions that illustrate your interest.
- **Listen a little longer.** Just when you think you are through listening, listen.

**Personal activity:**

😊 Do you have a communication problem? During the next week, focus your attention not on your friends’ failures but on your own. Being aware is only the first step. Next, set about to correct the problem. And finally, follow through in an attempt to upgrade your communication with your friends. If you are uncertain whether a problem exists, ask your friend what they dislike the most about the way you talk or listen. 😊

5. Solving Conflicts

Conflicts in relationships are inevitable. People view things differently, and relationships would be very dull in they didn’t. However, out of these differences disagreements and conflicts arise that can result in highly emotional states of frustration and anger.

Often, people view conflict with horror, believing it threatens their relationship. This misconception causes some to avoid conflict by refusing to acknowledge its presence, by running from it, and by forcing feelings underground. But ignoring conflicts does not solve them. In fact, serious problems sometimes develop when problems are bottled up inside and are not released. A few simple rules can lead to constructive problem-solving.

- **Choose the best time and place.** It is best to keep calm when handling conflicts, but if either of you is angry or unreasonable, then postpone the discussion. Don’t delay it for too long, however, and if your friend does not bring up the issue again, then you take the initiative to solve the problem. Guard against unnecessary interruptions when discussing major issues.

- **Say it straight.** State your feelings openly and respectfully through the effective use of I-messages. Speak directly, clearly and concisely without anger. Include reasons why you feel the way you do. Explain how you think the problem can be solved and what is at stake. Speak calmly and in as controlled a manner as possible, lowering your voice rather than raising it.

- **Stay on the subject.** Stick with one problem until you solve it. The more problems brought up at one time, the less likely that any of them will be solved. Make a rule that additional problems cannot be brought up until the first one has been dealt with. Avoid dragging up old scores and arguments. Agree that if the accusation is more than six months old, it is inadmissible evidence.
Show respect. You may not agree with your friend’s position; in fact, you may be violently opposed. However, you can still respect his right to have his opinion. Here are some no-no’s: name-calling, wild threats, put-downs concerning appearance or intelligence, physical violence, yelling and interrupting. Words spoken in anger can never be recalled. Nothing can erase the effects of a threatening ultimatum or bitter remarks spoken in anger. Speak and listen with respect.

List possible solutions. When feelings have been described constructively and openly, you will see the issues at stake and work out rational alternatives. Brainstorm every possible solution, regardless of how far-fetched it may seem. But do not appraise them at this time.

Evaluate the solution. Once all available information has been aired, the two of you can make an intelligent choice as to the course of action most likely to succeed. Go back through the list and share thoughts on the consequences as you evaluate each solution.

Choose the most acceptable solution. Commit yourselves to choosing the solution closest to meeting the needs of the one hurting the most. This choice may take a good measure of negotiation and compromise. Winning should not be the goal, because where there is a winner there must also be a loser, and no one likes to lose.

Solutions can be reached by one person yielding, by both compromising or by one giving in to the other rather than just giving in. Take care to see that one of you does not always do the yielding. It takes two to make a conflict and two to resolve it. Giving in to another in the midst of conflict takes real maturity, because in effect, you are admiring that your analysis of the situation was wrong and that you are now ready to change your mind.

Implement the decision. Decide who is to do what, where and when. Once you reach a decision, remember that two persons often perceive agreements differently. Only friendly negotiation can solve some conflicts. Often if one gives in, the other feels resentful and may be in a very bad mood for the rest of the day, refusing to speak. The other person can be just as stubborn. Each feels justified in supporting his or her own decision. But does it really matter who is right and who is wrong? Friends who care about each other should be able to work things out according to how important each one considers his or her needs at the time. A solution can be reached more easily when each person is willing to see the problem from the other person’s viewpoint.

When Your Friend Breaks the Rules:

Although you may try to avoid arguments, you will occasionally be drawn into them. When you see one coming, you can prevent it by following a simple formula. Rather than responding with words that throw you into the heat of battle, choose not to
argue.

If your friend reads something hostile into a perfectly legitimate request, choose not to argue but state calmly and reasonably: “I’m sorry it sounded like that. What I meant to convey is that...”

If your friend has a special gift for sarcasm, tell him openly: “It hurts me to hear remarks like that about me. I know I do things that hurt you, also, but let’s try to avoid such things in the future.”

If your friend is a faultfinder, don’t defend yourself. Instead, take notes on your “sins.” When they have gotten it all off their chest, say something like this: “OK, let’s go back to the first thing you mentioned. If I’m really at fault here, I’m willing to talk it over with you. I’ll ask the same of you, too.”

When a friend makes a ridiculous exaggeration, rather than correcting the statement, try: “I know this upsets you and that you feel it happens too often. I’ll try not to let it happen again.”

Unfair fighting techniques can destroy a relationship, but when your friend forgets and breaks the rules, you can learn to stay reasonable. Choose not to argue, but calmly and quietly confront your friend with the reality of the situation. With controlled aggression, reassert your own thoughts, feelings and convictions. You can avoid many potential arguments by choosing not to argue and by responding in a reasonable, concerned and tactful manner.

C. Feedback

1. Feedback as the Process of Providing Information

(What is feedback?)

Feedback is the process of providing information through which a person can discover the impact of his actions and words upon individuals or the group.

Since each person’s behavior is their response to another person’s actions and words, as they interpret them in light of their background, experience, attitudes, values, etc., it is possible that they often misunderstand or misinterpret your intentions toward them. There is no way we can truly know what feelings we have aroused in the person unless they tell you. We may guess, but their feelings are personal, deep inside, beyond our command. We have no chance of changing what they feel unless the feelings are shared, prompting you to change your behavior and communicate with them more closely your intended message. Without feedback, a distortion between your intentions could grow into an unnecessary argument or disagreement.
2. Two Distinct Types/Categories of Feedback

➤ Unplanned Feedback

Unplanned feedback may emerge in a number of ways:
- Conscious—nodding assent
- Unconscious—nodding asleep
- Spontaneous—“Thanks a lot”
- Solicited—“Yes, it did help”
- Verbal—“No”
- Nonverbal—leaving the room
- Informal—hand-clapping

➤ Planned Feedback

- Reflection—The group appoints a process observer who does not engage in the group task but watches how the group goes about its task and for the impact of different actions by group members. The group allows time for him to ask questions about things that seem significant to him. The group reflects and discusses these situations as they wish.
- Self-analysis—Tape recorders or video tapes are used, and the person has an opportunity to hear or see the impact of his behavior on others.
- Coaching—A fellow member observes another member in action and then coaches him on how he can be more effective.
- Personal feedback—This is most direct and effective if given with the intention of helping. A number of guidelines have been developed to help in giving and receiving feedback.

3. Getting Help from Feedback

⦿ Reinforces—Feedback may confirm behavior by encouraging its repetition. “You really helped when you clarified.”

⦿ Correction—Feedback can help bring behavior in line with intention. “It would have helped me more if you had stood up to talk.”

⦿ Identifies—Feedback may help identify persons and their relationships. “Joe, I thought we were enemies, but we’re not, are we?”

⦿ Descriptive—It is descriptive rather than evaluative. By describing one’s own reaction, it leaves the individual free to use information as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

⦿ Specific—It is specific rather than general. To be told that one is “dominating” will probably not be as useful as to be told, “Just now when we were deciding the issue, you did not listen to what others said, and I felt forced to accept your arguments or face attack from you.”

⦿ Appropriate—It takes into account the needs of both the receiver and giver of
feedback and can be destructive when it serves only our own needs and fails to consider the needs of the other person.

�� Usable-- It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some short coming over which he has no control.

�� Requested-- It is solicited rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

�� Timely-- It is well-timed. In general, feedback is most useful at the earliest opportunity after the behavior (depending, of course, on the person’s readiness to hear it, support available from others, etc.).

�� Clear-- It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

�� Accurate-- When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one man’s impression or an impression shared by others?

4. When Feedback Can Best Be Given

- In an atmosphere of trust where there is a trusting, warm relationship.
- With concern for the other person as an individual.
- In small bits.
- By being sensitive to its reception.
- When it is timely and appropriate.
- As experience rather than supposition or interpretation.
- When motivated by accepting affectionate, helping impulses.
- When it is specific and derives from the group experience.
- When it is kept within the group.
- When it is requested and wanted.

5. When Feedback Can Best Be Received

- When one is open and ready to receive it, as when it is requested.
- When one is ready to change.
- From a person who is respected by the receiver.
- When one’s filters are bypassed as much as possible.
- When one is least defensive.
- When it is verified by others in the group.
- When one feels trusting of the group.
- When it does not violate one’s personal integrity.
- When one is free to reject it if they wish.
· When it is truly meant to be helpful and not punitive.
· When it is directed toward behavior one is able to change.
· When it describes what the person is doing rather than placing a value upon it.
   For example— “When you yell at me, it makes me feel that I don’t want to talk to you anymore,” rather than—“It’s awful for you to yell at me.”

6. How To More Effectively Give and Receive Feedback

· Have deeper personal relationships.
· Have more satisfying personal relationships.
· Learn of one’s impact on others.
· Increase the validity of one’s communication.
· Align self-image with reality.
· Become more open to new experiences.
· Become more unique or differentiated as an individual.

7. Feedback Process

*Leveling*— Letting another person or persons know how I feel about myself.

*Confrontation*— Letting another person or persons know how I feel about them.
   “I’m trying to be helpful by explaining it.” “When you... I feel cut off.”

*Encounter*— A relationship of dialogue between persons in which both are leveling and confronting.

8. The Feedback Model

Helpful feedback requires a person to be aware and in control of his feelings. A model for giving feedback is “When you... (state behavior), I feel...” This provides data for the other person or group without arousing their defenses and leaves them free to deal with it as they choose.

D. One-way Communication ⌛ 10 minutes
Diagram 1

Instructions: Study the series of rectangles below. With your back to the group, you are to direct the participants in how they are to draw the figures. Begin with the top figure and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.
Instructions: Study the series of figures below. Facing the group, you are to direct the participants in how they are to draw the figures. Begin with the top figure and describe each in succession, taking particular note of the relation of each to the preceding one. Answer all questions from participants and repeat if necessary.
c. Creativity and Resource Development – 2 hours

Objectives
To provide participants with a knowledge of the way individuals learn and assimilate information.
To give participants opportunities to discover the value of appropriate resources for teaching the curriculum and ways of obtaining and using effective resources.
To provide participants with information on the value and significance of creative worship segments in the program.

Explanation
Course participants will study four main areas:

A. Ways Individuals Learn _circle_ 20 minutes
   1. How We Perceive Information
   2. The Perception Process
   3. Essentials of Effective Teaching

B. Developing Creative Teaching Resources _circle_ 15 minutes
   1. Types of Resources
   2. Factors Which Affect Resources Selection
   3. Developing a Resource File

C. How to Develop Creative Worships _circle_ 55 minutes
   1. Developing Positive Attitudes Toward Worship
   2. Creativity in Worship
   3. Places and Times of Worship
   4. Developing a Creative Approach to Worship Preparation

D. Developing Creativity Through AY Honors _circle_ 30 minutes
   1. Purpose of Teaching AY Honors
   2. Exploring the Interests and Creativity of the Individual
   3. Teaching AY Honors

Possible information to be presented:

A. Ways Individuals Learn _circle_ 20 minutes

   1. How We Perceive Information

   It is a fact that people learn in two basic ways: through information and through experience. Some programs have been developed to incorporate both facets of learning. Individuals gain knowledge of God, their world, and themselves through talks, readings, audiovisuals and discussion. They also gain knowledge by being involved with people, visiting places and participating in events and activities.
Learning is a never-ending process. People will always be searching for and sorting out information, experimenting and testing, and making decisions about alternate choices.

2. The Perception Process

Educators know that there are two major differences in how we learn. The first is how we perceive information; the second is how we process it.

We all perceive things differently. We take things in a different way. Some people tend to sense and feel their way through material, while others think things through in a logical fashion. Those who sense and feel usually focus on the actual experience; they get involved in the concrete reality. Those who think through the experience usually focus on the abstract; they analyze what’s happening and reason it through.

The second major difference in how we learn is how we process experiences and information. Some of us jump right in and try something new, while others are more content to watch what is happening. Some are watchers some are doers! Both ways of processing information and experience are equally valuable.

There are several principles that relate to the process and mechanisms by which an individual learns:

- **Motivation**– Learning is more likely to occur when an individual is motivated. They need to have the desire to learn– to feel expectant and curious. This sense of motivation needs to be true for the teacher, as well as the students.
- **Practice**– Repetition facilitates learning. Good teachers realize the value of practice and revision. But purposeless repetition may be harmful and useless.
- **Past Experience**– Past experiences contribute to efficiency in learning. They are the basis for present and future responses to information at hand. New experiences will be integrated with old ones and will help forge new insights. Learning experiences need to be as enjoyable as possible so individuals can call on past experiences and see them as valuable and memorable.
- **Level of Maturation**– Learning happens more readily and is usually more enduring when the activity is appropriately geared to the learner’s physical and intellectual level.
- **Activity**– Learning is an active process because it is accomplished by the learner, not automatically by some kind of transmission from the teacher. Simply receiving information from a teacher is not enough– telling is not teaching. Activity is essential for learning. Experiences and exercises need to be provided and presented in such a way as to stimulate activity.
- **Reinforcement**– The possibility that learning will occur is greater when different ways of responding or behaving are followed by different conditions. Club
members should be given opportunities to share their discoveries to reinforce the principle or idea being studied.

⇒ Transfer of Learning– Behavior or responses learned in one situation may transfer, or be applied, to other situations. People need to be encouraged to find the principle or general idea in the provided information and then discover and discuss other ways of applying that same principle to future situations.

3. Essentials of Effective Teaching

Rather than relying on one or two specific teaching procedures, effective teachers will use a variety of methods, as occasions warrant, during a single class period. There are many features that can help to make a lesson more effective:

⇒ Aim of Lesson– For a lesson to be effective, both teacher and student must know what they expect to accomplish. The aim of the lesson must be clearly stated and be achievable in the allotted time. A specific aim, succinctly stated, gives direction and purpose to the lesson, provides the necessary basis for choosing content and teaching procedures, and is the criterion by which progress in learning may be assessed.

Materials selected for the lesson is largely governed by the aim, which determines, for instance, whether the lesson will emphasize learning facts, practicing skills, fostering appreciations, solving problems, developing attitudes, and so on. Obviously, decisions concerning the kind, amount and difficulty of the materials that can be handled in a given lesson are influenced greatly by people’s readiness and their previous performances with similar learning experiences.

⇒ Presentation of Learning Methods– To facilitate learning, new materials generally need to be presented in a coherent, sequential fashion and illustrated and applied in many ways. Comprehension increases if material is organized so that all vital relationships can be perceived and if the connection between new and past experiences is clearly indicated. A preliminary overview is helpful in this type of learning experience.

Teachers also need to be aware of the influence and effect of the quality of their voice. Careless, colorless, slow, monotonous, hurried, nervous, loud, or raucous speech tends to dissipate the person’s attention.

To get people involved in the lesson, teachers need to use a variety of creative resources. Discussions, questions, participant demonstrations, mime, forums, quiz sessions, and debates should appear on the list of
possible teaching resources.

Learning Atmosphere— The attitude and behavior of the teacher can have a significant effect on the kinds of behavioral patterns the participants exhibit and develop-- and hence on the group learning climate. The teacher’s personality and disciplinary measures, together with his awareness of and ability to minister to the psychological and instructional needs of the participants, are important factors in creating an atmosphere conducive to happy and efficient learning.

Teachers should also know that there are several environmental factors that will influence the learning atmosphere:

· Sound— Learning will be affected by the amount of sound in the room. It may be incredibly noisy or deathly quiet. There may be humming sounds, banging sounds, or voices. It may be pleasant background music or harsh industrial noise. The sounds may be erratic or constant. Sounds influence people differently. Some people learn best in total silence, while others prefer background noise.

· Light— The amount of light may also influence learning. Some learning is most effective under bright lights, while other learning periods may occur in the evenings around a fire. Some things are best learned in an outside setting, while other situations call for an indoor setting.

· Temperature— Room temperature can influence people’s abilities to absorb and assimilate information. If the room is too hot, people become uncomfortable; if the room is too cold, people tend to concentrate their energies on getting warm.

· Seating Arrangement— Seating arrangement may have a marked effect on the success of the teacher’s presentation. If the seated are in rows and people are unable to see what is happening up front because of someone seated in front of them, they will become easily distracted and bored. However, if the chairs are set in a circle, allowing everyone to see each other, the presentation will usually be more successful.

Teaching Aids— There are hundreds of teaching aids that, if used properly, can facilitate learning. Almost any object can be selected to illustrate a point in the lesson; however, the emphasis here is on selection. Considerable thought needs to be given to the appropriate aid for the time.

Being Creative— One of the most important aspects of learning is creativity. There is an urgent need for creative teachers who will present their material in an exciting way. Students will learn to love what they enjoy doing, and
learning can be enjoyable!

The chances of its being enjoyable will increase if a teacher emphasizes a creative approach to the lesson. Try several different approaches, and attempt something new!

B. Developing Creative Teaching Resources

Individual class requirements form a part of a total package of information and experiences designed to encourage participants to develop their full potential. Each requirement generally allows for a variety of teaching methods. However, teachers need not feel restricted in teaching the requirements. A good teacher will evaluate the requirement, class, venue, and other factors, and then choose the most effective teaching method, including the use of appropriate teaching aids.

Teachers need to be aware of the value in developing effective teaching resources that they can use to assist them in completing the requirements. They need to assess what they have on hand, what they can call on, and what they may need to find in order to meet their needs.

1. Types of Resources

There are many places where teaching resources may be found:

➔ **Personnel**– People are one of the most valuable resources to the club leader. Many people have chosen a specialist profession or career and are often more than ready to share their expertise. Doctors, engineers, nurses, and trades people may, and should, be used to teach selected requirements.

Teachers may be able to find members of their church or community who have a special interest in some area of life-- e.g., social concerns, nature, etc. Others may have an interesting hobby or craft which they can share. Some people may have chosen a special area of study and may be willing to share in specialized classes-- e.g., church history, sex and dating, church doctrines, etc.

These people are valuable resource personnel! A personal presentation by these specialists will probably be the most effective and helpful to the class situation. However, teachers should remember that a cassette or CD, video, or other audiovisual will also serve the purpose if a person cannot be there in person.

➔ **Places**– Most clubs will be close to many venues that can provide excellent
resources for classwork. Schools, both primary and secondary, may be able
to offer assistance. Tertiary-level schools often have small research
museums available. Specialized clubs, libraries, hospitals, government
offices, and special training centers may also be available. Museums, art
galleries, and culture centers can often help the enquiring teacher. Parks,
gardens, factories, and tourist bureaus may offer excellent materials– just
the things to make the class a real winner.

⇒ *Materials*— Teachers should also recognize the value of the written word.
Books and articles are probably the handiest source for information and
pictures; magazines and periodicals are also valuable in this area.

Videos, cassettes, CD’s, DVD’s, and the Internet are popular and valuable
as teaching resources. Teachers need to keep a current file of what is
available from video companies and rental stores and select appropriate
materials to fit the various requirements and their objectives.

2. Factors That Affect Resource Selection

There are several factors that should be considered when choosing resources for a
particular class or lesson theme:

⇒ *Venue*— The place where you meet regularly for your program will have some
bearing on your choice of resources. If you meet in a large open hall with
lots of room, you will be able to use certain types of resources that would be
less effective in a small, crowded room. If you can’t darken your room for
showing films, they cease to be an important resource. On the other hand, if
a particular film is critical to your program, you will need to find another
suitable meeting place for the occasion.

It may also be important to evaluate the security of your room and consider
whether the hall has enough space and security for all your material
resources.

⇒ *Number of participants*— The number of participants in your care will also
affect the number and style of resources you use. If your class is small, you
will not need as many resources as you might need for a larger class.
However, variety and creativity are extremely important, and you need to
provide as many new experiences for your class as possible.

⇒ *Qualifications and experience*— If you have been assigned to teach a class, your
choice and selection of resources will probably reflect your experience in
the teaching area. If you are a new teacher, you may be unsure just where to
You may need to call on more experienced teachers and get their guidance and help. Ask them, as resource people, to take some segments for you. You may be able to find a qualified school teacher who can help you select materials.

3. Developing a Resource File

When you, as the teacher, see the area you need to care for, you can then start building a resource file that can be expanded each time you discover something new. Write down any ideas you get and file them away. When you see a book that you think would be valuable, ask your club to purchase it for you. Copy down the names of any good films you see, speakers you hear, and games you play. Even if you can’t use a particular resource immediately, it may eventually be just what you need. Keeping a current file of great things and ideas is an invaluable practice.

C. How to Develop Creative Worships

At the heart of every Christian is a relationship– a relationship with Jesus Christ. This relationship will usually be expressed in some form of praise, often with a group of people who think about Jesus in a similar way. We usually call it worship, because it centers around a person’s need to be alive and dynamic. Participants will value and enjoy their involvement in praise and celebration if they sense that someone has put effort into making it fun and meaningful.

Enjoyable worship periods address two major factors– attitudes and creativity.

1. Developing Positive Attitudes Toward Worship

Young people need to learn things besides facts and skills– they need to develop healthy attitudes. Attitudes largely determine what youth learn. Attitudes determine not only a person’s willingness to learn but also how the knowledge will be used. Since a teacher’s goal is to provide knowledge that young people can and will use, being sensitive to attitudes is critical.

Developing positive attitudes is a fundamental concern for the teacher for many reasons:

- No one can be forced to learn anything if he/she does not want to learn.
- Even if people learn and discover important things, the primary concern of continuing learning is lost when they do not develop positive attitudes.
- Vocational choices are largely dependent on attitudes.
- Application of ideas, in a large measure, depends on positive attitudes.
- Positive attitudes will reflect favorably on the teacher and on the club as a whole.
The basic way to help individuals develop positive attitudes toward worship is to provide pleasant experiences for learning about God, themselves, their world and their church. We are all willing to give time, effort and money to activities that we enjoy. We avoid and put off those things that are unpleasant. Our favorite activities are usually ones we do successfully and comfortably and that bring us in contact with people we enjoy. The implication for teachers is clear! Worship needs to be an enjoyable time—able to provide good memories.

Further, the teacher’s outlook on worship as an important, dynamic, and valuable time must be real and genuine; his/her attitude toward his class members must be sympathetic and understanding; their interest in learning must be great; and their enthusiasm for teaching must be sincere. If the teacher’s attitudes or interests are less favorable or the same as those of the student, no one will generate enthusiasm, and genuine creative worship demands enthusiasm.

Teachers will learn to make worship more significant and develop greater positive attitudes to worship by setting out to:

- Develop an appreciation for the nature of worship. Understanding its components, its themes, and its focal point, who is God.
- Nourish curiosity in all aspects of worship. Provide opportunities to discover new ideas; make each worship time significant for the participants; assign open-ended questions and problems for thought and exploration.
- Build loyalty and confidence in God. Be a person people can accept and want to associate with; work with patience and kindness so that time spent together is meaningful and successful.
- Make worship times a pleasure. Present the material so that it can be understood; use a variety of materials and methods that provide student participation in discovery and discussion.
- Nourish respect for worship times. Stress the times and things the participants involve themselves in during worship periods; avoid punishing or humiliating them in worship settings.

2. Creativity in Worship

Worship offers unique opportunities for creative and original thinking. It centers on a relationship, and there are endless ways to strengthen and deepen relationships. Teachers will discover a freshness and excitement in the club’s worship segments if they have room for creative activities.

The leader can encourage members to investigate and explore by providing materials, topics, problems, reading matter, games, etc. Any discovery in an individual’s relationship with God should be recognized and encouraged. Often, members need time and solitude to
bring creativeness to the surface, and freedom for independent work and expression should be provided in the worship periods whenever possible. It is important, too, that the “climate” makes the individual feel their qualities are valued by other members of the group, as well as by the teacher, and feels enough confidence in his relationship with others to be different and express his own ideas.

If students are only given facts and rules in worship, then the teacher has no reason to expect creative thinking. If teachers think there is only one solution to a problem or only one way to describe an idea, then class members will have little or no incentive to be creative. The following principles of teaching are well worth considering when making plans for worship occasions. Teachers ought to check that:

- Students are actively looking for concepts through reflective thinking, problem solving, experimentation with new experiences, and analysis.
- Students are encouraged to ask questions, discuss different opinions, and propose new ideas with their classmates.
- Students are encouraged to give reasons for answers, statements, methods.
- They have materials, illustrations, and lesson objects that will enhance the students’ understanding of a concept or idea.
- They show enthusiasm for the class members and their different ideas.

3. Places and Times of Worship

Worship happens in many places and occasions within the club program. Doing something different, unique, special, and making it enjoyable isn’t going to be easy every time; in fact, it may not be easy at all! Many teachers will need to take time and effort to do something out of the ordinary, but it’s worth it! There is a real need for committed teachers and leaders who will be prepared to do all that is necessary to make worship for club members a most enjoyable and valuable time.

4. Developing a Creative Approach to Worship Preparation

There are several principles that the teacher can keep in mind when preparing a worship period:

- Accept the challenge of doing it differently from the way it is usually done. If your worship has followed a set pattern, try a new way of presenting the same material. Rearrange the segments. Assess the value of each component, and find a better way of sharing the ideas.
- Be imaginative. Picture the details of the story you’re planning to tell— the details of the time, place, personnel, etc. Imagine the feelings, the atmosphere, the fears, the excitement. Relive the occasion and then attempt to carry some of those feelings into your worship time. Recreate the
atmosphere through drama, mime, music, and dress.

➤ Look at the idea from a variety of angles! Ask how, when, where, and why—what was and was not said. Seek parallels, modify, magnify, rearrange. Take one idea at a time and follow it through to a conclusion. Then tie everything together.

➤ Include opportunities for participation. Individuals need to be involved, and worship should actively involve them as much as possible.

➤ Make application to the present. It’s the now that the worship is speaking to. People need to deal with the current times, and all worship should have something to say for today.

The following selection of material provides just some ideas for alternative worships. They might/should spark ideas in your mind for greater ways of making worship all that it can be.

**MARY**

*Scripture Passage:*  Luke 7:36-50

**QUESTIONS FOR DISCUSSION**

1. Why do you think Mary did what she did? What reaction did it bring? How do you think she felt when everyone started looking at her? What about after Jesus had finished talking to her?

2. Mary had a terrible reputation. Do you think Jesus’ words would have helped her face the crowds?

3. This passage talks about forgiveness. What does forgiveness have to do with love? Does one have to love to forgive?

4. What connection is there between faith and forgiveness? Can a person be forgiven who doesn’t have faith?

**ACT OF COMMITMENT**

✔ Using the paper provided, draw by symbol or sign something to represent forgiveness as a part of God’s love and present it to the group.
A FEATHER

Instructions for Presenter:

You will need to search for a feather. You will often find a nice long one near a shore; don't worry if it is messed up a bit. If it's a white or gray feather, it most likely belongs to a gull. If it’s small and rounded, it may be a body feather, and if it’s long and pointed, it may be a wing or tail feather. If you’re not near a shore but in the woods, it might be more difficult to find one, and you might want to get one as part of a “scavenger hunt.”

Presentation: Feathers are incredible works of art. Ornithologists (those who study birds) tell us that each feather may have as many as 1,000,000 parts (yes, that’s right-- one million). Each feather is especially designed to fulfill a specific role in the life of its owner--the bird. Some are critical for flight, some for temperature control, some to keep moisture off, and so on. Each feather is connected to a set of muscles that control its positioning at all times. In fact, everything about a bird translates into an incredible display of master craftsmanship. God left nothing to chance in providing our feathered friends with everything they need for life. Ornithologists are continually discovering new bits of information on bird anatomy and behavior, which only points to the need for a Creator who really cares.

A photographer who didn’t really know much about birds wanted to get some photos of baby sea gulls, so he went to a rookery on some cliffs and, in spite of all the parental protests, managed to get a gull chick from its nest to place it in a setting he thought would be better for some good pictures without all the interruptions by the adults. After he was finished taking pictures, he decided to put the chick back on its nest. But, because it had been handled, the chick now smelled different, and the parents not only did not recognize it; they thought it was an imposter and proceeded to attack it! The photographer realized his mistake, rescued the young bird and took it home.

A box for a nest was prepared with a nice, soft lining. The man then brought a piece of fish, but the chick wouldn't eat. In fact, no matter what the man did, the bird wouldn't open its beak! Then he thought, “Maybe I need to give it food from a beak—like its parents.” So he devised a wooden beak and even painted a red spot on it just like the adult gulls have.

When the young bird saw the beak with a red spot, it immediately knocked on the red spot with its beak and then opened right up. The photographer was able to feed the starving bird all the fish he could get! Interesting, isn't it? Gull parents bring lots of good food for their young, but they won't force-feed them. The young must ask—knock—then they will get all the food they want.

Jesus told us to “ask your heavenly Father for spiritual insights; He'll give them to you. Look for heavenly blessings and you'll find them; and when you knock on your heavenly
Father’s door, He'll open His whole storehouse for you” (Matt. 7:7). You see, He has only the best of the best for each one of us, but He will not ram it down your throat; He will not force you to take what you don't want. You must ask—“Knock,” He says. The baby gulls know there is a procedure they must go through if and when they want food. God shows us the procedure so that we may receive, as well. He says: “When you pray for wisdom, or for anything, do so with confidence. A person who believes that God hears his prayers and then doubts it, is like the wave of the sea, blown and tossed by the wind.” (James 1:6). In fact, even though He doesn’t force anything on us, He also doesn't just stand there holding your spiritual food without saying anything either! In Revelation 3:20 He says, “I am standing at your heart’s door, knocking. Anyone who hears my voice and opens the door will be glad!!” With all the other fun activities we are doing here on this campout, we will each be the most happy if we choose this weekend to let God, our Creator, be the most important part of our life.

**LAZARUS**

Scripture Passage: John 11:1-6, 32-44

**Questions for Discussion**

1. Jesus allowed Lazarus to die to show God’s glory. How did that really work? How was God “glorified”?

2. How do you think Lazarus felt when, after being dead, he walked around among the people?

3. How does this story help take away the “fear” about death?

4. What is it about death that frightens people? Do you think people are more frightened these days about it than they were five years ago?

5. Do you know someone who has come close to death but was obviously saved by God? (Tell the rest of the group about it.) Do you know someone, maybe even a special friend, who has died? Do you think God loved them the same as the person who lived?

6. What lie would Satan like people to believe about death and God’s love?
Act of Commitment

Write a song or poem about God’s love and human death. Or, design a poster or write a special prayer to God for someone who is sick and could die, or for some special person.

Thanks, Lord, for Nature

Scripture has many references to nature– God’s creation. Can you find some of them? (e.g. Ps. 19:1-6; Ps. 104; Job 38:16-41; John 1:1-3; Genesis 1, etc.)

It is impossible to imagine the world without all the things of nature around us. The problem is that we know nothing else! Describe how you think creation may have taken place. Why do you think God did it this way?

Romans 1:20, tells us that everything we need to know about God and His character can be seen in nature. What things can you tell about God from nature? What evidence is there that not all is well with nature? What happened?

Near what natural surroundings do you feel closest to God?

Quiet stream
Fast-flowing river
Tall mountains
A forest
The sea
A valley
Other __________________
Why???

Choice of “To Do”:

Study a nature lesson and share your conclusions with a group.

Take a look around you and find from nature something that tells you of God’s love– make it something special.

Make a nature poster using objects, paper, glue, etc.

Make a leaf bookmark or something else similar as a reminder of your gratitude to God for His gift of beauty in nature.
**Getting to Know God**

1. Introduce the subject by talking of someone you really know well (wife, girlfriend, boyfriend, brother sister, parent, etc.). Describe this person with as many details as possible.

2. Ask each member of the group to describe on paper the person they know better than anyone else. Then share.

3. List the various ways by which one person gets to know another:
   a. _________________________________________________________________
   b. _________________________________________________________________
   c. _________________________________________________________________
   d. _________________________________________________________________
   e. _________________________________________________________________
   f. _________________________________________________________________

4. Compare the above list to the ways in which we get to know God. Discuss.
   a. _________________________________________________________________
   b. _________________________________________________________________
   c. _________________________________________________________________
   d. _________________________________________________________________
   e. _________________________________________________________________
   f. _________________________________________________________________

5. Ask the group why it is that often we neglect to get to know or keep in touch with the most important Person of the universe!

Notes on ideas for worship
Thanks, Lord, for your soon-coming.

Scripture: John 14:1-31; 1 Thes. 4:13-18; Acts 1:10, 11

For Discussion:

1. Can you imagine Jesus coming again? How do you think it will occur? Can you tell your friends from which books of the Bible you get your clues?

2. Why should Jesus bother coming again? Does He really have to? Why doesn’t He destroy everything and start over?

3. Who do you think look forward most of all to Jesus’ coming?
   a. The sick
   b. The blind and deaf
   c. The rich
   d. The poor
   e. The people whose friends and relatives have died
   f. The people who love Him most
   g. All of the above

Give reasons??

4. We talk about the “Second Coming,” which naturally implies a first coming. When was that, and why did He come? Why didn’t He stay? What about the text: “I will never leave you nor forsake you”?

5. Jesus talked about being ready for His coming. What do we have to do to be ready? Can we be sure we are ready?

Commitment:

Each unit may like to contribute to a poster for the poster wall. So that there can be an overall picture, the units may like to follow these suggestions:

Unit 1 Birth       Unit 6 How the Wicked feel
Unit 2 Life       Unit 7 How the Believers feel
Unit 3 Death       Unit 8 Satan at work
Unit 4 Resurrection (first coming)       Unit 9 Jesus in the clouds (2nd Coming)
Unit 5 People’s way of life       Unit 10 Going up to Heaven
D. Developing Creativity Through AY Honors

1. Purpose of Teaching AY Honors

The Adventist Youth/Pathfinder (AY) Honors have one objective: to develop the physical, mental, and spiritual capacities of the youth or adult.

The first 16 AY Honors were introduced in 1928; since then, more than 240 honors have been added to the program. Students study honors to obtain awards for knowledge, proficiency, and life skills. In preparing to receive the honor, the participating person, group, or family unit will experience fun through creativity and achievement.

Each AY Honor is designed to introduce a practical subject that aids the person’s development as a Christian by affecting the social, emotional, physical and spiritual aspects of his life. Studying AY Honors should direct a person to a deeper love of his heavenly Creator and increase his interest in committing his life to God and community. All honors are designed to help students “increase in wisdom and stature and in favor with God and man.”

Honor study is designed to help the person’s spiritual character development, and every honor requires high standards of excellence by clearly stating what tasks are to be accomplished. Fulfilling the requirements should be interesting and fun while instilling a sense of achievement.

The study of an AY Honor should provide the person with an attractive way to learn about his surroundings or widen his exposure to new horizons or adventures. Such study topics might include learning about hobbies, special interests, or being introduced to a new vocation. An interested, devoted student could complete an entire honor in less than three months.

Because AY honors are part of a church-sponsored program, all facets of course study should harmonize with basic church standards. For this reason, honor study avoids topics requiring the destruction of plant or animal life, or types of armed or unarmed defense. Each honor also has broad appeal, avoiding subjects that could be studied by only a small group of people in a single local area.

The AY Honors enable young people to gain proficiency in many areas. Sometimes honor study leads to the adoption of a vocation or at least a useful hobby. Some students think the AY Honors are just a lot of study, theory, and book work; they forget that each honor is based on the philosophy: “An ounce of theory to a pound of patience.”

2. Exploring the Interests and Creativity of the Individual
Through the years, the Master Guide program has developed into the leadership track for the Pathfinder Club; the AY Honors have likewise become one of the two basic support columns of the Pathfinder curriculum. Although these two are primarily focused on the club, they are not exclusive to it. Anyone who desires to expand their horizons through these two programs is welcome to do so.

There are tremendous possibilities within the framework of the AY Honors. To gain the maximum benefit from the AY Honor program, it is essential for Pathfinder Club directors and church youth leaders to keep the following five suggestions in mind:

- **High Standards**– As youth leaders, keep the AY Honor standard high. That’s where it belongs. Do not permit careless work, and make sure you set a good example. AY Honors are top-value features. Keep them there.

- **Serious Study**– Encourage serious, not monotonous, study of AY Honor requirements. Make it interesting and pleasant for the participant. Let it be real, worthwhile fun. Enjoy it yourself, and make sure you put the ideas across so they stick in their minds.

- **Real Interest**– Encourage youth to search beyond the requirements for the particular AY Honor. Add points of interest outside the minimum requirements. Get them really interested in meeting the requirements.

- **Worthy Recognition**– Be sure successful candidates receive their AY Honor certificates and/or patches as soon as possible and at a service worthy of the effort they have expended.

- **Wide Choice**– Demonstrate various crafts frequently. Until they see a demonstration, many youth don’t even know that some AY Honors exist or how interesting they can be. There are eight categories of AY Honors available for study, representing fields of interest for any youth or adult.

AY Honors will transform the Pathfinder Club or youth group into an interesting workshop where youth can learn to serve their church in many ways.

Requirement limitations: Much effort has gone into evaluating all the requirements for each honor, assuring its timeliness, usefulness, and applicability in a world-wide program. However, there may be requirements occasionally that are irrelevant to a particular setting or not possible due to personal limitations, etc. When this occurs, the requirement should not dropped but rather be substituted with a requirement of equal strength.

3. **Teaching AY Honors**

Some AY Honors require special highly-skilled instructors. All learning must, in those cases, be carried on under careful supervision by a person or persons clearly qualified to teach the material. These honors are so indicated in the honor handbook. The instructor may be any person in the church, school, or community whose expertise qualifies them.
When the person is not a church member, they should be carefully informed of our lifestyle, as well as the concepts and requirements that need to be covered. Each honor has an advanced level, which is represented by the placing of a small silver star on the appropriate patch. Persons who are instructors for any given honor may place a small bronze diamond on the patch as well.

d. Child and Youth Evangelism—2 hours

Objectives
To make the participant aware of the role of child and youth evangelism.
To further develop the philosophy by explaining that Children and Youth Ministries should be evangelistic in nature.

Explanation
The participant is required to attend a two-hour seminar (sponsored by the conference Youth Ministries Department) on child and youth evangelism. This can be part of the New Skills Development for Master Guides.

A. Youth Evangelism
   - 25 minutes
B. Doctrine of Spiritual Gifts
   - 40 minutes
C. Types of Community Outreach Programming
   - 40 minutes
D. Materials and Resources
   - 15 minutes

Possible information to be presented:

A. Youth Evangelism
   Objective: To create an awareness of the scope of Child and Youth Evangelism and in so doing, emphasize the importance of the acceptance of an evangelistic approach to Adventurer, Pathfinder, and Youth Ministries.

   _ Definition and scope............
   _ Purpose of evangelism........
   _ Gospel commission identified....
   _ Record your ministry role and goals.................................
1. Adventurer Ministries

Mission Statement:

The Adventurer Ministries program serves an intercultural community of children ages 6-9 (grades_______), their parents and caregivers through a holistic ministry. The purpose of the program is to support parents and caregivers in leading and encouraging their children in a growing, joyful love relationship with Jesus Christ. It offers instructional curriculum, supplementary resources, family enrichment, and volunteer training from within a Seventh-day Adventist philosophy.

2. Camping Ministries

Mission Statement:

Adventist Camp Ministries (ACM) provides an intentional Christian environment committed to strengthening each camper’s relationship with God and all His Creation through scripture, nature, and recreation.

Philosophy:

ACM believes that in a camp setting, the study of the Bible and nature, in the context of wholesome relationships and recreation, will place campers and guests in a Christ-centered environment that promotes social, physical, mental, and spiritual development.

Goals:

1. To be an integral part of the mission and life of the church
2. To be a servant of the Gospel in outreach and to be a resource to the community
3. To provide programming that focuses on God’s creative and redemptive love
4. To recruit and train qualified staff for the camp operation and program
5. To develop in campers a sense of responsibility for the environment
6. To maintain a safe, functional, and environmentally sensitive facility
7. To encourage networking that will enable camps to share resources and information
8. To provide meeting facilities for conference training seminars, conventions, and retreats for local churches and schools
9. To encourage Director Certification and camp accreditation
3. Pathfinder Ministries

📍 Mission Statement:

The __________________________Pathfinder Ministries is an organization of the
(Name of your field/Conference) Seventh-day Adventist Church, dedicated to meeting the social, physical, mental, and
spiritual needs of junior and teen youth by challenging the Pathfinder to experience a
personal relationship with Christ, having a sense of achievement and responsibility, and
developing respect for God’s creation including his fellow man.

▼ Goals:

Pathfinder Ministries seeks to meet the Pathfinder’s present and unfolding needs, to
the end that we bring them to self-fulfillment and maturity in Christian faith, characterized
by their decision to:

① Accept Jesus Christ as personal Saviour and Lord.
② Reflect internalized Christian values through mature decision-making and
   behavior.
③ Exhibit the righteousness, true holiness, and fullness of stature of Christ.
④ Demonstrate leadership skills, enabled and empowered to become full partners in
   active, selfless service supporting the mission of the church.

The basic Adventurer, Pathfinder, and Youth philosophies require leaders to:

➤ Help the youth to understand that the church loves them, cares for them, and
   appreciates them. They should know that they are needed in its total
   program.
➤ Share with club members the destiny that God has planned for each of them and
   expand the knowledge of their part in the great plan of salvation. Help them
   want to live up to God’s expectation for their lives.
➤ Train and organize youth for active service. Teach them that witnessing is not a
   once-a-week or once-a-month project, but that it should be incorporated into
   their everyday lives.
➤ Work for the salvation of each individual.
➤ Understand the purpose of God’s assignment to man.

B. Doctrine of Spiritual Gifts ☉ 40 minutes

Note: Present the Doctrine of Spiritual Gifts. Allow participants to discover their own spiritual gifts.

Objective:

To enable the leader to appreciate that all individuals are different both in personality and
in talent and that God has a place in His work for each one.
**Explanation:**
Each person has natural talents and skills that are acquired, but God also gives spiritual gifts to each one. The leader not only needs to understand the Biblical principles of the doctrine of spiritual gifts, but should also have access to tools that will enable him to help young people to identify their own gifts and encourage them to use these in a way that not only gives enjoyment but also promotes spiritual growth.

**Teaching Resource:**
Church Ministries/Personal Ministries “Inventory of Spiritual Gifts”

➡️ *What is a Spiritual Gift? ✅*

Is there a difference between a spiritual gift and a talent? Is it important to recognize the difference? Will it help me discover my own spiritual gifts if I can distinguish between the two?

The answer to all three is Yes! And recognizing the differences between talents and spiritual gifts can be one of the keys to finding those spiritual gifts God has given to you.

Let’s look at talents, or natural abilities. A natural ability may be something you’re born with, like physical coordination. Or it may be a talent you’ve developed through the years, such as playing a musical instrument. These natural abilities or talents may be useful or entertaining. But they deal primarily with the surface of life. The root concern of one’s relationship to God is left untouched. Abilities and talents affect people on a temporary basis, not an eternal basis. And, spiritual growth isn’t necessary for their development.

A woman who frequently opens her home for dinner guests and social gatherings may not have the gift of hospitality. Why not? Because spiritual gifts differ from natural abilities in two important respects:

1) The motivation for the gift is based on love for God and love for humanity. Self-glory or gain can never be the incentive. Paul tells us that one’s communication, knowledge, and faith might all be perfect, but they are worthless unless love is the motive (1 Cor. 13:1-3).

2) The goal of spiritual gifts differs from that of natural abilities. Spiritual gifts are granted “for the common good,” “to equip the saints for the work of ministry, for building up the body of Christ” (1 Cor. 12:7; Eph. 4:12).

Keep in mind this motivation and goal as you seek to discover your gifts. Ask yourself, “What is my motivation and goal in this area?” Remind yourself that these gifts form the basis for our individual and collective service for God.

(Remember, too, that hardly anyone discovers all his/her gifts at the beginning of the Christian experience. A period of time or a special set of circumstances may be required to bring your gifts to light. Be willing to try your hand in new areas. Your spiritual gifts can
Spiritual Gifts in the Church

God has placed within the church various gifts, which have been given to each one of us to perform our work of ministry.

Three Key Passages Concerning Spiritual Gifts:
- Eph. 4:7-13; 1Cor. 12:1-11, 28-31; Rom. 12:1-8

Ellen G. White References Concerning Spiritual Gifts:
- COL 327: possession of gifts depends on reception of Spirit
- 9T 144,145: contrast must not hinder unity
- GW 481: different gifts placed in church
- DA 823: not all imparted to every believer
- COL 328: poorest and most ignorant believer may have gifts
- COL 327: promised to every servant of Christ
- Ev 256: subject frequently neglected
- 6T 291-293: unity and cooperation essential in use of gifts

Definition of Spiritual Gifts
A spiritual gift is a special ability given to a member of the body of Christ by the Holy Spirit that enables him/her to work effectively with joy in helping the church carry out its mission in the world.

Do not confuse:

Spiritual Gifts with natural talents—All people, whether Christians or not, have natural talents. Only Christians receive spiritual gifts. These gifts enable the Christian to minister in such a way that He will have a power that will tell upon hearts.

Spiritual Gifts with fruit of the Spirit—(Gal. 5:22, 23). The fruit of the Spirit is reproduced in each Christian by the Holy Spirit. All Christians are to have all of the fruits of the Spirit, but not every spiritual gift is given to every Christian.

Spiritual Gifts with Christian roles—I may be an evangelist, while someone else has the gift of teaching; yet we are all witnesses (Acts 1:8). Witnessing is not a special gift of the Spirit given to select persons. It is a role that all Christians share. Every Christian is to show and tell what Christ through His Word and Spirit has done in his/her own heart and life.

Genuine Gifts with Counterfeits—The devil always has a counterfeit for that which is genuine. Counterfeit gifts are more often associated with the more directly miraculous, such as miracles, healings,
speaking in tongues, and prophecy. Being more spectacular, they have greater power to catch attention. Miracle working is one of the signs of the end. Manifestations of this order must be carefully tested by the church, for there will be miracles on both the side of truth and the side of error in the last days. Only by the Scriptures can they be tested.

♀ List of Spiritual Gifts

1) Administration– The ability to organize, manage, and supervise working with and through others to achieve goals. Its meaning is “to steer,” as the helmsman or pilot of a ship. The ability to plan and launch projects, to meet the needs of God’s cause.

2) Apostleship– This is a title not normally used in church today. However, it means to be sent out, especially commissioned to represent the church in a broader ministry. This gift may be represented today by the spirit-given ability to begin the work that may lead to new churches being established.

3) Discernment– The analytical capacity to discern between truth and error, right and wrong.

4) Evangelism– The ability to so persuasively present the gospel of Jesus that people are led to become His disciples.

5) Exhortation– This word is derived from the same word that Jesus used for the Comforter (Holy Spirit), one who comes alongside to encourage. Also, it is the ability to stimulate people to action in the service of God.

6) Faith– The ability to see a vision of what God wants done and the unswerving confidence to accomplish it regardless of the obstacles.

7) Giving– The ability to share personal assets with joy and eagerness so that people are helped and God’s work is advanced.

8) Helps– The ability to unselfishly meet the needs of others through some type of practical help. The exercise of this gift often releases those with teaching and preaching gifts to minister the word of God.

9) Hospitality– The ability to open one’s home graciously so that guests are put at ease and are refreshed both physically and spiritually.

10) Intercession– The practice of praying earnestly and sincerely on behalf of others and their special needs.

11) Knowledge– The ability to easily master a body of truth. It is also the ability to store and recall a fund of knowledge from God’s Word to meet the need at hand.

12) Leadership– The ability to inspire and lead others in various ministries within the body of Christ. This gift is exercised with the attitude of a servant.

13) Serving– The unusual desire and capacity to render service to others.
14) Mercy-- The capacity to feel sympathy with those in need (especially those who are suffering and miserable) and to manifest this sympathy in some practical way with a cheerful spirit so as to encourage and help those in need.

15) Missionary-- The ability to minister across cultures.

16) Pastoring-- (Shepherding) The ability to shepherd, counsel, and encourage believers in their walk with Christ and in their service to the church and community.

17) Prophecy-- Primarily this refers to the gift bestowed on one who is called to receive divine revelation from God to be communicated to man. Secondarily, to the capacity to preach so that the Bible comes alive to the hearer.

18) Teaching-- The ability to instruct and explain the Bible truths so clearly in such a detailed way that those willing to learn will understand.

19) Wisdom-- The ability to penetrate into a matter, seeing the situation in its larger relationships, and imparting wise counsel from God’s Word.

♀ How to discover your Spiritual Gifts

- Pray earnestly that God will reveal them to you.
- Consider the desires of your heart.
- Get active in the work of God.
- Listen to comments of Christian friends; someone else should be able to recognize your gifts.
- Evaluate your success.

♀ Results of discovering your Spiritual Gifts

- You will know God’s will for your life and where you best fit into the work of the church.
- You will know better how to cope with diversity and conflict in personal relationships.
- You will have a greater sense of identity and partnership with Jesus.
- You will have greater joy in service for the Lord because you will be matched to the work you enjoy most.
- You will be better equipped to win your friends and relatives to Jesus.

♀ The Spiritual Gifts Inventory-- a survey

*Note:*

The next five pages comprise a self-testing survey of Spiritual Gifts as mentioned in the Bible. Each participant will want to read the directions carefully then proceed as indicated.
Before you turn the page and begin: Read this carefully

Each of the questions on the following two pages is designed to evaluate a specific spiritual gift.

Read each question thoughtfully, then circle the number that indicates the DEGREE to which the statement is TRUE or FALSE in your life.

It is important that you circle a number for every question as follows:

1. If it is always or completely false
2. If it is usually or mostly false
3. If it is occasionally or partially true or false
4. If it is usually or mostly true
5. If it is always or completely true

If this evaluation is really to benefit you, you will need to be absolutely honest in every response! When you have answered all the questions, follow the instructions on the third page on how to evaluate your responses. Do not read ahead; take just one page at a time.

One final note before you begin. This investigation into your spiritual gifts will evaluate your past and present experiences more than your hopes and desires for the future. For this reason it will speak more intimately to those who have been members of the Lord’s family for some months or more than to those who are recently “new born” in Jesus. So if you have only recently accepted the Lord, try to think of the questions in anticipation rather than what you have already experienced.

You may turn the page and continue.............
1. I feel very comfortable directing activities involving people. 1 2 3 4 5
2. I have been called directly by God to hold a highly responsible position of leadership among God’s people. 1 2 3 4 5
3. I can discern the motives of most people. 1 2 3 4 5
4. I find it easy to ask someone to make a decision for Jesus. 1 2 3 4 5
5. When someone is hurting, I am able to say something that genuinely comforts. 1 2 3 4 5
6. Even when God’s will is not clear to me, I still step out in faith. 1 2 3 4 5
7. In an appeal for a worthy cause, I’m among the first to give. 1 2 3 4 5
8. I prefer to busy myself “behind the scenes” at a social gathering. 1 2 3 4 5
9. I enjoy helping people by having them home for meals. 1 2 3 4 5
10. Most of my “prayer time” is spent dealing with the needs of others. 1 2 3 4 5
11. Salvation by faith alone is a truth I clearly understand. 1 2 3 4 5
12. When faced with a complex problem, I am able to identify the key factors that will lead to a solution. 1 2 3 4 5
13. I would have felt it totally worthwhile to be one of the five missionaries killed while taking the Gospel to the Auca Indians. 1 2 3 4 5
14. Helping society’s outcasts, like drunks and addicts, would or does bring me great satisfaction. 1 2 3 4 5
15. Living in rather primitive circumstances in a foreign country would not worry me as long as I could share the Gospel. 1 2 3 4 5
16. I’m excited about visiting church members in their homes on a regular basis. 1 2 3 4 5
17. People in trouble are encouraged when I talk with them. 1 2 3 4 5
18. I feel very much at home leading out in any Bible-teaching setting. 1 2 3 4 5
19. If someone is emotionally upset, I can explain why they are upset and what they should do. 1 2 3 4 5
20. There is a good spirit of unity and enthusiasm when I’m in charge. 1 2 3 4 5
21. I resolve “people” or relational problems in ways that make those affected feel special. 1 2 3 4 5
22. I’m usually consulted when matters of doctrine are being discussed. 1 2 3 4 5
23. I can tell when a person is being influenced more by the Lord or by Satan. 1 2 3 4 5
24. Regularly, I have the privilege of leading souls to Jesus. 1 2 3 4 5
25. I am often asked to help those in trouble resolve their problems. 1 2 3 4 5
26. I have complete faith the Lord will work out every problem that comes my way. 1 2 3 4 5
27. I keep my purchases to a minimum when appeals are made for others. 1 2 3 4 5
28. When asked to help, even if I’m busy, I try to help. 1 2 3 4 5
29. I always make it a point to greet strangers, and when it’s appropriate, I invite them home. 1 2 3 4 5
30. People in need regularly come to my mind, and I take their needs to God in prayer. 1 2 3 4 5
31. With the help of appropriate study materials, I can find what God’s Word teaches on most topics. 1 2 3 4 5
32. The idea of dying for my faith does not frighten me. 1 2 3 4 5
33. I am extremely sensitive to the needs of the handicapped and enjoy talking with them and offering my help. 1 2 3 4 5
34. I could cope with separation from loved ones in order to share the gospel in a foreign land. 1 2 3 4 5
35. It does, or I believe it would, bring great satisfaction to occupy the same pulpit each week of the year. 1 2 3 4 5
36. People often tell me, “God used you. You dealt exactly with my need.” 1 2 3 4 5
37. I can prepare a logical class outline for a Bible class. 1 2 3 4 5
38. I know when to take an uncompromising stand, and when to take a middle course between alternate positions.

39. I’m happy to accept the loneliness that comes with leadership.

40. When leaders are being chosen, my opinions are normally sought.

41. If someone came and asked me for money, I would know if the person really needed help or was a fraud.

42. People under conviction seek me out and ask how they should surrender their lives to Jesus.

43. People in need of good advice ask me for it.

44. I take God’s promises at face value and believe them even if the fulfillment seems impossible.

45. If I totaled my personal and church contributions, they would probably equal a fifth or more of my income.

46. If a church or community leader asked me to do a menial task like sweeping a sidewalk, I’d be delighted to do it.

47. There are often a good number of people at our home for lunch after church service.

48. I have a long and growing list of people whom I remember in prayer.

49. I am perfectly at ease answering anyone’s Bible questions.

50. I have the ability to develop progressive programs and see them through to a successful conclusion.

51. If a civil court sentenced me to death for preaching the gospel I’d be content to die for the Lord.

52. I’d be very willing to help a shoddily dressed drunk across a busy intersection.

53. I could happily adapt to the culture of another country if called to minister there.

54. I see myself as a “shepherd” in my church with a total dedication to the welfare of all the “sheep.”

55. God uses me to lift the spirits of the discouraged.

56. Bible teachings come quickly to mind when I deal with a problem.

57. I can predict with unusual accuracy the long-term results of a decision.
**How to evaluate your responses:**
Check back and make sure you have circled a number for every one of the 57 questions.

Following is a score sheet for this test. You will notice that this sheet has 57 spaces. Note the number you circled for question 1, and write that number in the first space. Note the number you circled for question 2, and write that number in the second square, and so on until you have placed a number in each of the 57 squares on the chart. Then add the numbers from left to right. That is, add together the number in square 1, plus the number in square 20, plus the number in square 39. Write the total in the square headed “Total,” as illustrated. When all the scores are totaled, scan down the list and circle the highest scores. There will probably be a cluster of from two to four that are quite close together. Think for a moment about the gifts you have just circled, the ones with the highest scores. Which one would you like to consider FIRST for further study and experimentation? Place a check beside that gift on the score sheet.

For example:

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Gifts:
- Administration
- Apostleship
- Discernment
- Evangelism
- Exhortation
- Faith
- Giving
- Helps
- Hospitality
- Intercession
- Knowledge
- Leadership
- Martyrdom
- Mercy
- Missionary
- Pastoring
- Prophesy
- Teaching
- Wisdom
Finally:

Place in the spaces below the gifts on which you scored the highest. You will probably find two to four scores that are quite close together. This is your probable “gift cluster.”

1. ____________________________ 2. ____________________________
3. ____________________________ 4. ____________________________

Also, add below any gifts you thought you had, even if the scores were not among the highest. These need further consideration along with those listed above.

5. ____________________________ 6. ____________________________

You have just taken an important step in discovering your spiritual gift or gifts. But a test can only indicate areas of high probability. It does not mean for certain that these are your gifts. You now need to go further to confirm what gifts God has given you for use in His service. These would include such important activities as daily prayer and a study of the New Testament chapters dealing with spiritual gifts. Hopefully, under the guidance of the Holy Spirit, you will do all this and more.

The data from more than 2000 Christians whose responses have been analyzed suggests that any score below 9 represents such a low probability of giftedness in any area that it ought not to be considered positively at this time.

Gifts mentioned in the New Testament but not included in this evaluation are: healing, miracles, tongues, interpretation of tongues, celibacy, voluntary poverty, and exorcism. These gifts are so spectacular or obvious that those who have them do not need help in recognizing the fact! But they would still need the affirmation of the other members of the local congregation in their appropriate use.

Notes:
C. Types of Community Outreach Programming

**Objective**
To discover a variety of outreach methods and how to organize and operate these in a way suitable to children and youth groups.

**Explanation**
While there are endless possibilities of outreach and sharing, help and direction should be given to the leader to ensure that he is able to choose wisely the outreach activity best suited to the talents and capabilities of the club or individual. The timing and duration of the activities and the variety of options selected are of utmost importance.

Some Types and Samples of Community Outreach Programming Ideas:

<table>
<thead>
<tr>
<th>1. Recreation</th>
<th>2. Community Physical Projects</th>
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<tbody>
<tr>
<td>Bicycle Events</td>
<td>Plant Trees and Flowers</td>
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<td>Olympic Day</td>
<td>Painting Projects</td>
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<tr>
<td>Aquatic Events</td>
<td>Neighborhood Programs</td>
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<td>Recreation Leagues</td>
<td>Wash Public Vehicles</td>
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<tr>
<td>Walk-a-thon</td>
<td>Adopt a Grandparent</td>
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<td>Environmental Projects</td>
<td>Assist Single Parents</td>
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<tr>
<td>Meals on Wheels</td>
<td>Volunteer for Voting Days</td>
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<tr>
<td>Blood Drives</td>
<td>Homeless Programs</td>
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<tr>
<th>5. Church Physical Projects</th>
<th>6. Temperance/Health</th>
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<tbody>
<tr>
<td>Paint rooms</td>
<td>Temperance Contest</td>
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<td>Janitor for a Week</td>
<td>Youth-to-Youth</td>
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<tr>
<td>Landscaping</td>
<td>Public School Seminars</td>
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<tr>
<td>Build Sabbath School Props</td>
<td>Special Day/Fair Events</td>
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<th>7. Reaching Non-churched</th>
<th>8. Fellowship</th>
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<tr>
<td>Community Surveys</td>
<td>Christian Party for Aged</td>
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<tr>
<td>Baby-sitting</td>
<td>Handicapped Get-together</td>
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<td>Yard Work</td>
<td>Community Children’s Picnic</td>
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<tr>
<td>Puppet Ministry</td>
<td>Church Socials</td>
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<tr>
<th>9. Evangelism</th>
<th>10. World Missions</th>
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<td>Day-camp/Vacation Bible School</td>
<td>ADRA-related Projects/Honors</td>
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<td>Youth for Christ Rallies</td>
<td>Special/Global Mission Projects</td>
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<td>Bible Studies</td>
<td>Church Heritage Projects</td>
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<tr>
<td>Revelation Seminars</td>
<td>Student Missions</td>
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Teaching Resources:

Conference Children/Pathfinder/Youth Ministries Departments
AY Class Instructor’s Manuals
You Too Can Witness, by Robert Johnson
Beyond Leaf Raking, by Benson and Roehlkepartain (published by Abingdon Press)

D. Materials and Resources ☺ 15 minutes

Objective
To provide lists of resources, films, books, and personnel to which local leaders may have access in their area or conference/field, which will aid in the development of outreach in the club.

Explanation
Seminar leader will need to compile lists of current materials available locally to which the participant may have access. It would also be useful to have samples or small quantities available for purchase, rent, loan, etc.

2. Have or earn the following honors:
   a. Christian Storytelling

   Included here is a copy of the requirements for your use. The Pathfinder Honor Handbook also has these, which may also be further updated.

   1. Name one source where you have found material for stories for each of the following categories: Tell a story from each category.
      a. Sacred history
      b. Church history
      c. Nature
      d. Character story
      e. Object lesson with visual aids

   2. For the above stories you tell, do the following:
      a. Tell a story to children not over five years of age for at least three minutes.
      b. Tell a story to a group of children ages 10-12 for at least five minutes.

   3. Make a written outline of a story you are to tell.

   4. State how and under what circumstances course material is to be modified for the following:
      a. Telling the story in first person, second person, and third person.
      b. Different audiences, ages, purposes.
      c. Making the story shorter.
      d. Making the story longer.
5. Tell why a definite aim is necessary in telling a story. Tell how you obtain a good climax for a story.
6. Tell one story of foreign missionaries, not less than five minutes in length.
7. Tell one story teaching health principles.

b. Camping Skills II

Included are the requirements for both Camping Skills I and II in case neither have been completed. Camping Skills I should be completed in order to obtain Level II. The first requirement in both cases is based on age, therefore are omitted here, since Master Guide candidates are well beyond the minimum-age requirement.

Camping Skills I

2. Understand and practice wilderness and camping etiquette, regarding preservation of the outdoors.
3. Know eight things to do when lost.
4. Be familiar with various types of sleeping equipment suitable to location and season.
5. List personal items needed for a weekend campout.
6. Plan and participate in a weekend campout.
7. Know how to properly pitch and strike a tent. Observe fire precautions when tent is in use.
8. Know and practice the proper principles for camp sanitation for both primitive and established campsites.
9. Properly use the knife and hatchet. Know ten safety rules for their use.
10. Fires:
   a. Demonstrate ability to choose and prepare a fire site.
   b. Know fire safety precautions.
   c. Know how to properly strike a match.
   d. Practice building a fire with use of one match, using only natural materials.
   e. Demonstrate how to protect firewood in wet weather.
11. Bake bread on a stick.
12. Describe the proper procedures for washing and keeping clean the cooking and eating utensils.
13. Describe sleeping wear and how to stay warm at night.
14. Draw a spiritual object lesson from nature on your camping trip.
15. Explain and practice the motto: “Take nothing but pictures, kill nothing but time, leave nothing but footprints.”
Camping Skills II

2. Develop a personal philosophy of outdoor etiquette, such as courtesy to other campers and outdoor conservation.
3. Know and understand the following six W’s for the selection of a good campsite:
   a. Wind  
   b. Water  
   c. Wild things  
   d. Wood  
   e. Weather  
   f. Willingness
4. Demonstrate your ability to protect the wilderness and your water source by proper personal hygiene and cooking sanitation.
5. Participate in a weekend campout.
6. Take part in a camp worship service to include one of the following:
   a. Sabbath School lesson study  
   b. Story  
   c. Worship thought  
   d. Leading a sing-along
7. Know how to safely light and use a camp stove and lantern.
8. Know the safety rules and demonstrate your ability to properly cut firewood.
9. Using fuzz sticks or shaved sticks, build and know the use of a council or crisscross fire and one type of cooking fire. Review fire building safety rules.
10. Explain two ways to keep camp food cool.
11. Build two different camp cranes.
14. Bedding:
   a. Show proper ways to stuff or roll your sleeping bag or bed roll for travel.
   b. Tell how to keep a sleeping bag or bed roll dry on a camping trip.
   c. Describe how to properly clean your bag or bed roll.
3. **Earn two additional honors of your choice not previously earned**

1. _______________________________  2. _______________________________

This is a good place to keep a personal record of the Honors you have earned. You might wish to mark (⋆) those Honors for which you have completed the advanced levels, and check (__) those you have taught.

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<table>
<thead>
<tr>
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4. **Hold a current Red Cross First Aid and Safety certificate or its equivalent.**

In countries where there is no strong Red Cross/Red Crescent, St. John’s Ambulance, or other similar program, completion of the Standard First Aid and CPR Honors will fulfill this requirement.

*Important Certification Information:*

In this twelve-hour course, students will learn first aid for choking; rescue breathing and CPR for adult, infant and child victims; bandaging; splinting; controlling bleeding; first aid for burns, wounds, and heat and cold exposure; and how to respond to diabetic emergencies. Students will receive Community CPR certification valid for one (1) year and Community First Aid and Safety certification valid for three (3) years.

This course will teach you how to:

- Recognize an emergency and overcome the reluctance to act
- Use the EMS system or equivalent
- Recognize and care for breathing emergencies, heart attacks, and cardiac arrest in adults, infants, and children
- Identify life-threatening bleeding and demonstrate how to control it
· Identify the signals of shock and minimize its effects

· Identify and care for various soft tissue and musculoskeletal injuries

· Identify and care for sudden illness, including poisoning and heat and cold emergencies

Certificates are issued after successfully completing the course. In order for you to receive certification, your instructor must be an authorized Instructor of the issuing organization and must follow prescribed policies and procedures. Contact your local Red Cross, St. John’s Ambulance or similar program.

5. **Supervise participants through either an Adventurer Class or Pathfinder Class curriculum or teach a Sabbath School class for at least one quarter.**

During the completion of this requirement, you will want to apply and experiment with the new skills learned during the seminars taken for Skills Development requirement #1 above. As a reminder: the Adventurer Classes include the four known a Busy Bee, Sunbeam, Helping Hand and Builder; the Pathfinder Classes include Friend, Companion, Explorer, Ranger, Voyager and Guide.

**IV Child Development**

1. **Read the book Education.**

This book written by Ellen White is full of excellent guidelines and philosophical concepts of the teaching and learning processes. It is a must for all who choose to guide our children into the Kingdom.

2. **Read at least one additional book on child development or attend a three-hour seminar dealing with child development within the age group of your ministry.**

There are numerous good books on the market today available at Christian book stores, teacher continuing-education programs, etc. Mention should also be made of other books by Ellen White that would qualify for this requirement. These are: *Child Guidance*, *Messages to Young People*, and *Fundamentals of Christian Education*.

The Department of Children’s Ministries also has been putting together a group of seminars that are excellent in aiding a spiritual focus on children’s activities. Here’s a list of some of their workshops that will qualify for this requirement:
.department of children’s ministries seminars

- Clarifying the Mission and Role of Children’s Ministries 1 hour
  A promotional discussion of the Department of Children’s Ministries and its relationship to other departments of the church.

- Helping Clergy Children 4 hours
  Resources, worksheets, and group activities for discussing the unique challenges clergy families face. Shared suggestions for making church life and spiritual growth meaningful to clergy children.

- How Creative Pastors Involve Children in the Total Church Program 1 hour
  A short workshop for pastors with practical strategies for communicating the message to children that the Divine Service, as well as all other church activities, are for them as well as for adults.

- How to Be an Effective Christian Instructor 1½ hours
  Bible, Spirit of Prophecy, and current educational research on effective instructional practices.

- How to make the Bible a Delight for Children 1-6 hours
  Bible study activities based on a framework of six well-known Bible stories. Once the simple framework is in mind, all the bits and pieces of Bible knowledge that both adults and children have floating around in their minds can be easily fit into place on the framework.

- How to make the Children’s Meeting a Happy, Effective Place 1 hour
  Basic principles for dealing with disruptive children

- How Meaningful Learning Takes Place 1½ hours
  Bible, Spirit of Prophecy, and current educational research on understanding the process of learning, looking at the implications for Adventist educational settings, and applying the principles to the local church activities for children.

- How to Study the Bible with Children in Different Age Groups 1 hour
  Techniques for designing Bible study activities based on age-group abilities.

- Introducing Children to Mission 1½ hours
  Practical ways to involve Adventist children in missions
awareness and participation.

- **Leading Children to Christ**  
  The basic needs for environment, information, and growth in Christ that bond children to Christ and the church.  
  4 hours

- **Planning the Bible Lesson**  
  A practical method for lesson planning that includes capturing students’ attention, studying the Word together, looking for applications to life, and means of assessing the lesson’s effectiveness. The simple framework includes built-in cues for involving students in active learning.  
  2 hours

- **Oh No, It’s Sabbath Again and I’m Not Ready**  
  Practical strategies for making work a delight for kids, and how the whole family can be ready early for the Sabbath.  
  1½ hours

- **Protecting Children from Abuse**  
  What parents and children need to know and talk about in order to ensure that the children are protected from abuse.  
  1½ hours

- **Six Good Reasons to Take Time for Children**  
  Take a look at the accumulating evidence from research that supports inspired instruction regarding the importance of the first three years and the first seven years. Discuss how to apply the principles to church activities for children.  
  1 hour

- **Taking Care of Whatever God Has Put Me In Charge Of**  
  A broad approach to stewardship incorporating activities designed to make stewardship meaningful to children.  
  1½ hours

- **Teaching Children Reverence**  
  Ideas from the Bible, Spirit of Prophecy, research and small-group activities that give suggestions for helping children learn the meaning of and practice reverence.  
  1½ hours

- **Teaching Thinkers Rather Than Reflectors of Others’ Thoughts**  
  Practical ways to follow Divine instruction and teach children to be thinkers.  
  1 hour

- **The Value of Christian Community for Children**  
  Bible, Spirit of Prophecy, and current research on the benefits of adults taking time to interact with children.  
  1 hour
Welcoming the Queen 1 hour
A demonstration of a joyous celebration to welcome the coming of the Sabbath on Friday evening, followed by a Bible study on the comprehensive meaning God has invested in the Sabbath.

Your Child and the New Age 1½ hours
How to alert children to the daily temptations that Satan has planned in order to deceive and divert their attention from God.

V. Leadership Development

1. Read a current book on your choice of topic under the general category of Leadership Skill Development.

Since there are numerous books on the market focusing on various aspects of leadership, a listing here would be too incomplete and would become outdated very quickly. There is a very good book, however, that has been available for some time titled *Leadership Is an Art*, by Max dePreez, which would be an excellent one to read if you are able to locate it.

2. Demonstrate your leadership skills by doing the following:
   a. Develop and conduct three worships

<table>
<thead>
<tr>
<th>Subject/Title</th>
<th>Date of Presentation</th>
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<tbody>
<tr>
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<td>______________________</td>
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<td>Summary of format or style: ________________________________</td>
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</tbody>
</table>
b. Participate in a leadership role with your local church children’s/youth group in a conference-sponsored event.

Event:                                                   Date of Event: ____________________________
________________________________________________________________________
Responsibility or title ______________________________________________________
Comments and/or observations regarding your group’s participation __________________
________________________________________________________________________

c. Teach three Adventurer Awards or two Pathfinder Honors

List them here, and don’t forget to check them off on your list under Skills Development requirement #3.
1.- ____________________ 2.- ____________________ 3.- ____________________

d. Assist in planning and leading a field trip for a group of Adventurers, Pathfinders, or Sabbath School class.

Group:_____________________________________ Date of Trip: ______________________
Place and purpose of trip ____________________________________________________

e. Be an active Adventurer, Pathfinder, Youth Club, Sabbath School or AY Society staff member for at least one year and attend at least 75% of all staff meetings.

This is to certify that _____________________________ has performed his/her duties as a staff member with our ___________________________ for at least one year, playing an active part in the regular meetings of the organization and participating in a positive manner during the staff planning sessions. __________________
Signed by director/pastor, etc.          __________________
Date completed

3. Identify three current roles in your life, at least one of which is spiritually oriented, and list three goals or objectives for each.

“A goal is an end toward which you direct some specific effort.”

In this context, the “end” is to achieve an exact and tangible result you want and are willing to expend effort to achieve.

What kind and how much effort is always related to the goal itself; that is, you must be able to identify the cost-and-benefit relationship. The way you decide if the goal is worth
achieving is through planning and analyzing the elements of the goal. Learning how to examine these elements will help you to calculate the cost and benefit of the relationship.

An accomplishment is to be achieved. “What do I expect the outcome of my actions to be?”

Example: “I want to increase my club membership by 20%.” You will want to express this accomplishment with an action word, a verb.

The outcome (accomplishment) is measurable. “How will I know when I have reached the outcome?” “What are the signs I need to know I have reached the goal?”

Example: Club membership was 12 members in October, 14 in January, and 15 in March.

The time factors: “When precisely do I want the goal completed?” Just as important as the other elements are a specific date and time by which you will want to be able to say you have accomplished your goal.

Example: “I have to achieve 85% of this goal by January 30, 2003.”

The cost consideration: “What is the maximum cost (time, money, and resources) that I will allow myself to achieve this goal?” How much will my efforts have cost me when I say I’ve done it? The cost and time resource constraint forces you to place a value on the outcome.

Example: Growth in club activities will be achieved with the current club membership utilizing increased meaningful activities and motivation.

A goal is a specific and measurable accomplishment to be achieved within a specific time and under specific cost constraints.

➔ Identify three current roles in your life and list three goals for each:

Role 1

Goal 1

Goal 2

Goal 3
Role 2

Goal 1

Goal 2

Goal 3

Role 3

Goal 1

Goal 2

Goal 3

Notes:
**Goal Action Form**

Once a review is finished and there is reasonable assurance that all (or most) of the necessary goal-oriented details exist, then the Goal Action Form can be completed. It is useful because it documents the action plan for goal achievement.

Role: ________________________________________________________________

Goal________________________________ Rationale for this goal: _______________________

______________________________________________________________

Action Plan: (Steps/Procedures/Assignments) Deadlines:

1. __________________________________ 1.______________________________

2. __________________________________ 2.______________________________

3. __________________________________ 3.______________________________

4. __________________________________ 4.______________________________

Projected Results (Success Indicators):

☐ Immediate: ________________________________

☐ Long-term: ________________________________

Obstacles/Constraints:

______________________________________________________________

Cost (Money, Personnel, Time):

______________________________________________________________

Person Responsible: Completion Date: __________________________

_________________________________
VI. Fitness Lifestyle Development

Participate in a personal physical fitness plan for a minimum of three months, and evaluate any level of improvement of physical condition.

In addition to the following guidance materials, you might wish to purchase the latest fitness book published by Kenneth H. Cooper and follow its instructions. (These books are now widely published in several languages.) Also, the Honors in Nutrition, Physical Fitness, Track and Field, Swimming, Hiking, and Cycling would be good ones to use as activity stimulation. Excerpts from Kenneth Cooper:

Preface

“As readers of previous aerobics books know, the major emphasis always has been on increasing physical activity. Yet, as we have become more knowledgeable in this field, it is obvious that total well-being is depended upon much more than just regular exercise. At one time, I felt that a good program could compensate for poor health habits and was guilty of saying that exercise can overcome many, if not all, of the deleterious effects of diet. If a person was smoking and carrying a few extra pounds, I was convinced that exercise helps normalize bad health habits. Yet, it was brought to my attention in far too many cases, that overweight people and those who smoke developed severe progressive arteriosclerosis and heart disease, even though they were running regularly. In these cases, exercise probably delayed the disease process and may have helped in prolonging their lives, but it was not totally protective. To my knowledge, there is still nothing known to man that is completely protective against coronary heart disease—medicine, surgery, or even marathon running.

“Another principle emphasized throughout this book is one of moderation. The old concept that ‘if something is good, more is better’ is seriously questioned whether it be fastidious dieting or ultra marathoning. The statement ‘if you are running more that 3 miles, 5 times a week, you are running for something other than fitness’ will surprise many previous readers of the aerobics books. Yet, during the past 10 years, it has been possible to identify thresholds of physical activity beyond which there is a beneficial change in the cardiovascular system as well as the level of activity at which there are detrimental effects. I predict that the scientific data used to document these thresholds will be too impressive to be ignored.

“We have only scratched the surface in the fields of health maintenance and preventive medicine, and as more embrace these concepts, both the quality and the quantity of life will substantially improve. It has been said that when a person dies, he dies not so much of the particular disease as of his entire life. With proper motivation, education, and implementation, that can be changed. However, all that I can do in this book is help in the education and motivation; you the reader must be responsible for the implementation.

“To complete this plan for total well-being, I would be grossly negligent if I did not
emphasize the most important component, that is spiritual well-being. ‘For bodily exercise profiteth little: but godliness is profitable unto all things, having promise of the life that now is, and of that which is to come’” (1 Timothy 4:8 Authorized [King James] Version).

Calorie Equivalents For Popular Foods and Beverages
(Sample page)

<table>
<thead>
<tr>
<th>Food</th>
<th>Size/Serving</th>
<th>Approx. Calories</th>
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<tbody>
<tr>
<td>Almonds</td>
<td>12-15 nuts</td>
<td>90</td>
</tr>
<tr>
<td>Apple</td>
<td>1 medium</td>
<td>87</td>
</tr>
<tr>
<td>Apple Juice</td>
<td>3/4 cup</td>
<td>87</td>
</tr>
<tr>
<td>Apricots</td>
<td>2-3 medium</td>
<td>51</td>
</tr>
<tr>
<td>Asparagus</td>
<td>5-6 spears</td>
<td>26</td>
</tr>
<tr>
<td>Avocado</td>
<td>½</td>
<td>185</td>
</tr>
<tr>
<td>Bagel</td>
<td>1</td>
<td>165</td>
</tr>
<tr>
<td>Banana</td>
<td>1 small</td>
<td>85</td>
</tr>
<tr>
<td>Lima Beans</td>
<td>5/8 cup</td>
<td>111</td>
</tr>
<tr>
<td>Blueberries</td>
<td>1 cup</td>
<td>87</td>
</tr>
<tr>
<td>Bread- Rye</td>
<td>1 slice</td>
<td>56</td>
</tr>
<tr>
<td>- White</td>
<td>1 slice</td>
<td>62</td>
</tr>
<tr>
<td>- Whole wheat</td>
<td>1 slice</td>
<td>56</td>
</tr>
<tr>
<td>Broccoli</td>
<td>1 stalk 5 ½ in. long (14 cm)</td>
<td>32</td>
</tr>
<tr>
<td>Brussels sprouts</td>
<td>9 medium</td>
<td>45</td>
</tr>
<tr>
<td>Butter</td>
<td>1 table spoon</td>
<td>108</td>
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<tr>
<td>Carrots</td>
<td>1 large or 2 small</td>
<td>42</td>
</tr>
<tr>
<td>Cashews</td>
<td>6-8 nuts roasted</td>
<td>84</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>1 cup</td>
<td>27</td>
</tr>
<tr>
<td>Celery</td>
<td>1 small stalk 5 in. long (13 cm)</td>
<td>3</td>
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<tr>
<td>Cereals- bran flakes</td>
<td>1 cup</td>
<td>106</td>
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<tr>
<td>- corn flakes</td>
<td>1 cup</td>
<td>110</td>
</tr>
<tr>
<td>Cheese- Cheddar</td>
<td>1 ounce</td>
<td>112</td>
</tr>
<tr>
<td>Egg</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Potato</td>
<td>1 baked</td>
<td>90</td>
</tr>
<tr>
<td>Milk</td>
<td>2 cups whole milk</td>
<td>320</td>
</tr>
<tr>
<td>Tomato</td>
<td>1 medium</td>
<td>35</td>
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12-Minute Walking/Running Test
Distance (Miles given times 1.6 for kms) Covered in 12 minutes

<table>
<thead>
<tr>
<th>Fitness Category</th>
<th>Ages:</th>
<th>13-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Very Poor</td>
<td>(men)</td>
<td>&lt;1.30*</td>
<td>&lt;1.22</td>
<td>&lt;1.18</td>
<td>&lt;1.14</td>
<td>&lt;1.03</td>
<td>&lt; .87</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
<td>&lt;1.0</td>
<td>&lt; .96</td>
<td>&lt; .94</td>
<td>&lt; .88</td>
<td>&lt; .84</td>
<td>&lt; .78</td>
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<tr>
<td>II. Poor</td>
<td>(men)</td>
<td>1.30-1.37</td>
<td>1.22-1.31</td>
<td>1.18-1.30</td>
<td>1.14-1.24</td>
<td>1.03-1.16</td>
<td>.87-1.02</td>
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<tr>
<td></td>
<td>(women)</td>
<td>1.00-1.18</td>
<td>.96-1.11</td>
<td>.95-1.05</td>
<td>.88-98</td>
<td>.84-93</td>
<td>.78-86</td>
</tr>
<tr>
<td>III. Fair</td>
<td>(men)</td>
<td>1.38-1.56</td>
<td>1.32-1.49</td>
<td>1.31-1.45</td>
<td>1.25-1.39</td>
<td>1.17-1.30</td>
<td>1.03-1.20</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
<td>1.19-1.29</td>
<td>1.12-1.22</td>
<td>1.06-1.18</td>
<td>.99-1.11</td>
<td>.94-1.05</td>
<td>.87-98</td>
</tr>
<tr>
<td>IV. Good</td>
<td>(men)</td>
<td>1.57-1.72</td>
<td>1.50-1.64</td>
<td>1.46-1.56</td>
<td>1.40-1.53</td>
<td>1.31-1.44</td>
<td>1.21-1.32</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
<td>1.30-1.43</td>
<td>1.23-1.34</td>
<td>1.19-1.29</td>
<td>1.12-1.24</td>
<td>1.06-1.18</td>
<td>.99-1.09</td>
</tr>
<tr>
<td>V. Excellent</td>
<td>(men)</td>
<td>1.73-1.86</td>
<td>1.65-1.76</td>
<td>1.57-1.69</td>
<td>1.54-1.65</td>
<td>1.45-1.58</td>
<td>1.33-1.55</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
<td>1.44-1.51</td>
<td>1.35-1.45</td>
<td>1.30-1.39</td>
<td>1.25-1.34</td>
<td>1.19-1.30</td>
<td>1.10-1.18</td>
</tr>
<tr>
<td>VI. Superior</td>
<td>(men)</td>
<td>&gt;1.87</td>
<td>&gt;1.77</td>
<td>&gt;1.70</td>
<td>&gt;1.66</td>
<td>&gt;1.59</td>
<td>&gt;1.56</td>
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* < means “less than”; > means “more than”.

1.5-Mile (2.4km) Run test
Time in minutes

<table>
<thead>
<tr>
<th>Fitness Category</th>
<th>Ages:</th>
<th>13-19</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>60+</th>
</tr>
</thead>
<tbody>
<tr>
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<td>&gt;15:31*</td>
<td>&gt;16:01</td>
<td>&gt;16:31</td>
<td>&gt;17:31</td>
<td>&gt;19:01</td>
<td>&gt;20:01</td>
</tr>
<tr>
<td>II. Poor</td>
<td>(men)</td>
<td>12:11-15:30</td>
<td>14:01-16:00</td>
<td>14:46-16:30</td>
<td>15:36-17:30</td>
<td>17:01-19:00</td>
<td>19:01-20:00</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
<td>16:55-18:30</td>
<td>18:31-19:00</td>
<td>19:01-19:30</td>
<td>19:31-20:00</td>
<td>20:01-20:30</td>
<td>20:31-21:30</td>
</tr>
<tr>
<td>III. Fair</td>
<td>(men)</td>
<td>10:49-12:10</td>
<td>12:01-14:00</td>
<td>12:31-14:45</td>
<td>13:01-15:35</td>
<td>14:31-17:00</td>
<td>16:16-19:00</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
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<td>15:55-18:30</td>
<td>16:31-19:00</td>
<td>17:31-19:30</td>
<td>19:01-20:00</td>
<td>19:31-20:30</td>
</tr>
<tr>
<td>IV. Good</td>
<td>(men)</td>
<td>9:41-10:48</td>
<td>10:46-12:00</td>
<td>11:01-12:30</td>
<td>11:31-13:00</td>
<td>12:31-14:30</td>
<td>14:00-16:15</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
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<td>13:31-15:54</td>
<td>14:31-16:30</td>
<td>15:56-17:30</td>
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<td>V. Excellent</td>
<td>(men)</td>
<td>8:37-9:40</td>
<td>9:45-10:45</td>
<td>10:00-11:00</td>
<td>10:30-11:30</td>
<td>11:00-12:30</td>
<td>11:15-13:59</td>
</tr>
<tr>
<td></td>
<td>(women)</td>
<td>11:50-12:29</td>
<td>12:30-13:30</td>
<td>13:00-14:30</td>
<td>13:45-15:55</td>
<td>14:30-16:30</td>
<td>16:30-17:30</td>
</tr>
<tr>
<td>VI. Superior</td>
<td>(men)</td>
<td>&lt;8:37</td>
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<td>(women)</td>
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<td>&lt;14:30</td>
<td>&lt;16:30</td>
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Requirement Completion Control

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>I. Pre-requisites</td>
<td></td>
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<tr>
<td>1. Be at least 16 years of age.</td>
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<tr>
<td>2. Be a baptized member of the Seventh-day Adventist Church.</td>
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<tr>
<td>3. Complete a basic staff training course in one of the following:</td>
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<tr>
<td>□ a. Adventurer Ministries</td>
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<td>□ b. Pathfinder Ministries</td>
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<td>□ c. Youth Ministries</td>
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<tr>
<td>II. Spiritual Development</td>
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<tr>
<td>1. Read the book <em>Steps to Christ</em>.</td>
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<tr>
<td>2. Complete the devotional guide Encounter Series I, <em>Christ the Way</em>, or a Bible Year plan.</td>
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<td>3. Keep a devotional journal for at least four weeks, summarizing what you read each day.</td>
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<tr>
<td>4. Demonstrate your knowledge of the 27 Fundamental Beliefs by completing one of the following:</td>
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<tr>
<td>□ a. Write a paper explaining each belief</td>
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<td>□ b. Give an oral presentation on each belief</td>
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<tr>
<td>□ c. Give a series of Bible studies covering each belief</td>
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<tr>
<td>□ d. Conduct a seminar teaching each belief</td>
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<tr>
<td>5. Enhance your knowledge of church heritage by completing the following:</td>
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<tr>
<td>□ a. Reading the <em>Pathfinder Story</em></td>
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<tr>
<td>□ b. Earning the Adventist Church Heritage Award</td>
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<tr>
<td>□ c. Reading a book on some aspect of church heritage</td>
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<tr>
<td>III. Skills Development</td>
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<tr>
<td>1. Attend and complete a two-hour seminar in each of the following areas:</td>
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<tr>
<td>□ a. Leadership skills</td>
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<tr>
<td>□ b. Communication skills</td>
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<tr>
<td>□ c. Creativity and resource development</td>
<td></td>
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<tr>
<td>□ d. Child and youth evangelism</td>
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<tr>
<td>2. Have or earn the following honors:</td>
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<tr>
<td>□ a. Christian Storytelling</td>
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<tr>
<td>□ b. Camping Skills II</td>
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<tr>
<td>3. Earn two additional honors of your choice not previously earned</td>
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<tr>
<td>4. Hold a current Red Cross First Aid and Safety certificate or its equivalent.</td>
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</table>
5. Supervise participants through either an Adventurer Class or Pathfinder Class curriculum or teach a Sabbath School class for at least one quarter.

IV. Child Development

1. Read the book *Education.*
2. Read at least one additional book on child development or attend a three-hour seminar dealing with child development within the age group of your chosen ministry.

V. Leadership Development

1. Read a current book on your choice of topic under the general category of Leadership Skill Development.
2. Demonstrate your leadership skills by doing the following:
   a. Develop and conduct three worships
   b. Participate in a leadership role with your local church children’s/youth group in a conference-sponsored event
   c. Teach three Adventurer Awards or two Pathfinder Honors
   d. Assist in planning and leading a field trip for a group of Adventurers, Pathfinders, or Sabbath School class
   e. Be an active Adventurer, Pathfinder, Youth Club, Sabbath School, or AY Society staff member for at least one year and attend at least 75% of all staff meetings.
3. Identify three current roles in your life, at least one of which is spiritually oriented, and list three goals or objectives for each.

VI. Fitness Lifestyle Development

Participate in a personal physical fitness plan for a minimum of three months, and evaluate any level of improvement of physical condition.

Master Guide Completed ___________________________ Date: ___________

(Authorization signature)
Adventists in Cuba use baseball as outreach tool

April 29, 2013 Silver Spring, Maryland, United States

Mark A. Kellner, News Editor, Adventist Review

What would you do to attract young people to church, particularly in a nation where overt witnessing is difficult?

Teams play baseball during one of the Seventh-day Adventist Church's baseball game in Cuba. Here, sports are used as an outreach tool. [photos: Cuban Union Conference]

How about a game of baseball?

That's the recent experience of Seventh-day Adventists in Cuba, where baseball has long been a popular sport. Starting, and growing, a league of baseball teams is bringing newcomers to the church, local leaders say.

In Cuba, baseball is a highly regarded sport: the country has its own amateur league, and a Cuban national team was a finalist in the 2006 World Baseball Classic competition, losing to Japan in a game played in San Diego, California.

“The program began in 2009, as a way to help young Adventists enjoy sports without harm their Christian witness,” said Dayami Rodriguez, Communication director for the church's Cuban Union Conference.

Shirts and caps may not always match, and there are other challenges to be met, but Cuban Adventists have found that baseball is an ideal outreach tool. In fact, the peaceful nature of the games even attracted a local government official, who offered words of welcome.

“Games are conducted with respect for all sides; team members pray before games. The fighting and rough language sometimes associated with other leagues is absent from the Adventist practices and competitions,” Rodriguez said.

The peaceful atmosphere also attracted non-Adventists, who wanted to participate. Church leaders agreed, but with conditions: players must demonstrate good behavior, their speech
and attitudes would be in line with Adventist standards, and all players would attend daily, morning Bible studies and evening seminars.

Players remove their hats for the national anthem, a baseball tradition.

According to Rodriguez, “It worked! Onlookers – ranging from local umpires, professional baseball players, and members of the public who happened upon the games — were all absorbed to see men in the heat of the game praying for each other before a game, holding hands, embracing and congratulating each other after the game.”

Some spectators approached the teams, asking to learn more. The youngsters identified themselves as Seventh-day Adventists, and invited those interested to the evening meetings. In the first year, 28 people gave their hearts to the Lord as a result of the effort. Last year, 100 people made a Christian commitment as the games and outreach took place in Palmarito, Holguin, in the eastern part of Cuba.

Rodriguez said, “Each night the little town was paralyzed by what was happening in the humble Adventist church atop the valley. Everyone was running to hear the preacher, carrying their own chairs to find a little place in the midst of so many people who crowded the windows and doors of the sanctuary. And at the end of the week of an evangelism series titled, ‘Jesus the Conqueror of All Time,’ the church rejoiced to receive within it many who decided to cast their lot with Christ forever.”

Local authorities – at first reluctant to permit a religious group to use local facilities – finally relented, and volunteers cleared the designated area for play. In fact, the local Communist Party first secretary attended the opening, giving a welcome. The president of the Adventist Church in Cuba and other pastors joined him.

The Seventh-day Adventist Church has been active in Cuba since 1905. According to world church statistics, more than 31,000 baptized members worship in 297 congregations across the island nation.

—with reporting by Dayami Rodriguez
Reaching the Technotribe – 21st Century Tools for Evangelism

Monday, April 22, 2013 - 9:00am - 10:15am
Monday, April 22, 2013 - 10:30am - 11:45am

Seminar Description - Technology has created a new species of people who live outside our familiar world. This Technotribe is not confined to time or place and they live by an entirely different code of behavior. This 90 minute journey offers you a pathway into their world and equips you with the tools to reach young adults with the gospel.

Presenter Presenter's Title

Dave Gemmell, D. Min
Associate Director
North American Division Ministerial

Click here to download a PowerPoint presentation of this seminar.

Watch this page for seminar changes | Return to Seminar Information
Introducing AYMT (Adventist Youth Ministry Training) for Pathfinder Staff

Adventist Youth Ministries Training (AYMT) For Pathfinders is a curriculum of learning designed to provide role specific training for adult Pathfinder club staff members. While it’s primary targets are those who have been invested as Master Guides, it also provides structured training for staff who have not yet earned their Master Guide class, as well as some direct connection to the Master Guide Curriculum.

It is important for all church workers, both professional and volunteer, to continue to learn, to be familiar with current trends and to make training part of their life style. The purpose of AYMT is to provide the framework for that life long training.

The AYMT framework provides for standardized departments, seminar nomenclature and descriptions. These seminars and related fieldwork are then organized into certification programs as approved by the appropriate North American Division Youth Ministry (NAD) committee with General Conference participation. The system is designed to allow flexibility in many areas, and provides opportunities for unions and conferences to develop additional certifications and seminars that meet their specific needs.

Download the Complete Program Overview (2.3 MB PDF)
AYMT

Pathfinder Staff Training

Program Description

Program Introduction and Certification Check Lists
Production notes

Adventist Youth Ministries Training:
Pathfinder Staff Training Program Description

NAD Youth Ministries © 2013 - Printed and published in the USA
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Manny Cruz, Associate Director

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Drafts and Version 1.0 (April 5, 2013) compiled and written by Glen Milam
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How to use this Program Description

The AYMT: Pathfinder Staff Training Program Description is designed to provide Pathfinder Staff the basic information they need to participate in the AYMT continuing education curriculum for Pathfinder staff.

It includes a full introduction and description of the program and the Certification Checklists for current NAD approved certifications.

The Bulletin: A special resource for those who plan the training

The AYMT: Pathfinder Staff Training Bulletin is being completed and is designed to provide the Conference, Union and Division Pathfinder leadership the information they need to administer and organize AYMT continuing education for Pathfinder staff.

Individuals who are earning certifications do NOT need to have a copy of the Bulletin. All they need is a personal copy of this Program Description and its included check lists, or simply a copy of the check list for certification they are working towards.
Introduction

The Adventist Youth Ministries Training (AYMT) For Pathfinders is a curriculum of learning designed to provide role specific training for adult Pathfinder club staff members. While it's primary targets are those who have been invested as Master Guides, it also provides structured training for staff who have not yet earned their Master Guide class, as well as some direct connection to the Master Guide Curriculum.

It is important for all church workers, both professional and volunteer, to continue to learn, to be familiar with current trends and to make training part of their life style. The purpose of AYMT is to provide the framework for that life long training.

The AYMT framework provides for standardized departments, seminar nomenclature and descriptions. These seminars and related fieldwork are then organized into certification programs as approved by the appropriate North American Division Youth Ministry (NAD) committee with General Conference participation. The system is designed to allow flexibility in many areas, and provides opportunities for unions and conferences to develop additional certifications and seminars that meet their specific needs.

What are we seeking in staff training

- It should focus on both ministry and skill development.
- A level of completion should be obtainable in a reasonable period of time.
- It should promote continuous, long term training.
- It should allow for future expansion.
- It should include active learning activities.
- It should target specific leadership roles as well as general leadership.
- It should allow general classes to be used in curriculums in different ministries, enabling cross training, and more efficient training events.
- It should also be flexible enough for staff training in other youth ministries and to allow content change, updating and creation without requiring restructuring.

Foundational assumptions

AYMT is based on certain assumptions about leadership development and training within Adventist Youth Ministry:

- The Master Guide Class is the expert, the advisor, the promoter for Adventurers and Pathfinders.
Change over Q & A

Q: Are current PLA and PIA recipients required to remove their insignia?
A: No. They have earned those insignia and should continue to wear them as described in those program descriptions. (PA 2012.10)

Q: I am still working on my PLA (or PIA). Must I stop and switch to the new curriculum?
A: No. You may continue to completion, but you should not delay as some of the specific courses may become difficult to find.

Q: Does a conference or union have to switch from the PLA and PIA to this new program.
A: No. The advantages of the new program are self evident, but we encourage them to help current participants complete their studies. However, after August 2014, the NAD will no longer be updating those programs or guaranteeing support materials will be available. (PA 2012.08)

Q: If someone has earned their PLA and/or PIA, are they automatically receive any certification?
A: No. All certifications require new work. (PA 2012.09)

Q: Do I have to start all over again?
A: Yes and No. Certifications have field requirements that must be completed anew. However, seminars with exact matching course titles may be applied so long as they were taken within three years of earning the certification. Documentation/proof must be provided in the portfolio. (PA 2012.11)

The problems with the PLA

Almost two decades of experience with the PLA indicate that a better system could be developed. The seminar content had a few holes, but in general the content is broad, deep and strong. However, the framework, the structure, has proved to be problematic:

• There is much confusion on how long it should take to complete this award. Part of this is due to listed minimums being set woefully low. The original intent was for this award to take from five to eight years to earn, but in many places individuals and conferences are trying to complete it in as little as a year.

An example of impossible short minimum time can be found in PLA, Section II - New Skills Development, Part B. Camp Planning and Programming. It says to take a minimum of two hours to cover the following topics: Purpose & objectives of camping, kinds of camping, camp out planning, site selections and setup, safety, first aid, first aid kits, search and rescue techniques, cooking, wild edible plants, wilderness survival, orienteering, Sabbath programming, cold weather camping.

It does say a minimum of two hours, but most people treat that as the standard, and two hours is barely enough time to introduce these topics, much less cover them to any reasonable extent.

• While the manual states that those who complete the requirements should receive a certificate of recognition, this award is being taught as if it were a higher “degree” than the Master Guide, rather than continuing education for Master Guides. From early on, we started “Investing” people with the PLA when that was not accurate.

• The desire to quickly “earn a patch” precludes the use of experiential learning since it takes much more time, thought and effort.

What about the PIA?

The PIA has it’s own unique problems:

• Because you are required to earn the PLA before you can earn the PIA, the PIA carries an image of being an “Advanced PLA,” when it’s curriculum has no innate need of being post-PLA. Once again we wrongly “Invest” PIA’s.

• In content, some of the PIA classes suffer from a high degree of redundancy as currently written.

• Nothing in the content of the PIA is Pathfinder specific.
The AYMT answer: Certifications

Faced with the desire to provide a more efficient training curriculum, a need to fix the problems of the PLA and PIA, and include good content, AYMT Certifications were created. The basis of the certifications are:

- Role specific learning
- One year time frames (See Time frame polices on the following page.)
- Required field work
- 5-8 seminars per certification
- Portfolio completion as a form of evaluation and integrity review
- Mentoring
- Conference level creation options

The format will be very familiar to anyone who has taken college classes, whether they completed a degree or not. The analogy fails on one major point; In this case you have earned the top degree before taking “classes.” That is, you have been invested as a Master Guide.*

Now you:
- Choose a certification (speciality)
- Attend seminars (classes)
- Do field work (homework)
- And submit a portfolio (have it graded - pass/fail)

* Because of the flexibility of the framework, we can also provide certain pre-MG certifications as well.

The arrangement of seminar groups will also be recognizable to those who have some college experience. There are departments of study that relate to common areas of ministry such as Leadership, Finance, Religion and Psychology. And there are ministry specific departments of study such as Adventures, Pathfinders and Master Guides.

Certifications draw from multiple departments to offer unique combinations related to an individuals role in ministry.

Granting of certifications

AYMT does not claim to be an institution of higher learning, but rather a structure for continuing adult learning by volunteers. As such, we do not require registration** of the participant/leader at any level nor are records maintained for them.

It is the sole responsibility of the volunteer to maintain their partially completed records. Local conferences, unions, or divisions cannot finance or provide staffing to keep records for the vast numbers of those who choose to volunteer. Since we are dealing with adult leaders, it is not unreasonable to assume that they can keep their documents in order.

The conference youth director, conference lay director, or a person they designate will provide final authorization for the issuing of certifications after they have reviewed the completed documentation portfolio provided to them by the volunteer. (See Portfolio on page A-11 for details.) No additional testing or examinations are expected or required.

Certifications can be issued at the end of a training event, at an investiture, or at any other event deemed appropriate by the granting body. This would

Order is the sanity of the mind, the health of the body, the peace of the city, the security of the state. Like beams in a house or bones to a body, so is order to all things.

— Robert Southey

A system doesn’t necessarily mean rigid structure, but it means setting up organization that works for you.

— Sue Shipman

To those upon whom God has bestowed many talents, I am instructed to say: Help the inexperienced; discourage them not. Take them into your confidence; give them fatherly counsel, teaching them as you would teach students in a school. Watch not for their mistakes, but recognize their undeveloped talents, and train them to make a right use of these powers. Instruct them with all patience, encouraging them to go forward and to do an important work. Instead of keeping them engaged in doing things of minor importance, give them an opportunity to obtain an experience by which they may develop into trustworthy workers. Much will thus be gained to the cause of God.

— E. G. White

Christian Leaders, p. 55
Certification tracking

In the future, a division wide, even world wide database of individuals completed certifications could be of great value to church leadership in their efforts to train leaders and to help provide such leaders to local churches and conferences.

normally be the youth department of the local conference, but might be by the union or division if they are providing the instruction and portfolio review. Some situations may call for the awarding of the Certification via mail, or some other non-event methodology.

Please remember these certifications are not classes of investiture, nor are they higher levels than Master Guide. They are continuing education.

There are a few unique certifications, that by their nature, require participants to have prior approval of their conference youth director or their designee in order to start the certification. At this time, these are Adult Trainer Certification and the Coordinator Certifications.

The mentor

Most people learn best through hands on learning experiences. Classroom training is essential to the initial introduction of a certification but the supervised field experience is where certifications become real.

It is recommended that the participant recruit a single experienced, knowledgeable Pathfinder leader to act as a mentor. This mentor will guide and oversee the completion of the out of class certification requirements. The mentor is not there to complete the requirements for the participant but to gently look over their shoulder and give constructive instruction on practical application of the certification principles. Many of the fieldwork requirements include observation of an experienced leader. Asking that individual to be your “official” mentor adds another aspect to the relationship.

It is hoped that participant will continue their relationship with their mentor beyond the completion of the requirements so that when life situations present themselves, the mentor will be a positive resource for resolution and counsel.

The local conference could compile a list of eligible, willing Pathfinder leaders, and make this list available to participants. Mentors should be invested Master Guides, but do not have to have completed all levels of Investiture Achievement.

Portfolios

Each certification requires the participant to compile a portfolio documenting the journey, progress, lessons learned and completion of requirements.

The portfolio should include the completed formal certification check sheet and evidence confirming requirement completion. This evidence can come in the form of signed class cards or sign in sheets, class handouts and/or photographs of participants involved in, or leading applicable activities. The evidence will also include proof of applicable research and projects completed as required fieldwork.

The purpose of the portfolio is not only to show completion of all the certification requirements but also to be an authoritative referral source when faced with similar issues in the future.

The physical portfolio is typically a three ring binder in which all materials are kept. However fully digital data collection is also possible, and may become the norm as technology progresses. The content is what counts, not the form of that content. It should be well organized and easy to check over. Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Time frame policies

A. Certifications are designed to take from eight months to one year to complete.

B. Completion of a certification must be finished in a maximum of three years.

C. Since the primary purpose of certifications is to provide continuing education, only one certification can be earned per year.

There are currently two exceptions to this policy:

1. The Pathfinder Basic Staff Training Certification can be earned in the same year as any other Pathfinder Certification.

2. The Pathfinder Counselor JumpStart Certification can be earned in the same year as a more advanced Pathfinder Counselor Certification.

In the future, a division wide, even world wide database of individuals completed certifications could be of great value to church leadership in their efforts to train leaders and to help provide such leaders to local churches and conferences.
Portfolio review
The purpose of the review is to confirm completion of the requirements. It is not to require conformity to any bureaucratic system requiring specific formats of style or presentation.

Portfolios are reviewed with a simple Pass/Fail. A failed portfolio should be returned to the participant with a written explanation of what needs to be added, corrected or completed to prove completion of the certification requirements.

Portfolios that pass should also be returned to the participant in a timely manner.

Review of completed portfolios is best handled by an invested Master Guide appointed by the Conference youth director or their designee. Multiple reviewers may be appointed if the volume of portfolios is high.

It is expected that the Conference will glean amazing resources through this process. Permission to share insights should be considered automatic, so long as due credit is given to the author/creator.

Recognition of completion
Everyone likes to have their efforts recognized. Youth leaders who put in untold hours of prayer, planning, counseling, and training are no exception.

Since AYMT provides training for many branches of youth ministry, the “token” of recognition, an enameled pin, is one that can be placed in a variety of places. (See figure 1.)

• Master Guides: along the edge at the point of the Master Guide scarf.
• Non-Master Guide, Pathfinder and Adventurer staff: on their sash.
• Youth leaders: on their jacket lapel, or on a blouse.
• AY leaders: on the chest pocket of their dress blazer.

Division approved certification recognition pins are round. Conference or Union certification recognition pins are diamond shape. (See figure 2.) The diamond would also be used for special event certifications offered by the Division. This follows the pattern of design set for Pathfinder Honors where Division honors are oval and local or union honors are diamond shape.

Pins should be language independent. They should not include any writing that would require translation.

Guidelines for developing new certifications
The NAD has established a number of certifications that are published in this document. Additional certifications may be added in the future. Many of these will be based on recommendations from local conferences and unions.

Conferences and unions can develop certifications to answer specific needs within their programs. Those certifications may be submitted to the appropriate division committee for division wide approval. The NAD AYMT Curriculum Coordinator will confirm seminar numbers and titles and arrange for inclusion in later documents. NAD can recommend certifications to the General Conference Youth Dept. for world wide approval.

Certifications contain five to ten seminars, with eight being the preferred number, as this fits nicely into most weekend training event formats. In addition to seminar attendance, reasonable field activity and independent study should be required.
Seminar presenter qualifications

Conference, Union, and Division training coordinators should always strive to find the best seminar presenters they can. Those who earned the PIA prior to 2014, and those who have earned the Adult Trainer Certification have been specifically trained to present seminars. In addition, they are most likely to be active members of Pathfinder ministry and as such have a great understanding of the details, challenges and culture of Pathfinder Ministry. However, holding either of these training designations does not guarantee that they are great presenters. And it certainly does not authorize them to demand that an organization select them to present a seminar.

These trained Pathfinder staff are not the only qualified presenters to be found. Many pastors, educators, and other professionals would make top notch presenters, as do brick layers, housewives and farmers.

So what are you looking for in a presenter?

First, they need to know their subject. That means they might be a professional in the field about which they will be presenting, but remember the old adage that a “passionate amateur almost always beats a bored professional.” Don’t overlook someone just because they don’t have a string of letters following their name.

Second, they need to be able to give a presentation. Unfortunately some who have completed the training, as noted above, are still so timid, unorganized, dry, rigid, or out of date that their effectiveness is limited. The best methods of finding a great presenter are by personal observation or by second hand reference. Remember, it is far more effective for a great presenter to learn a new subject and give an hour seminar about it, than for an expert to give a sleep provoking presentation.

Thirdly, they need to have a clear understanding of the purpose and ministry of Pathfinders and be able to refine their presentation to the needs of their audience. At a minimum they need to have a clear understanding of Christian faith, and it is certainly helpful if they understand the unique culture and theology of Adventism.

And finally, it is very helpful if they are personable, humorous and humble. For many, a seminar may be the first introduction a participant is given to a subject and their desire to learn more and dig deeper will be in direct proportion to the effectiveness of the presenter.

A common problem with many presenters is that their geographical experience is limited. They have spent all their lives in one conference and tend to believe that everyone in the world functions and thinks the same way. The truth is that there is amazing variety in Pathfinder ministry programs, procedures, policies and philosophies.

Seminar organization

Like certifications, seminars are organized in a similar fashion to college/university departments and courses. Each ministry is assigned a departmental name and code as are cross ministry subjects. Awards and Honors sections are further broken down into topical categories.

Within a given department, each approved seminar has a:

- Seminar ID, including it’s departmental code. Ex: LEAD 001.
- An official title. Ex: Introduction to leadership styles and challenges
• A recommended contact time, listed in hours and minutes. Ex: (1:15).
• A course description. Ex: This seminar provides an introduction to the various forms of leadership, the challenges leaders face, and the qualities that make a good Christian leader.
• In addition, attempts are made to give credit to original authors and to document the original date of acceptance. Ex: Syllabus author: John Doe • Date: 2011.

A NAD Division Youth Ministries appointee, the NAD AYMT Curriculum Coordinator, will provide each seminar or class with an official seminar course number and description. (See figure 3.)

Conferences and unions can submit seminar titles, descriptions, and syllabi for new seminars for approval by the NAD, in the same way they submit certification programs. See Course syllabi later in this section for more information.

**AYMT departments and seminar ID prefix**

Adventurer Club Administration and Programming* ......................................... ADAD
Ambassador Club Administration and Programming* .................................... AMAD
Awards: Arts & Crafts* .................................................................................. AWAC
Awards: Household Arts* .............................................................................. AWHA
Awards: Nature* .............................................................................................. AWNA
Awards: Recreation* ...................................................................................... AWRE
Awards: Spiritual* ............................................................................................ AWSIP
Chips (Eager Beaver Awards)* ......................................................................... CHIP
Communications ............................................................................................... CMME
Education and Teaching Skills ........................................................................ EDUC
Finance ............................................................................................................ FINA
Honors: Arts and Crafts .................................................................................. HOAC
Honors: ACS .................................................................................................... HOAD
Honors: Household Arts .................................................................................. HOHA
Honors: Heritage ............................................................................................... HOHE
Honors: Health and Science ........................................................................... HOSA
Honors: Nature ................................................................................................ HOHA
Honors: Outdoor Industries ............................................................................ HOHI
Honors: Outreach Ministries ............................................................................ HOMO
Honors: Recreation ........................................................................................... HORC
Honors: Vocational .......................................................................................... HOVO
Leadership ......................................................................................................... LEAD
Master Guide Administration and Programming* ........................................... MGAD
Medical and Health ......................................................................................... MEDI
Nature and Outdoor Studies ............................................................................ NAOS
Outreach and Evangelism ................................................................................... OUTR
Pathfinder Club Administration and Programming ........................................... PFAD
Psychology and Sociology ................................................................................ PYSO
Religion ................................................................................................................ RELI
Risk Control and Safety .................................................................................. RCSF
Spiritual Growth ................................................................................................ SPRT
Stars (Little Lamb Awards)* ............................................................................. STAR
Summer Camp Administration and Programming* ......................................... SCAD
Wilderness Skills and Camping ........................................................................ WILD
Youth Ministry Administration and Programming* ......................................... YMAD

* See the In our thinking... sidebar

**In our thinking...**

future expansion of the AYMT framework could well include Adventurer and Master Guide seminars and certifications. And yet further in the future, perhaps Senior Youth, Ambassador and Camp seminars and certifications. However, at this time, no action or approval has been taken by their respective NAD committees concerning this structure.

**ADAD 001 Adventurer Club Ministry: It’s purpose, history, and relationship to Church, Pathfinders and Ambassadors (1:15)**

This seminar presents an introduction to club ministry from the Adventurer Club perspective. It compares and contrasts the programs and purposes of the three AY club types. It also reviews other contact formats that the church uses to minister to youth, and provides a brief history of the AY club ministries and their various insignia etc.

**Syllabus author: Glen Milam • Date: 2009**

**Figure 3.**

This is a sample complete seminar ID and bulletin entry.
From where did the seminars originate?

In addition to new development, an assortment of established, but non-standardized curriculum were integrated into the AYMT structure including, but not limited to:

- Adventurer Basic Staff Training
- Adventurer Leadership
- Adventurer Leadership Growth
- Pathfinder Basic Staff Training
- Pathfinder Leadership Award
- Pathfinder Instructors Award
- Master Guide Curriculum

Seminar ID numbers

Each seminar is assigned a three digit number. AYMT uses three different variations of the system to fit the established dynamics of different ministries.

The first digit indicates the skill level as outlined below. The second and third digits simply indicate the course number. A systematic logic is used in assigning the numbers, but users do not need to be concerned with the details of that process.

Seminars that end in 99 are called “Topics.” These spots are for new seminars that are being tried for the first time, or for something that is a one time event. Ex: PFAD 199 Oshkosh Camporee updates and news.

General seminars

- 000 – Introduction
- 100 – Beginners or Adv. age
- 200 – Intermediate or PF. age
- 300 – Advanced
- 400 – Professional
- –99 – Topics

Adventurer Award and Award teaching seminars

- 100 – Age 6 (Grade 1 in NAD)
- 200 – Age 7 (Grade 2 in NAD)
- 300 – Age 8 (Grade 3 in NAD)
- 400 – Age 9 (Grade 4 in NAD)
- 500 – First grade instructor
- 600 – Second grade instructor
- 700 – Third grade instructor
- 800 – Fourth grade instructor
- –99 – Topics: New Awards or instruction of new Awards

Pathfinder Honor and Honor teaching seminars

- 100 – Level 1: Age 10 & 11 (Grade 5 & 6 in NAD)
- 200 – Level 2: Age 12 to 15 (Grade 7, 8, 9 & 10 in NAD)
- 300 – Level 3: Age 16 and up (Grade 11 and up in NAD)
- 400 – unused at this time
- 500 – Level 1 instructor
- 600 – Level 2 instructor
- 700 – Level 3 instructor
- 800 – unused at this time
- –99 – Topics: New Honors or instruction of new Awards

Since introductory Honors, and their teaching seminar, can start at any of the three levels, and since their advanced counterpart can be either one or two levels higher, there is no standardized way to assign their course numbers without interfering with other parameters. Therefore, honors/seminars which have advanced levels will list the advanced honor/seminar ID in the course description, since seminar numbers will not correlate.
Course syllabi and resources

A syllabus is an outline of a seminar that includes its title and description, as well as an outline of the topics to be covered and an estimated time breakdown for the session. The average syllabus should be about a page long.

Each syllabus should also include recommendations for additional reading, related web site addresses, names and contact info for related organizations, additional resources and possible practical exercises.

It is assumed that presenters have enough experience and research abilities to develop their own seminar presentations based on just the course description. However NAD will provide a syllabus for many of the intro level seminars. It will take the combined efforts of many people to provide syllabi for all the listed seminars.

Appropriate resources from the old PLA and PIA manuals will be noted in the course descriptions. Additional resources may become available over time.

Practical issues at training events

Training events

As most leadership events use a track format, with multiple tracks offered at one time, the certification curriculum fits well. Each certification would be the basis for a track. Some tracks will apply specifically to certain ministries, such as Pathfinder Basic Staff Training Certification or Certified Adventurer Instructor. Other tracks are intended to work as cross training. Leadership Certification, Certified Volunteer Management or Risk Management and Safety Certification would be useful in almost any youth ministry.

While completing the seminar portion of a certification during a one day event might be difficult, it would be quite easy during a two day, three day or weekend event. North American Division Youth Ministry training events regularly run four days, so the system allows ample time for general sessions as well. The South American Division often runs week long training events during the summer. They can offer multiple certifications one after the other!

It is possible that some certifications will require attendance at multiple events. Event planners need to keep in mind that they must provide that opportunity within a reasonable time frame. Curriculum planners need to stick as close as possible to course combinations that total 8, 16 or 24 sessions.

Seminar title use

The AYMT titles are not intended to be creative or exciting. They are intended to accurately indicate the topic matter of the seminar. Instructors are welcome to use whatever title they wish, so long as they reference the seminar ID and the official title. (See the two examples in figure 4.)

Recommend time frame

Each seminar has listed with it, a recommended time frame. Most are based on a 1 hour, 15 minute (75 minute) class. It is understood that some training events may only provide 60 minute sessions, while others offer 90 minute sessions. The General Conference recommends 90 minute minimums. It would be better to plan longer sessions or multipart sessions.
that provide adequate time for instruction, learning activities and question and answer time. If the event planner short changes the time, they are doing a great disservice to their attendees.

Some seminars may require a double session. If so, a standard break should be allowed in the middle of the double session.

Most seminars that present how to teach an Honor or an Award should be given at a double session. One session would barely give you time to review the requirements and give requirement answers. The instructor will need far more time to have the participants actually DO some of the requirements. This is the preferred method of instruction.

These courses include any 500 level or higher seminar with an ID prefix of HOAC, HOAD, HOHA, HOHE, HOHS, HONA, HOOI, HOOM, HORC & HOVO.

**Field activity**

Most certifications include learning activities that require time outside of “class.” Participants need to remember that the best learning takes place while doing, and sometimes “doing” cannot be done in a meeting room.

Curriculum designers should keep in mind the real world time limitations of volunteer staff, and the tracking limitations of many conference youth departments due to overworked or understaffed offices.

The key in designing field activities is to aim for reasonable requirements that can be complete in a year. (Two at the most.) Remember, we are training primarily volunteers and most of these certifications are not designed to fulfill any legal requirement.
Current Certifications

Pathfinder Basic Staff Training Certification

This certification is intended to provide basic information about the purpose, structure and ministry of Pathfinders to individuals who are just starting out in Pathfinder ministry and have little or no prior experience with the program. It is highly recommended that this certification is earned before they begin their participation in Pathfinder ministry.

The PBST is also an option for club ministry training of a Master Guide, and as such, participants may have a background in Pathfinders, but it is likely to be entirely as a participating member, not as a leader.

Prerequisites

1. Be at least 16 years old
2. Be a Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.
3. Intend to be an active Pathfinder staff member
   OR
   Be participating in Master Guide training.

Seminars

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PFAD 001</td>
<td>Pathfinder Club ministry: It’s purpose, history, and relationship to church and Adventurers</td>
</tr>
<tr>
<td>PFAD 002</td>
<td>Introduction to Pathfinder Club organization</td>
</tr>
<tr>
<td>PFAD 003</td>
<td>Introduction to Pathfinder Club programing and planning</td>
</tr>
<tr>
<td>PFAD 004</td>
<td>Introduction to Pathfinder Club outreach</td>
</tr>
<tr>
<td>PFAD 005</td>
<td>Introduction to basic drill</td>
</tr>
<tr>
<td>PYSO 104</td>
<td>Developmental growth: Ages 10-14</td>
</tr>
<tr>
<td>EDUC 001</td>
<td>Introduction to teaching skills</td>
</tr>
<tr>
<td>MEDI 100</td>
<td>Introduction to medical, risk management and child safety issues</td>
</tr>
</tbody>
</table>

Required Field Work

1. Create a Portfolio that contains the handouts and your personal notes from the seminars you attend.

Curriculum author: Unknown • Date: Unknown

This certification is authorized for use by those who have not yet become invested Master Guides.

It is intended to provide a basic understanding of Pathfinder Ministry and its component parts. Ideally it should be earned before a new staff member actually takes up duties with a club. While there is some value in repeating these seminars every five years or so, especially if taught by a different instructor, it should not be used as repeat yearly training. This is true for any training curriculum.

This revised BST Curriculum was approved by the NAD Pathfinder Committee in 2005 with action PA 2005-06.
This certification is authorized for use by those who have not yet become invested Master Guides.

It is intended to provide a strong foundation for someone who will be serving a local Pathfinder club as an honor or **Investiture Achievement** instructor. (This is NOT anything like the old PLA which was focused on training adults to train other adults.) Ideally the seminars should be taken before the staff member actually takes up their duties. The field work would be done during their first year as an instructor.

This certification was approved by the NAD Pathfinder Committee in 2011 for piloting with action PA 2011.03 and in 2013 for adoption with action PA 2013.08.

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**Pathfinder Instructor Certification**

**Prerequisites**

1. Be at least 16 years old.
2. Be a baptized Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.
3. Hold a Pathfinder Basic Staff Training Certification

**Seminars**

- EDUC 002 Understanding teaching styles
- EDUC 003 Understanding learning styles
- EDUC 004 Understanding multiple intelligences
- EDUC 200 Teaching **Investiture Achievement**: Intent and organization
- EDUC 230 Teaching AY Honors, general introduction

Take one (1) seminar of your choosing from the following list:

- EDUC 210 Practical applications for teaching **Investiture Achievement** in a small club (under 12)
- EDUC 211 Practical applications for teaching **Investiture Achievement** in a medium size club (12-30)
- EDUC 212 Practical applications for teaching **Investiture Achievement** in a large club (over 30)
- EDUC 213 Practical applications for teaching **Investiture Achievement** as part of a school curriculum
- EDUC 214 Practical applications for teaching **Investiture Achievement** as part of a home school curriculum

Take two (2) seminars on teaching specific honors. You may choose from any 500, 600, or 700 level seminar in: HOAC, HOAD, HOHA, HOHE, HOHS, HONA, HOOI, HOOM, HORC, HOVO.

**Required Field Work**

1. Establish a mentoring relationship with an experienced instructor, or even better with a professional teacher. Document the conversations and advice that they share with you over the course of a Pathfinder year.
2. Be an active **Investiture Achievement (IA)** instructor, leading a group of young people to investiture in at least one level of the IA program.
3. Lead a group of young people to successful completion of an AY Honor.
4. Create a **Portfolio** that contains the handouts and your personal notes from the seminars you attend and the mentoring you received. In your portfolio, place copies of your teaching plans and records as you complete requirements 2 and 3.

*Curriculum author: NAD Pathfinder Leadership Task Force • Date: 2010*
Pathfinder Counselor JumpStart Certification

Prerequisites
- 1. Be at least 18 years old.
- 2. Be at least 8 years older than your unit members.
- 3. Be a baptized Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.
- 4. Hold a Pathfinder Basic Staff Training Certification.

Seminars

- PYSO 121 Discipling & Discipline: An act of discipling
- PFAD 100 The Pathfinder Chain of Command: The counselor’s support team
- PFAD 101 The Counselor’s responsibilities
- RCSF 120 Safety and the Counselor
- PYSO 124 The Counselor’s relationship with the Pathfinder

Required Field Work
- 1. Take part in a commissioning ceremony after seminar training and before active service begins.
- 2. Be an active Pathfinder staff member for a year.
- 3. Establish a mentoring relationship with an experienced counselor.
  Document the conversations, advice and evaluations of your service that they share with you over the course of a Pathfinder year.
- 4. Participate in a daily Bible reading or devotional plan for at least six months. Use of an audio or video Bible is acceptable.
- 5. Create a Portfolio that contains the handouts and your personal notes from the seminars you attend. Include copies of your notes and documentation that shows completion of field work requirements.

Recommended Field Work
- 1. Hold a current CPR certification from a nationally recognized organization.
- 2. Hold a current First Aid certification from a nationally recognized organization.

Curriculum author: Upper Columbia Conf. (Frosty and June Cross, Darrell Janke, Carolyn Bullock, Virginia Bobbitt, Anita Lebold, C. R. Cloud) • Date: 2008

UCC has developed extensive requirements for their UCC Counselor Certification program. This NAD Certification represents only a modification of the first phase of their curriculum. Additional phases may be adopted by NAD at a later date.

This certification is authorized for use by those who have not yet become invested Master Guides.

It is intended to provide a foundation for staff members who will hold the most important role in Pathfinder Ministry, that of counselor. The seminars should be taken before a staff member actually takes up duties as a counselor, hence its JumpStart name. It is designed to be taught in a 6 hour intensive session. Much of the field work will be done during the year of service.

This certification was approved by the NAD Pathfinder Committee in 2011 for piloting with action PA 2011.03 and in 2013 for adoption with action PA 2013.08.
Pathfinder Director Certification

Prerequisites

1. Be at least 18 years old.
2. Be a baptized Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.
3. Hold a Pathfinder Basic Staff Training Certification

Seminars

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>LEAD 001</td>
<td>Introduction to leadership skills</td>
</tr>
<tr>
<td>LEAD 150</td>
<td>Introduction to volunteer/staff management</td>
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<tr>
<td>LEAD 122</td>
<td>Dealing with the conference and your local church board</td>
</tr>
<tr>
<td>PYSO 120</td>
<td>Survey of disciplinary theory and technique</td>
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<tr>
<td>WILD 001</td>
<td>Survey of camping and camp out planning</td>
</tr>
<tr>
<td>EDUC 200</td>
<td>Teaching <em>Investiture Achievement</em>: Intent and organization</td>
</tr>
<tr>
<td>FINA 100</td>
<td>Handling finances</td>
</tr>
<tr>
<td>PYSO 207</td>
<td>Dealing with parents</td>
</tr>
</tbody>
</table>

Required Field Work

1. Establish a mentoring relationship with an experienced director. Document the conversations and advice that they share with you over the course of a Pathfinder year.
2. Read the *Pathfinder Staff Manual* and compile a list of action items for the upcoming Pathfinder year.
3. Create a Portfolio that contains copies of your Pathfinder Calendar, meeting schedules, permission slips and other paperwork that shows your leadership of a club during the year. Include handouts and your personal notes from the seminars you attend and copies of your mentoring notes and action plans as you complete requirements 1 and 2.

*Curriculum author: NAD Pathfinder Leadership Task Force • Date: 2010*
Pathfinder Leadership Certification

Prerequisites
1. Be a Master Guide.
2. Hold a Pathfinder Basic Staff Training Certification or have completed an earlier Pathfinder BST program*
3. Be an active Pathfinder staff member

Seminars
PFAD 110 Pathfinding as a ministry
PFAD 113 Investiture Achievement as ministry
PFAD 112 Counseling as a ministry
PYSO 204 Dealing with attitudes
OUTR 117 Evangelism by and with the Pathfinder Club
OUTR 111 Creative witnessing
SPRT 204 Mentoring staff in personal and spiritual growth
SPRT 105 Leading young people to Christ

Required Field Work
1. Read the AY Encounter Series II, Christ the Church, or participate in another daily Bible reading plan for at least six months. Use of an audio or video Bible is acceptable.
2. Hold a current CPR certification from a nationally recognized organization.
3. Hold a current First Aid certification from a nationally recognized organization.
4. Read or listen to a book on leadership, preferably one on ministry leadership. Prepare an action plan indicating how you intend to implement the things you have learned into your Pathfinder ministry. Carry out that plan and evaluate the results.
5. Develop a written, comprehensive plan for a year of Pathfinder programming. Beyond activities, it should include specific goals and action steps for spiritual and outreach ministry.
6. Create a Portfolio that contains copies of your Pathfinder Calendar, meeting schedules, permission slips and other paperwork that shows your leadership of a club during the year. Include handouts and your personal notes from the seminars you attend and copies of your notes and work as you complete requirements 1 to 5.

* The intent of this requirement is to make sure the Master Guide has Pathfinder training, since some Master Guides have taken Basic Staff Training in Adventurers or some another branch of youth ministry.

Curriculum author: NAD Pathfinder Leadership Task Force • Date: 2010
Pathfinder Staff Leadership Certification

Prerequisites

1. Be a Master Guide.
2. Hold a Pathfinder Basic Staff Training Certification or have completed an earlier Pathfinder BST program*
3. Be an active Pathfinder staff member

Seminars

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>LEAD 105</td>
<td>Seven principles of youth leadership</td>
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<tr>
<td>LEAD 151</td>
<td>Staff recruiting and selection</td>
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<tr>
<td>LEAD 152</td>
<td>Staff training</td>
</tr>
<tr>
<td>LEAD 153</td>
<td>Staff evaluation and correction</td>
</tr>
<tr>
<td>LEAD 154</td>
<td>Staff retention and appreciation</td>
</tr>
<tr>
<td>PYSO 214</td>
<td>Dealing with diversity</td>
</tr>
<tr>
<td>PYSO 209</td>
<td>Dealing with interpersonal conflict</td>
</tr>
</tbody>
</table>

Take one (1) additional seminar of your choosing with a LEAD or PYSO prefix.

Required Field Work

1. Read the AY Encounter Series III, *Christ our Redemption*, or participate in another daily Bible reading plan for at least six months. Use of an audio or video Bible is acceptable.
2. Hold a current CPR certification from a nationally recognized organization.
3. Hold a current First Aid certification from a nationally recognized organization.
4. Read or listen to a book on any one of the seminar topics that are part of this certification. Prepare an action plan indicating how you intend to implement the things you have learned into your Pathfinder ministry. Carry out that plan and evaluate the results.
5. Plan, carry out and evaluate a team building event of at least three hours duration for your Pathfinder Staff.
6. Develop a written, comprehensive plan for a year of Pathfinder programming and ministry. It must include your staff training events, job descriptions, evaluation procedures and a debrief on how the year went.
7. Create a Portfolio that contains copies of your notes, plans and work as you complete requirements 1 to 6. Include handouts and your personal notes from the seminars you attend.

* The intent of this requirement is to make sure the Master Guide has Pathfinder training, since some Master Guides have taken Basic Staff Training in Adventurers or some another branch of youth ministry.

Curriculum author: NAD Pathfinder Leadership Task Force • Date: 2010
Future Certifications

A number of additional certifications are under development at this time. This list is included just to give you an idea of what is coming. Exact titles may vary from what is listed here.

- Counselor (Part 1) Certification
- Counselor (Part 2) Certification
- Social Issues Certification
- Human Relations Certification
- Camping Leader Certification
- Wilderness Leader Certification
- Outreach Leader Certification
- Spiritual Leader Certification
- Area Coordinator Certification
- Event Coordinator Certification
- Conf. Lay Director Certification
- Adult Leader Trainer Certification (Similar to the old PIA)

Others that have been suggested but not yet initiated include:

- Investiture Achievement Specialist Certification
- Honor Specialist Certification
- Human Relations Certification
- Food Service Certification
- Drill Instructor Certification
- Club Planter Certification
- Medical Specialist Certification
- Pathfinder Bible Experience Leader Certification
- TLT Specialist Certification
- Security and Safety Specialist Certification
Certification Check Lists
**Participant information**

Name ____________________________________________________________

E-mail ____________________________________________________________ Contact phone _______________________

Training initiation date ___________________ Home Conf. _______________________

**Certification requirements**

**Prerequisites**

1. Be at least 16 years old

2. Be a Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.

3. Intend to be an active Pathfinder staff member
   OR
   Be participating in Master Guide training.

**Seminars**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<td>Introduction to Pathfinder Club outreach</td>
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<tr>
<td>PFAD 005</td>
<td>Introduction to basic drill</td>
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<tr>
<td>PYSO 104</td>
<td>Adolescent development</td>
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<tr>
<td>EDUC 001</td>
<td>Introduction to teaching skills</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Continued on back.
**Required Field Work**

1. Create a *Portfolio* that contains the handouts and your personal notes from the seminars you attend.

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**Reviewing Master Guide use only**

I have completed a review of the participants *Portfolio* and *Basic Staff Training Check List* and have found them to have completed the requirements for this certification.

Training completion date ______________________ Signature ______________________________________

Name __________________________________________________________________________________

E-mail _______________________________________________ Contact phone _________________________

Home Conf. _____________________________________________________________________________

**Failed review instructions**

In the event of a failed review, the reviewing Master Guide should return the Portfolio to the participant along with a written note explaining what additional work or documentation must be completed to receive a pass.

**Reviewing Master Guide disclaimer**

Completion of this training curriculum does not guarantee the bearers overall qualification to lead, nor does it give a guarantee of ability, aptitude, or placement. It simply marks completion of a training curriculum.

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This space purposefully left blank.
Participant information

Name __________________________________________________________________________________
E-mail ______________________________________ Contact phone _______________________
Training initiation date ___________________ Home Conf. ______________________________________

Certification requirements

Prerequisites

1. Be at least 16 years old. .................................................................
2. Hold a Pathfinder Basic Staff Training Certification. .........................................

Date ___/___/____ Reviewing MG _________________________________________________

Seminars

EDUC 002 Understanding teaching styles
Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

EDUC 003 Understanding learning styles
Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

EDUC 004 Understanding multiple intelligences
Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

EDUC 200 Teaching Investiture Achievement: Intent and organizations
Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

EDUC 230 Teaching AY Honors, general introduction
Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

EDUC --- Teaching the Pathfinder AY/ Curriculum
Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

Take one (1) seminar of your choosing from the following list:

EDUC 210 Practical applications for teaching Investiture Achievement in a small club (under 12) ........... 
EDUC 211 Practical applications for teaching Investiture Achievement in a medium size club (12-30) ....... 
EDUC 212 Practical applications for teaching Investiture Achievement in a large club (over 30) ............
EDUC 213 Practical applications for teaching Investiture Achievement as part of a school curriculum. .......
EDUC 214 Practical applications for teaching Investiture Achievement as part of a home school curriculum .

Date ___/___/____ Event/Loc, ____________________ Instructor sig. ______________________

Continued on back.
Take one (2) seminar on teaching a specific honor. You may choose from any 500, 600, or 700 level seminar in: HOAC, HOAD, HOHA, HOHE, HOHS, HONA, HOII, HOOM, HORC, HOVO.

Seminar ID __________________ Seminar title ____________________________________________________________

Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

Seminar ID __________________ Seminar title ____________________________________________________________

Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

**Required Field Work**

1. Establish a mentoring relationship with an experienced instructor, or even better with a professional teacher. Document the conversations and advice that they share with you over the course of a Pathfinder year. ....................................................... 
   
   Mentor Name _____________________________________ Phone ________________________

2. Be an active Investiture Achievement (IA) instructor, leading a group of young people to investiture in at least one level of the IA program. ..........................................

3. Lead a group of young people to successful completion of an AY Honor. ..........................

4. Create a Portfolio that contains the handouts and your personal notes from the seminars you attend and the mentoring you received. In your portfolio, place copies of your teaching plans and records as you complete requirements 2 and 3. ...........................................

**Reviewing Master Guide use only**

I have completed a review of the participants Portfolio and Instructor Check List and have found them to have completed the requirements for this certification.

Training completion date _______________ Signature __________________________________________

Name ____________________________________________

E-mail ___________________________________________ Contact phone ________________________

Home Conf. ______________________________________

**Failed review instructions**

In the event of a failed review, the reviewing Master Guide should return the Portfolio to the participant along with a written note explaining what additional work or documentation must be completed to receive a pass.

**Reviewing Master Guide disclaimer**

Completion of this training curriculum does not guarantee the bearers overall qualification to lead, nor does it give a guarantee of ability, aptitude, or placement. It simply marks completion of a training curriculum.

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28 AYMT Pathfinder Staff Training Program Description - V1.0
Participant information

Name __________________________________________________________________________________

E-mail ____________________________________ Contact phone _______________________

Training initiation date ___________________ Home Conf. ______________________________________

Certification requirements

Prerequisites

1. Be at least 18 years old.  
2. Be at least 8 years older than your unit members.  
3. Be a baptized Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.  
4. Hold a Pathfinder Basic Staff Training Certification.

Date ___/___/____ Reviewing MG __________________________________________________

Seminars

PYSO 121 Discipling and Discipline: An act of disciplining
   Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

PFAD 100 The Pathfinder Club Chain of Command: The counselor’s support team
   Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

PFAD 101 The Counselor’s responsibilities
   Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

RCSF 120 Safety and the Counselor
   Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

PYSO 124 The Counselor’s relationship with the Pathfinder
   Date ___/___/____ Event/Loc, ____________________ Instructor sig. ________________________

Required Field Work

1. Take part in a commissioning ceremony after seminar training and before active service begins.  
   Date ___/___/____ Event Loc. ___________________________________________________________ 

2. Be an active Pathfinder staff member for a year.  
3. Establish a mentoring relationship with an experienced counselor. Document the conversations, advice and evaluations of your service that they share with you over the course of a Pathfinder year.  

Mentor Name _______________________________________ Phone __________________________

Continued on back.
4. Participate in a daily Bible reading or devotional plan for at least six months. Use of an audio or video Bible is acceptable. ............................................................
   Name of Bible Reading Plan _________________________________________________________

5. Create a Portfolio that contains the handouts and your personal notes from the seminars you attend. Include copies of your notes and documentation that shows completion of field work requirements. ............................................................

**Recommended Field Work**

1. Hold a current CPR certification from a nationally recognized organization. ............................
   Date ___/___/____   Issuing agency __________________________________________________

2. Hold a current First Aid certification from a nationally recognized organization. ....................
   Date ___/___/____   Issuing agency __________________________________________________

---

**Reviewing Master Guide use only**

I have completed a review of the participants Portfolio and Counselor JumpStart Check List and have found them to have completed the requirements for this certification.

Training completion date __________________________ Signature ______________________________________

Name __________________________________________________________________________________

E-mail __________________________ Contact phone __________________________

Home Conf. __________________________________________

**Failed review instructions**

In the event of a failed review, the reviewing Master Guide should return the Portfolio to the participant along with a written note explaining what additional work or documentation must be completed to receive a pass.

**Reviewing Master Guide disclaimer**

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Participant information

Name ______________________________________________________________________________________________
E-mail _________________________________________ Contact phone _______________________

Training initiation date ___________________ Home Conf. ______________________________________

Certification requirements

Prerequisites

1. Be at least 18 years old. .......................... ☐
2. Be a Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed. ☐
2. Hold a Pathfinder Basic Staff Training Certification. ................................................................. ☐

Date ___/___/____   Reviewing MG __________________________________________________

Seminars

LEAD 001 Introduction to leadership skills
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

LEAD 150 Introduction to recruiting, screening and training staff
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

LEAD 122 Dealing with the conference and your local church board
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

PYSO 120 Introduction to discipline
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

WILD 001 Survey of camping and camp out planning
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

EDUC 200 Teaching Investiture Achievement: Intent and organization
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

FINA 100 Handling finances
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

PYSO 207 Dealing with parents
Date ___/___/____   Event/Loc, __________________________________ Instructo2
le sig. ________________________________________________

Continued on back.
**Required Field Work**

1. Establish a mentoring relationship with an experienced director. Document the conversations and advice that they share with you over the course of a Pathfinder year. 

   Mentor Name _____________________________________ Phone ________________________

2. Read the *Pathfinder Staff Manual* and compile a list of action items for the upcoming Pathfinder year.

3. Create a Portfolio that contains copies of your Pathfinder Calendar, meeting schedules, permission slips and other paperwork that shows your leadership of a club during the year. Include handouts and your personal notes from the seminars you attend and copies of your mentoring notes and action plans as you complete requirements 1 and 2.

---

**Reviewing Master Guide use only**

I have completed a review of the participants Portfolio and Director Check List and have found them to have completed the requirements for this certification.

Training completion date __________________________ Signature ________________________________

Name __________________________________________________________________________________

E-mail __________________________________________ Contact phone ____________________________

Home Conf. __________________________________________________________

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Participant information

Name ____________________________________________________________

E-mail ___________________________________ Contact phone _______________________

Training initiation date ___________________ Home Conf. ____________________________

Certification requirements

Prerequisites

1. Be a Master Guide. .................................................................
   Date ___/___/____   Investing Conf. ________________________________________________

2. Hold a Pathfinder Basic Staff Training Certification or have completed
   an earlier Pathfinder BST program ........................................
   Date ___/___/____   Reviewing MG ________________________________________________

3. Be an active Pathfinder staff member ...................................
   Church ___________________________________ Phone ____________________________

Seminars

PFAD 110  Pathfindering as a ministry
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

PFAD 113  Investiture Achievement as ministry
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

PFAD 112  Counseling as a ministry
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

PYSO 204  Dealing with attitudes
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

OUTR 117  Evangelism by and with the Pathfinder Club
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

OUTR 111  Creative witnessing
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

SPRT 204  Mentoring staff in personal and spiritual growth
   Date ___/___/____   Event/Loc, ____________________  Instructor sig. ________________________

Continued on back.
SPRT 105  Leading young people to Christ

Date ___/___/_____  Event/Loc, ____________________  Instructor sig. ________________________

Required Field Work

1. Read the AY Encounter Series II, *Christ the Church*, or participate in another daily Bible reading plan for at least six months. Use of an audio or video Bible is acceptable.  
   Name of Bible Reading Plan _______________________________________________________

2. Hold a current CPR certification from a nationally recognized organization.  
   Date ___/___/_____   Issuing agency ________________________________________________

3. Hold a current First Aid certification from a nationally recognized organization.  
   Date ___/___/_____   Issuing agency ________________________________________________

4. Read or listen to a book on leadership, preferably one on ministry leadership. Prepare an action plan indicating how you intend to implement the things you have learned into your Pathfinder ministry. Carry out that plan and evaluate the results.  
   Book title ____________________________________ Author ___________________________

5. Develop a written, comprehensive plan for a year of Pathfinder programming. Beyond activities, it should include specific goals and action steps for spiritual and outreach ministry.  

6. Create a Portfolio that contains copies of your Pathfinder Calendar, meeting schedules, permission slips and other paperwork that shows your leadership of a club during the year. Include handouts and your personal notes from the seminars you attend and copies of your notes and work as you complete requirements 1 to 5.  

Reviewing Master Guide use only

I have completed a review of the participants Portfolio and Leadership Check List and have found them to have completed the requirements for this certification.

Training completion date ___________________ Signature ________________________________

Name _____________________________________________________________________________

E-mail _____________________________ Contact phone ________________________________

Home Conf. _______________________________________________________________________

Failed review instructions

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Reviewing Master Guide disclaimer

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Pathfinder
Staff Leadership
Certification Check List

Participant information

Name __________________________________________________________________________________
E-mail ______________________________________ Contact phone ________________________
Training initiation date ___________________ Home Conf. _______________________________________

Certification requirements

Prerequisites

1. Be a Master Guide. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
Date ___/___/_____ Investing Conf. __________________________________________________

2. Hold a Pathfinder Basic Staff Training Certification or have completed
an earlier Pathfinder BST program . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
Date ___/___/_____ Reviewing MG __________________________________________________

3. Be an active Pathfinder staff member . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
Church ____________________________ Phone ________________________

Seminars

LEAD 105 Seven principles of youth leadership
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

LEAD 151 Staff recruiting and selection
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

LEAD 152 Staff training
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

LEAD 153 Staff evaluation and correction
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

LEAD 154 Staff retention and appreciation
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

PYSO 214 Dealing with diversity
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

PYSO 209 Dealing with interpersonal conflict
Date ___/___/_____ Event/Loc, ____________________ Instructor sig. ________________________

Continued on back.
Take one (1) additional seminar of your choosing with a LEAD or PYSO prefix.

<table>
<thead>
<tr>
<th>Seminar ID</th>
<th>Seminar title</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

Date __/__/____   Event/Loc, ____________________  Instructor sig. ________________________

**Required Field Work**

1. Read the AY Encounter Series III, *Christ our Redemption*, or participate in another daily Bible reading plan for at least six months. Use of an audio or video Bible is acceptable.

   Name of Bible Reading Plan ____________________________________________________________

2. Hold a current CPR certification from a nationally recognized organization.

   Date __/__/____   Issuing agency ______________________________________________________

3. Hold a current First Aid certification from a nationally recognized organization.

   Date __/__/____   Issuing agency ______________________________________________________

4. Read or listen to a book on any one of the seminar topics that are part of this certification. Prepare an action plan indicating how you intend to implement the things you have learned into your Pathfinder ministry. Carry out that plan and evaluate the results.

   Book title ____________________________________ Author ___________________________

5. Plan, carry out and evaluate a team building event of at least three hours duration for your Pathfinder Staff.

   Date __/__/____   Location _________________________________________________________

6. Develop a written, comprehensive plan for a year of Pathfinder programming and ministry. It must include your staff training events, job descriptions, evaluation procedures and a debrief on how the year went.

   ____________________________________________________________

7. Create a *Portfolio* that contains copies of your notes, plans and work as you complete requirements 1 to 6. Include handouts and your personal notes from the seminars you attend.

**Reviewing Master Guide use only**

I have completed a review of the participants *Portfolio* and *Staff Leadership Check List* and have found them to have completed the requirements for this certification.

Training completion date ______________________ Signature ____________________________

Name __________________________________________  E-mail ____________________________

Contact phone ____________________________  Home Conf. __________________________

**Failed review instructions**

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36   AYMT PATHFINDER STAFF TRAINING PROGRAM DESCRIPTION - V1.0
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Pathfinder Bible Experience

Official PBE Division Level Results

Thirty-eight teams from eight unions and one international team matched their skills of memorization and comprehension at the 2nd Annual Pathfinder Bible Experience Division Event. Twenty-six teams placed first, meaning that they achieved correct answers for 90% of the highest score. An additional eleven teams placed second, with one team, depleted by sickness to team members yet still choosing to compete, finishing third. "Their level of knowledge was phenomenal" said one event judge, "they definitely know their Bible." In most cases, the young people have truly memorized vast passages of scripture, often 6-8 chapters, while knowing a lot of the content for additional chapters.

Some of the teams represented at this year's event began studying for this day only days after the previous year's event concluded. When asked about what she planned to do next, one team member said "I think I'll just catch up on my sleep and homework for a few days, but then I'll start reading 2 Samuel!"

Below is the list of teams and their placement, alphabetically within placement categories. The list does NOT reflect final score, but only placement.

<table>
<thead>
<tr>
<th>CHURCH</th>
<th>CLUB NAME</th>
<th>CONFERENCE</th>
<th>UNION</th>
<th>PLACEMENT</th>
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<td>Carolina</td>
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<td>Angels</td>
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<td>Potomac</td>
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<td>Division</td>
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<td>1st</td>
<td>Texas</td>
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<td>1st</td>
<td>Texas</td>
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<td>Lake</td>
<td>1st</td>
<td>Indiana</td>
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<td>Atlantic</td>
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