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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

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# 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 Pathfinding 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**

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 gobbledygook 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.                                 |

|                    |  |
|--------------------|--|
| Working Conditions | The person feels good about the physical conditions at work.   |
| Inter-relations    | There is a feel-good attitude with peers, subordinates, and superiors.   |
| Status             | 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. |
| Remuneration       | 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.            |
| Personal Life      | The person feels that the assignment (hours, etc.) enhances the personal life and does not adversely affect it.  |

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 (Pathfinding) 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; its 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*

- Calm and dependable
- Good-natured and easy to get along with
- Kindhearted
- Peace-loving
- Cheerful and pleasant even if doesn't have much to say
- Self-righteous

#### *Weaknesses*

- Lacks confidence in self
- Pessimistic and fearful
- Worrier
- Rarely laughs aloud
- Passive and indifferent
- Compromising

### Relationship to Others

#### *Strengths*

- 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

#### *Weaknesses*

- Doesn't allow self to get involved
- Selfish and stingy
- Studies people with indifference
- Unenthusiastic
- Stubborn
- Indifferent about others
- Teases others who annoy him/her
- Not too openly cordial
- Attitude of superiority

### Activities

#### *Strengths*

- Works well under pressure
- Practical, easy way of working
- Conservative
- Neat and proficient
- Plans work before beginning
- Stabilizing influence
- Dependable worker
- Discourages others
- Opposes change of any kind

#### *Weaknesses*

- Calm, serene, uninvolved spectator in life
- Slow and lazy
- Reluctant leader
  - Lack of motivation
- Indecisive
- Overprotects self from involvement

### 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.

- | Yes                      | No                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Do you love what you are doing?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Do you find it easy to go to your Pathfinder Club meeting?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Does your Pathfinder assignment and leisure sometimes seem the same?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Do you feel things are all right in your Pathfinder life?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 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 <i>right</i> ? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Do you feel that there’s nothing else you’d rather be doing?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Do you feel a peace in your life?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Do you trust that things will work out for you?  |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Do you have a positive attitude?   |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Does your Pathfinder assignment energize you?   |

The more yes’s you can answer above, the more likely Pathfinding 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 step 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.

*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 naive.

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.

Mentors...

- 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 Pathfinding.
- 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 its 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***

*You have had a verbal warning already concerning the breaking of club rules. This is a written caution to remind you to choose good behavior. Enjoy the remainder of the Pathfinder meeting.*

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."

## *Sample Behavior Contract*

|  |
|--|
| <i>I choose to</i> _____                             |
| _____  |
| _____  |
| <i>so that I can participate in club activities.</i> |
| <i>Date:</i> _____                                   |
| <i>Signed</i> _____                                  |
| <i>Pathfinder</i>                                    |
| _____  |
| <i>parent</i>  |
| _____  |
| <i>Leader</i>  |

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 ←

Prophecies 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. Pathfinder, 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:

|                            |                          |
|----------------------------|--------------------------|
| Name of group/unit camping | Purpose of camp          |
| Date of camp               | Equipment being utilized |
| Camp leader                | Transportation           |
| Camp participants          | Program of activities    |
| Location of camp           |                          |

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](http://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 breath 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:*

Sleeping bag  
Pad  
2 pairs of socks and liners  
2 pairs of shorts  
2 shirts  
Rain jacket and pack cover  
Toilet paper  
Tooth paste (small tube)  
Tooth brush  
Pen  
Small pad of paper  
Pocket knife  
Leprechaun stove\*

### Fuel

Disposable camera  
Flashlight, small  
Bleach/ iodine/ or *polar pure*  
for water  
Small pot or can for kettle  
Bandana  
Lighter  
Spoon  
First aid kit:  
Ace bandage  
A few bandages  
Lots of pain killer

### *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](http://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: | Sunburn cream           |
| Roll bandage with clip  | Pain killer             |
| Band-aids               | Adhesive tape and gauze |
| Disinfectant            | Waterproof matches      |
| Cravat bandage          |                         |
| Snakebite kit           |                         |

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 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 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 4

Go 36 degrees for 122 ft (36.5 mts.)  
Then 174 degrees for 50 ft (14.9 mts.)  
Then 228 degrees for 74 ft (22 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 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 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 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 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 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 0° 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 95° F (35° 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, not just 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 lt/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?”

✳ Tents

*Important*– 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 ^-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 Pathfinding, 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.
- All routes in remote country are hazardous due to the snow cover and weather.
- 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 benchwarmers 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):

*Eager Beaver, Busy Bee, Sunbeam, Builder, Helping Hand, Friend, Companion, Explorer, Ranger, Voyager, Guide.*

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

witness.

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.”

† A couple questions:

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

† 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  
Media

Books, magazines, newspapers  
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 noseys!

### ***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
  - Guidon bearer's salute
  - Displays
  - Marching
  - Raising/lowering
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.

Pathfinding 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

Headstrom, Richard. *Nature In Miniature*, Dover Publications

Tucker, James A. *Windows on God's World*, Review and Herald

Clark, Robert E. D. *God Beyond Nature*, Pacific Press

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?

Phil. 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     |

|  |     |
|--|-----|
| 6) Can I ask the blessing of God on it?                  | 386 |
| 7) Would you like to die there?                          | 398 |
| 8) Would you like to be found there when Christ returns? | 398 |
| 9) Is money spent as a good steward?                     | 400 |

### 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 and getting older 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 Pathfinding 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.*

### January

- 1. AA 9-12\*
- 2. AA 13-16
- 3. AA 17-20
- 4. Acts 1:1-18; AA 21-23
- 5. AA 24-26
- 6. AA 27-29
- 7. Acts 1:19-26;  
AA 30-34
- 8. Acts 2:1-39; AA 35,36
- 9. AA 37-40
- 10. AA 41-44
- 11. AA 45-48
- 12. AA 49-52
- 13. AA 53-56
- 14. Acts 2:40-47; 3;  
4:1-31
- 15. AA 57-60
- 16. AA 61-64
- 17. AA 65-69
- 18. Acts 4:32-37;  
5:1-11; AA 70-72
- 19. AA 73-76
- 20. Acts 5:12-42;  
AA 77,78
- 21. AA 79-82
- 22. AA 83-86
- 23. Acts 6:1-7;  
AA 87-90
- 24. AA 91-94
- 25. AA 95,96;  
Acts 6:8-15; 7
- 26. AA 97-102
- 27. Acts 8
- 28. AA 103-106
- 29. AA 107-111
- 30. Acts 9:1-18;  
AA 112-115
- 31. AA 116-118

### February

- 1. AA 119-122
- 2. Acts 9:19-31;  
AA 123-126
- 3. AA 127-130
- 4. Acts 9:32-43; 10;  
11:1-18; AA 131,132
- 5. AA 133-135
- 6. AA 136-138
- 7. AA 139-142
- 8. Acts 12; AA 143,144
- 9. AA 145-147
- 10. AA 148-150
- 11. AA 151-154
- 12. Acts 11:19-30; 13:1-3;  
AA 155-157
- 13. AA 158-161
- 14. AA 162-165
- 15. Acts 13:4-52; AA 166-168
- 16. AA 169-172
- 17. AA 173-176
- 18. Acts 14; AA 177-179
- 19. AA 180-183
- 20. AA 184-187
- 21. Acts 15:1-35; AA 188,189
- 22. AA 190-192
- 23. AA 193-195
- 24. AA 196-200
- 25. Acts 15:36-41; 16:1-6;  
AA 201,202
- 26. AA 203-206
- 27. AA 207-210
- 28. Acts 16:7-40; AA 211,212

\* AA= *Acts of the Apostles* by E.G. White

## March

- 1. AA 213-216
- 2. AA 217-220
- 3. Acts 17:1-10; AA 221,222
- 4. AA 223-226
- 5. AA 227-230
- 6. Acts 17:11-34; AA 231,232
- 7. AA 233-235
- 8. AA 236-238
- 9. AA 239-242
- 10. Acts 18:1-18; AA 243,244
- 11. AA 245-248
- 12. AA 249-251
- 13. AA 252-254
- 14. 1, 2 Thessalonians
- 15. AA 255-258
- 16. AA 259-262
- 17. AA 263-265
- 18. AA 266-268
- 19. Acts 18: 19-28; AA 269, 270
- 20. AA 271-274
- 21. AA 275-277
- 22. AA 278-280
- 23. Acts 19:1-20; AA 281-284
- 24. AA 285-290
- 25. Acts 19:21-41; 20:1;  
AA 291,292
- 26. AA 293-297
- 27. 1 Corinthians 1-4
- 28. 1 Corinthians 5-8
- 29. 1 Corinthians 9-12
- 30. 1 Corinthians 13-15
- 31. 1 Corinthians 16;  
AA 298,299

## April

- 1. AA 300-303
- 2. AA 304-307
- 3. AA 308-310
- 4. AA 311-313
- 5. AA 314-316
- 6. AA 317-319
- 7. AA 320-322
- 8. Titus; 2 Corinthians 1-5
- 9. 2 Corinthians 6-10
- 10. 2 Corinthians 11-13;  
AA 323, 324
- 11. AA 325-328
- 12. AA 329-331
- 13. AA 332-334
- 14. AA 335-338
- 15. AA 339-342
- 16. AA 343-346
- 17. AA 347-350
- 18. AA 351-354
- 19. AA 355-358
- 20. AA 359-362
- 21. AA 363-365
- 22. AA 366-368
- 23. AA 369-371
- 24. Romans 1-4
- 25. Romans 5-8
- 26. Romans 9-12
- 27. Romans 13-16
- 28. AA 372-374
- 29. AA 375, 376
- 30. AA 377-379

## May

- 1. AA 380-382
- 2. Galatians 1-4
- 3. Galatians 5, 6; AA 383, 384
- 4. AA 385-388
- 5. Acts 20:2-38; 21:1-16;  
AA 389, 390
- 6. AA 391-394
- 7. AA 395-398
- 8. Acts 21:17-40; 22; 23
- 9. AA 399-402
- 10. AA 403-406
- 11. AA 407-410
- 12. AA 411-414
- 13. AA 415-418
- 14. Acts 24; AA 419-422
- 15. AA 423-427
- 16. Acts 25:1-12; AA 428,429
- 17. AA 430-432
- 18. Acts 25:13-27; 26;  
AA 433, 434
- 19. AA 435-438
- 20. Acts 27; 28:1-10
- 21. AA 439-442
- 22. AA 443-446
- 23. Acts 28:11-31; Philemon
- 24. AA 447-449
- 25. AA 450-452
- 26. AA 453-456
- 27. AA 457-460
- 28. AA 461-464
- 29. AA 465-468
- 30. Colossians
- 31. Philippians

## June

- 1. AA 469-472
- 2. AA 473-476
- 3. AA 477-480
- 4. AA 481-484
- 5. Ephesians
- 6. AA 485-488
- 7. AA 489-491
- 8. AA 492-494
- 9. AA 495-497
- 10. 1 Timothy
- 11. 2 Timothy; AA 498
- 12. AA 499-502
- 13. AA 503-506
- 14. AA 507-510
- 15. AA 511-513
- 16. 1 Peter
- 17. AA 514-517
- 18. AA 518-521
- 19. AA 522-525
- 20. AA 526-528
- 21. 2 Peter; AA 529,530
- 22. AA 531-534
- 23. AA 535-538
- 24. AA 539-545
- 25. 1-3 John
- 26. AA 546-550
- 27. AA 551-556
- 28. AA 557-567
- 29. AA 568-577
- 30. AA 578-585

## July

- 1. AA 586-592
- 2. AA 593-602
- 3. GC 17-23\*
- 4. GC 24-30
- 5. GC 31-38
- 6. GC 39-42; Jude
- 7. GC 43-45
- 8. GC 46-48
- 9. GC 49-52
- 10. GC 53-56
- 11. GC 57-60
- 12. GC 61-64
- 13. GC 65-68
- 14. GC 69-72
- 15. GC 73-75
- 16. GC 76-78
- 17. GC 79-81
- 18. GC 82-85
- 19. GC 86-89
- 20. GC 90-93
- 21. GC 94-96
- 22. GC 97-100
- 23. GC 101-104
- 24. GC 105-108
- 25. GC 109-112
- 26. GC 113-116
- 27. GC 117-119
- 28. GC 120-123
- 29. GC 124-127
- 30. GC 128-131
- 31. GC 132-135

## August

- 1. GC 136-139
- 2. GC 140-144
- 3. GC 145-148
- 4. GC 149-152
- 5. GC 153-156
- 6. GC 157-160
- 7. GC 161-164
- 8. GC 165-167
- 9. GC 168-170
- 10. GC 171-174
- 11. GC 175-178
- 12. GC 179-181
- 13. GC 182-184
- 14. GC 185-188
- 15. GC 189-192
- 16. GC 193-196
- 17. GC 197-200
- 18. GC 201-204
- 19. GC 205-207
- 20. GC 208-210
- 21. GC 211-214
- 22. GC 215-218
- 23. GC 219-222
- 24. GC 223-226
- 25. GC 227-230
- 26. GC 231-233
- 27. GC 234-236
- 28. GC 237-240
- 29. GC 241-244
- 30. GC 245-248
- 31. GC 249-252

\* GC= *The Great Controversy* by E.G. White

## September

- 1. GC 253-256
- 2. GC 257-260
- 3. GC 261-264
- 4. GC 265-268
- 5. GC 269-272
- 6. GC 273-276
- 7. GC 277-280
- 8. GC 281-284
- 9. GC 285-288
- 10. GC 289-291
- 11. GC 292-294
- 12. GC 295-298
- 13. GC 299-302
- 14. GC 303-306
- 15. GC 307-310
- 16. GC 311-313
- 17. GC 314-316
- 18. GC 317-320
- 19. GC 321-324
- 20. GC 325-330
- 21. GC 331-334
- 22. GC 335-338
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- 24. GC 343-346
- 25. GC 347-350
- 26. GC 351-354
- 27. GC 355-358
- 28. GC 359-362
- 29. GC 363-366
- 30. GC 367-370

## October

- 1. GC 371-374
- 2. Revelation 14, 17, 18;  
GC 375, 376
- 3. GC 377-380
- 4. GC 381-384
- 5. GC 385-387
- 6. GC 388-390
- 7. GC 391-394
- 8. GC 395-398
- 9. GC 399-402
- 10. GC 403-405
- 11. GC 406-408
- 12. Hebrews 1-7
- 13. Hebrews 8-11
- 14. Hebrews 12, 13; GC 409, 410
- 15. GC 411-414
- 16. GC 415-418
- 17. GC 419-422
- 18. Revelation 4-9
- 19. Revelation 10, 11, 19;  
GC 423,424
- 20. GC 425-428
- 21. GC 429-432
- 22. Revelation 13; GC 433-435
- 23. GC 436-440
- 24. GC 441-443
- 25. GC 444-446
- 26. GC 447-450
- 27. GC 451-453
- 28. GC 454-457
- 29. GC 458-460
- 30. James
- 31. GC 461-464

## November

- 1. GC 465-468
- 2. GC 469-472
- 3. GC 473-475
- 4. GC 476-478
- 5. GC 479-482
- 6. GC 483-486
- 7. GC 487-491
- 8. Revelation 12;  
GC 492-494
- 9. GC 495-497
- 10. GC 498-501
- 11. GC 502-504
- 12. GC 505-507
- 13. GC 508-510
- 14. GC 511-514
- 15. GC 515-517
- 16. GC 518-521
- 17. GC 522-525
- 18. GC 526-530
- 19. GC 531-534
- 20. GC 535-538
- 21. GC 539-542
- 22. GC 543-546
- 23. GC 547-550
- 24. GC 551-554
- 25. GC 555-558
- 26. GC 559-562
- 27. GC 563-566
- 28. GC 567-570
- 29. GC 571-574
- 30. GC 575-578

## December

- 1. GC 579-581
- 2. GC 582-585
- 3. GC 586-589
- 4. GC 590-592
- 5. GC 593-595
- 6. GC 596-598
- 7. GC 599-602
- 8. GC 603-606
- 9. GC 607-609
- 10. GC 610-612
- 11. Revelation 15, 16;  
GC 613-615
- 12. GC 616-619
- 13. GC 620-623
- 14. GC 624-627
- 15. GC 628-631
- 16. GC 632-634
- 17. Revelation 1-3
- 18. GC 635-638
- 19. GC 639-642
- 20. GC 643-647
- 21. GC 648-652
- 22. Revelation 20; GC 653,654
- 23. GC 655-658
- 24. GC 659-661
- 25. Revelation 21, 22
- 26. GC 662-664
- 27. GC 665-667
- 28. GC 668-670
- 29. GC 671-673
- 30. GC 674-676
- 31. GC 677, 678

## 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