



Pathfinder Club Counselor

**WORKSHOP RESOURCES
FOR PRESENTERS**

Pathfinder Club Counselor Workshop Resources for Presenters

v1.0

Produced by the North American Division Office of Pathfinder Ministries

Designers: Glen Milam and Liv Jacobson

Project manager: Christal Gregerson

Available from:

AdventSource

5120 Prescott Avenue

Lincoln, NE 68506

402.486.8800

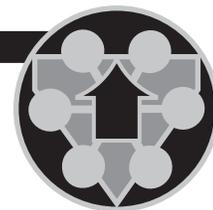
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Pathfinder Club Counselor CERTIFICATION

Pre-requisites

1. Be at least 18 years old.
2. Commit to the Youth/Children's Ministry Volunteer Code of Conduct (p 43).
3. Be currently approved by your conference's child protection serview verification.
4. Be a baptized member of the Seventh-day Adventist church.

Overview of Workshops

Pathfinder Club Outreach—PFAD 004

This workshop focuses on how to help Pathfinders develop a life-long relationship with God, connect with others, and participate in outreach activities. The Personal Growth, Spiritual Discovery, and Serving Others sections of the Investiture Achievement curriculum, along with honors in the Spiritual Growth, Outreach, and Heritage category, will be reviewed in order to understand how outreach ministry is incorporated into the Pathfinder program.

The Pathfinder Club Chain of Command: The Counselor's Support Team—PFAD 100

This workshop discusses the proper chain of command of the servant leaders who support the ministry of the club counselor. The roles of the club director, associate director, support staff, TLTs, church board/members, pastor, parents, coordinators, and local conference will be reviewed as they relate to the counselor's responsibilities.

The Counselor's Responsibilities—PFAD 101

This workshop focuses on the duties and responsibilities of the counselor and reviews guidelines that ensure a safe environment that fosters learning and spiritual

growth. It outlines the Do's and Don'ts of counseling and covers the tasks for meetings, campouts, outreach activities, and all phases of the Pathfinder year.

Developmental Growth—PYSO 104

This workshop describes the mental, spiritual, physical, and social growth and needs of the typical Pathfinder and how to relate to them effectively. It includes practical pointers on leading, nurturing, and discipling them. The objective of this seminar is to enable leaders to help Pathfinders mature in the full stature of Jesus Christ.

Discipling and Discipline—PYSO 121

This workshop will consider the Biblical meanings of discipline and disciple. Christ gave us the perfect example of discipling. It will look at Christ's methods of evangelism as shared in Scripture and the practical lessons that we can draw from His methods and apply to our ministry. It then continues with the concept that to discipline, you need the heart of Jesus. It closes with the application of two principles: There are few discipline issues when the counselor is with their unit, and preventative discipline is the only true discipline.

The Counselor's Relationship to the Pathfinder—PYSO 124

This workshop discusses developing a mentoring relationship with your Pathfinders, and what that will mean in terms of teaching them to relate to others and drawing them to Jesus Christ.

Safety and the Counselor—RCSF 120

This workshop focuses on the moral and practical obligations of the counselor to guard the well-being of unit members. It includes a review of physical safety issues, supervision policies and rationale, health concerns, transportation issues, abuse prevention and intervention, and accident reporting and response, all primarily from the unit viewpoint rather than the club viewpoint.

Spiritual Applications in Nature—NAOS 120

This workshop will help club leaders encourage Pathfinders to develop a love of nature and for their Creator. It will use the lessons discovered in nature to help Pathfinders in character development and their walk with Jesus.

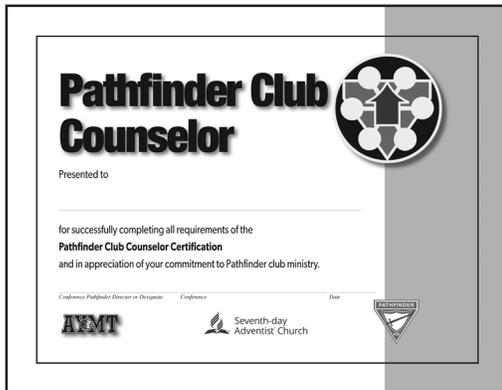
Required Field Work

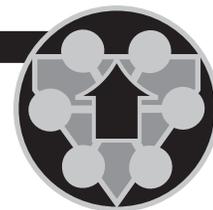
Create a portfolio that contains the handouts and your personal notes from the workshops you attend.

Recognition of Completion

Everyone likes to have their efforts recognized. Youth leaders who put in untold hours of prayer, planning, counseling, and training are no exception.

Upon completion of the required workshops, the participant is awarded an enameled pin and certificate of completion.





Pathfinder Club Outreach

—PFAD 004

Description

This workshop focuses on how to help Pathfinders develop a life-long relationship with God, connect with others, and participate in outreach activities. The Personal Growth, Spiritual Discovery, and Serving Others sections of the Investiture Achievement curriculum, along with honors in the Spiritual Growth, Outreach and Heritage category, will be reviewed in order to understand how outreach ministry is incorporated into the Pathfinder program.

Audience/Participants

Pathfinder Club Counselors

Resource Material

- *Quick Start Guide: Pathfinder Club Director*
- *Pathfinder Club Handbook*
- Investiture Achievement requirements for Companion, Explorer, and Ranger
- Honor Requirements – Serving Communities

What Your Participants Will Learn

Participants will learn about the value of having their Pathfinder Club involved in outreach and effective ways to reach out to their community.

Opening Activity

Have your participants divide up into groups of 3 or 4. Assign each group to read one of the verses (as a group) and then discuss how we can apply these stories in our Pathfinder Club Ministry.

a. [Luke 10:25-37](#)

Christ shared this parable in response to the question, "Who is my neighbor?" The real neighbor, Jesus says, is the person who shows mercy in concrete ways. He commanded His followers, "Go and do likewise." This story is particularly important because Jesus choose to make the exemplary individual, the Good Samaritan, a member of an ethnic group that was despised, looked down upon and discriminated against by the religious community to which Jesus belonged. He is pointing out that following Jesus is about the content of your character, not your race, culture, or gender.

b. [Matthew 25:31-46](#)

This parable is the last in a series of four parables that Jesus shared in Matthew 24-25 in response to questions from His disciples about end-time events: "When will this happen, and what will be the sign of your coming and of the end of the age?" At the end of time the righteous say, "When did we see you" among the poor (Matthew 25:38), unaware that their compassionate behavior had any particular religious meaning. In other words, they were not doing good works in order to be saved.

Each group should report discussion as it arises

Content

During this workshop the participants will understand how outreach is integrated into Pathfinder Club Ministry.

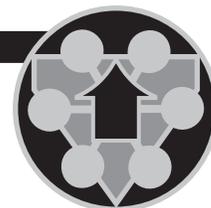
Suggested Activities

- Print – Pledge & Law – *Pathfinder Club Handbook*, pgs. 11-12 (2007). Write on the Pledge & Law Handout some ideas of how you would engage your Pathfinders to learn the meaning of the Pathfinder Pledge & Law.
- Download and print – Investiture Achievement Companion level requirements. Review the Personal Growth section and notice item 3.b. This is where Pathfinder staff can assist Pathfinders in understanding and practicing what it means to “be pure, and kind, and true,” to “keep the morning watch,” and to “go on God’s errands.”
- Review the Personal Growth sections of all the other Investiture Achievement levels in order to show that outreach activities are level appropriate and adhere to Adventist Risk Management standards.
- Download and print – Investiture Achievement Explorer level requirements. Review the Spiritual Discovery section noticing all 4 components that Pathfinders are required to learn. Now review the Spiritual Discovery sections of all the other Investiture Achievement levels in order to grasp an overall perspective.
- Download and print – Investiture Achievement Ranger level requirements. You will notice that the Pathfinders are required to fulfill the requirements of the Serving Communities Honor. Now review the Serving Others sections of all the other Investiture Achievement levels in order to grasp an overall perspective.
- Download and print the honor requirements for Serving Communities. Review the requirements.
- Some clubs have Voyagers and Guides (grade 9 and 10 Pathfinders) who participate in the Teen Leadership Training (TLT) program. In the TLT program there are Outreach Operations where TLTs learn how to plan, organize, and carry out outreach projects. You can download and print the TLT Record Book where you will find the TLT Outreach Operations Tasks page. Visit PathfindersOnline.org/tlt-ministry

Ideas for Club Outreach

- **Do a good deed** for each of the 12 days of Christmas.
- **Make a care package** with mittens, socks, t-shirts, etc. for a child or youth experiencing homelessness.
- **Make "I Care" kits** with combs, toothbrushes, shampoo, etc. for individuals experiencing homelessness.
- **Help clean up** and mow a historic or national cemetery.
- **Adopt a "Grandfriend."** Write your "grandfriend" a letter or write letters for an older adult.
- Put together **care packages** for families of patients in the ICU.
- **Collect and repair** used bicycles for children or families in need.
- **Build birdhouses** and donate them to a nature center.
- **Mow** an older person's lawn.
- **Christmas Lights** - Arrange for teams of your Pathfinders to decorate shut-in homes for the holidays. Once the holidays are over you may want to check to see if they need help taking the decorations down and storing them.
- **Shopper Sitting** - Have a group of Pathfinders turn the youth room into a nursery and baby-sitting room for half a day. Publicized the free service to parents in the church. Ask parents to bring their children to the church for a specified time so they can run holiday errands.
- **Baby Layette** - Help provide low-income parents with baby items necessary for the first months of their infants' lives. Use grant money, donations, or funds your group has raised to put together layettes. The layettes could include an infant gown, a receiving blanket, a combination garment, and a crib sheet. Most people price match online. After the packages have been assembled, partner with a local community services agency to distribute them to families in need.

- **Playground Clean-up** - Playgrounds and families go hand-in-hand. Have your club or group sponsor a playground pizazz day! Spiff-up and fix-up a community playground. Celebrate your efforts with a picnic at the park and invite neighborhood kids and families to attend. Ask a local hardware or builders supply store to share in the fix-up and the fun!
- **River Clean-up** - Does your community have a river clean-up or other type of community clean-up project? Find out and spend the day helping. Many of these are scheduled on Sabbath so you may have to work with the organizers to schedule something on Sunday. You might even be able to get your entire church involved.
- **Help at Special Olympics** events.
- **Volunteer at your local Humane Society** or county animal control office. These facilities often need individuals or groups to help with animal bathing, dog walking, and facility clean-up. If you can't volunteer at the facility, consider holding a fundraiser such as a dog walk or pet wash day. If you do it on your own, try to find someone experienced in pet grooming to make sure that it is done correctly. Also make sure that all animals are up to date on their shots.
- **Host a banquet** for older adults. Coordinate with the program director at a local retirement or nursing home to plan a banquet for the residents with old songs and memorabilia.
- **Hold a grandparents tea** at a local retirement or nursing home. Combine the activity with a lesson on good manners for younger students and your Pathfinders will have a chance to show off their best behavior.
- **Plan activities** for Grandparents Day.
- **Help older adults** install smoke alarms in their homes, or if they already have smoke detectors, offer to change the battery when it's time.
- **Create table arrangements** for a soup kitchen.
- **Clean graffiti** off of neighborhood walls and buildings.



The Pathfinder Club Chain of Command: The Counselor's Support Team—PFAD 100

Description

This workshop discusses the proper chain of command of the servant leaders who support the ministry of the club counselor. The roles of the club director, associate director, support staff, TLTs, church board/members, pastor, parents, coordinators, and the local conference will be reviewed as they relate to the counselor's responsibilities.

Tell your group that this could be one way that we identify a hierarchy. There are lots of ways we could have lined up, such as by age, by how far we drove to come to this training, or lots of other ways. In this workshop we are going to talk about the Pathfinder Club chain of command and how the counselor is an integral part of this ministry.

Audience/Participants

Pathfinder Club Counselors

Content

We all know that every organization needs to have order and a chain of command to function well, and Pathfinders is no exception. An "I want to be in charge, and you should do all the work" philosophy just doesn't cut it. Each staff member has an important role to fulfill within the club. Everyone functions to make the club a cohesive body and the counselor has a uniquely important role from the relational, safety, and eternal perspective. All staff will work together to support the counselor as they lead a child to Christ. We simply must be intentional; discipleship does not happen by chance. It must be a consecrated, focused work.

Resource Material

- *Pathfinder Club Handbook*
- Books/video on servant leadership and mentoring

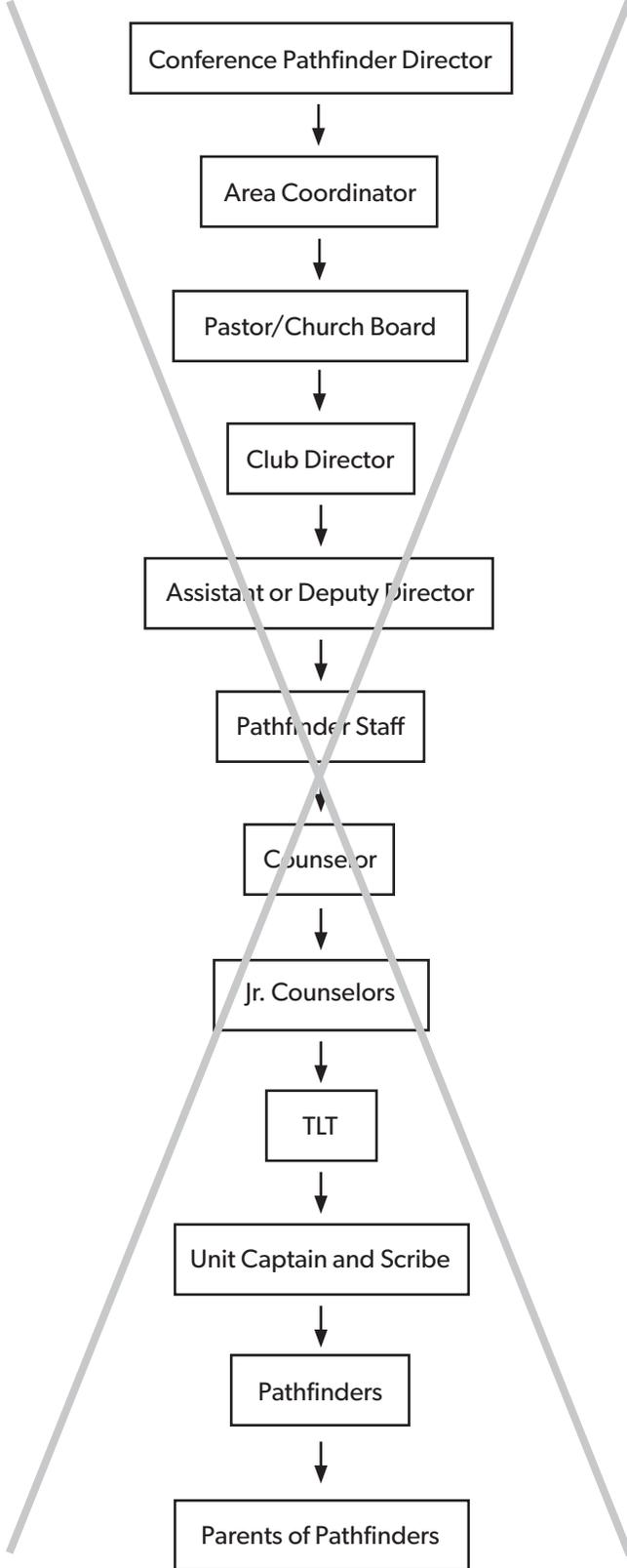
What Your Participants Will Learn

Participants will learn about the structure of Pathfinder Club Ministry

Opening Activity

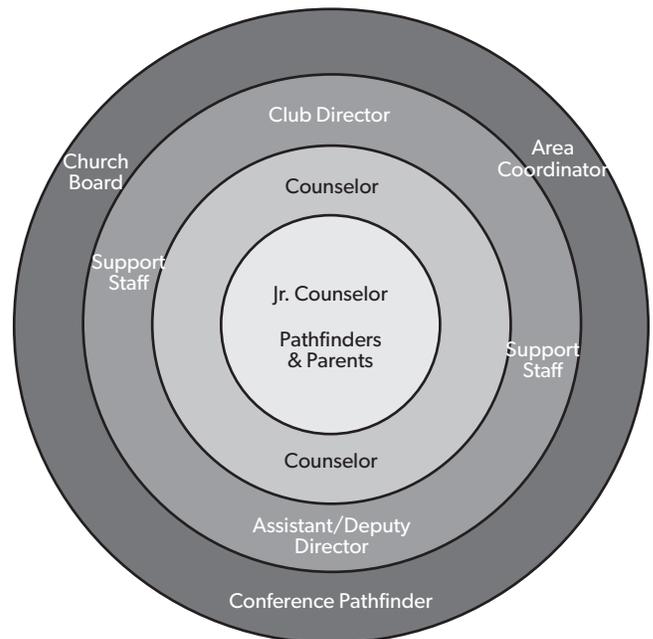
After you welcome your attendees, have them line up, left to right, based on the amount of time they have lived in their current home. Once they are lined up have the person that has lived in their current home the longest report how long they have lived there. Then have the person at the other end report.

Traditionally, organizational chain of command is top down.



However, in Pathfinder Club Ministry, instead of a top down system, we have a circle of support where *counselors* surround the Pathfinder and parents/family who are at the center of the circle as the most important since they are the ones working with and serving the young people within their unit. They have the most contact with a young person. Counselors have the opportunity to truly rub shoulders with their Pathfinders and have a significant influence on their lives.

The Circle of Support



COUNSELORS

As the one working the closest to the Pathfinder, you will be the one encouraging them on as they climb the last hill on a long hike, giving them high-fives for a job well done on the drill and marching field, praying with them and crying with them over a devastating event in their lives, and by God's grace ... the one who assists them in their commitment to Jesus Christ and the decision to live their lives for Him.

JUNIOR COUNSELORS

You should include parents, junior counselors, and TLTs as part of the team working with and for your Pathfinders.

SUPPORT STAFF

Next come the support staff – instructors, cooks, drivers, club secretary, and treasurer – all working to fill in the necessary functions to ensure that clubs make the most of events and programs.

CLUB DIRECTOR

Then comes the associate or deputy director followed by the director – each doing his or her part to organize and coordinate activities to provide the counselor with more opportunities to build a relationship with their units, as well as rapport, confidence, trust, and, most importantly, an opportunity to help the Pathfinder build a lifetime saving relationship with Jesus Christ. Once this has taken place, the cycle can begin again with the Pathfinder becoming part of a support system for the next generation's young people.

LOCAL CHURCH

We also need the support of the local church pastor and the church board. Make sure they are part of the team supporting the counselors and the club, understanding the focus is discipleship not just a "club for kids."

CONFERENCE TEAM

Beyond the local support comes the area coordinator and conference director, again each doing his or her part to organize and coordinate activities to provide the counselor with even more opportunities to work with their Pathfinders.

The counselor's role is to provide intentional discipleship to the Pathfinder

All club energies need to focus through the counselor to disciple the child and support their parent or guardian

ADDITIONAL CONTENT

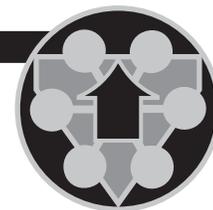
Much time could be spent here talking about servant leadership and mentoring.

Suggested Activities

Have each participant create a circle of support with the names of the people that support them (captain/scribe, if a unit has been assigned, other club staff, pastor/elder, area coordinators, conference).

Form groups of 3-4. Brainstorm what your club can do to make sure that your club is intentionally discipling your Pathfinders. How is the counselor part of that process? Report to the entire group.

Form groups of 3-4. From the leadership or mentoring part of the presentation, have participants identify an area that they are going to work on in the coming year. Share with their small group.



The Counselor's Responsibilities —PFAD 101

Description

This workshop focuses on the duties and responsibilities of the counselor and reviews guidelines that ensure a safe environment that fosters learning and spiritual growth. It outlines the Do's and Don'ts of counseling and covers the tasks for meetings, campouts, outreach activities, and all phases of the Pathfinder year.

Audience/Participants

Pathfinder Club Counselor

Resource Material

- *Pathfinder Club Handbook*
- Books and videos on motivating and leading middle school and teenagers

What Your Participants Will Learn

Their responsibilities as counselors.

Opening Activity: The Observation Game

Have participants form two lines of equal number and facing each other.

Have them introduce themselves to the person they are facing and share where they are from.

Then have participants do an about-face. Instruct them to change six things about their appearance. After an adequate amount of time, have them do an about-face and then have one row of participants guess what six

things the person in front of them changed. Then switch and have the other row of participants do the same for those in front of them.

The point is to see how observant we are, and what we are being careful to notice about the Pathfinders in our care. How do they arrive to Pathfinders each week? How are they when we see them at church, at school, and in the community? Are we missing anything? Perhaps something important?

Additional Discussion Questions:

- Did you notice the changes quickly?
- Or did it take you longer than you thought it would?
- What does this teach you about how observant we should be about our Pathfinders?

Content

(This workshop encourages discussion, prioritization and interaction. Allow time throughout the workshop for participants to discuss the concepts being presented and share their experiences.)

As the counselor it is important that you pay close attention to each of the Pathfinders in your unit. As you are watching them they are also watching you so it is important that you be a great role model. Here are some important things for each counselor to model:

- A. Attendance and participation in all Pathfinder functions.
 1. Counselor should **always** be with unit unless pre-arranged for someone else to fill in.
 2. Counselors need to know their kids well and become **acquainted** with families and home conditions.

3. Counselors should defend the **standards** and principles of their club at all times and work together with other staff in the club.
4. Counselors should set a good example with **attitude** and behavior.

B. **Code of counseling:** Do what you want the kids to do; don't do what you don't want them to do.

1. Take **charge** and lead/teach your unit or class.
2. Work and stay with your unit during **all** programs.
3. Encourage, teach, and test necessary **level requirements** for the successful Investiture of your club members.
4. Set a good **example** in neatness, **attendance**, punctuality, and with the way you wear the uniform.
5. Be a role model in **Christian** behavior.
6. March and **drill** with your unit.
7. Develop understanding and **friendship** within the unit.
8. Help members with any **problems** and keep the club leaders informed (respect confidentiality).
9. Encourage your unit members to **participate** in all activities.
10. Participate with your unit in **campouts, activities/events**, arranging all details with the deputy director/director.
11. Attend your club's **staff** meetings and retreats.
12. Notify the club director in advance if unable to **attend** a meeting.

C. Have a working knowledge of all Pathfinder functions.

What does all this mean? When you get in your car you have a working knowledge. You may not understand the workings of an internal combustion engine, but you know the following:

- It needs fuel

- It doesn't ride well when a tire on one side is flat
- Locking the keys in your car doesn't help you get to your destination quickly
- The car will hide under snow in wintertime

Every vehicle is different.

The same is true of Pathfinder events. You need to know the basics of how they work and the purpose of each function.

For example, Inductions are a perfect way for new club members to commit to the club through the candle ceremony. We need to resist the tendency of having each event become common and dull, and emphasize the importance, difference, and purpose of each type of function.

- Community service – purpose: to spread the love of Jesus
- Investiture – purpose to honor the Pathfinder for a job well done
- Pathfinder Sabbath – give your Pathfinders the opportunity to share about their Pathfinder Club with their church

D. "Fall In"

The counselor falls in at **the back** of the unit whenever the director calls, "Fall in." Counselors should be listening as the announcements are given and be able to reinforce them as the Pathfinders are doing what has been requested. *Do what you want the kids to do; don't do what you don't want them to do.*

E. What is the counselor's duty during craft and honor time?

1. The counselor is with their unit during crafts and honors as much as possible.
2. If you are not teaching the honor, work with your Pathfinders and assist the instructor
3. The counselor's foremost concern should be helping their Pathfinders rather than completing the requirements for themselves.
4. Be careful just to assist, not do, the requirements for the Pathfinder.

- F. What is the counselor's responsibility during duties (KP, camp setup, etc.)?

Answer: work with the kids and not sitting, watching, and giving orders. If you get in and work with the your kids, the following will happen:

1. The task is done **quickly**
2. The unit members will be more **responsive**
3. Everyone will have more **fun**
4. You get to know your unit members **better**
5. Often these opportunities can be used as **"teachable moments"**

- G. The Uniform

Help the Pathfinders take **pride** in their uniform by encouraging and setting a good example with your own uniform. *Uniforms are not everybody's favorite thing. For the kids, the uniforms are just out of style clothes.*

Counselors can model pride in the uniform by wearing it with care. Remember the uniform is not just clothes, but rather, who we are and what we believe in. Ask yourself, "Do I want to be a wrinkled Christian?"

- H. Am I, the counselor, responsible for discipline in my unit?

Yes, but don't be afraid to ask for help! Simple issues can be worked out within the club. More serious issues such as inappropriate behavior of staff or abuse problems need to go to the director, pastor or conference Pathfinder director.

- I. How do I keep the Pathfinders under control at all times?

1. The number one goal is to stay **together** in a unit.
2. Have **expectations** for your unit. Tell your unit you expect them to:
 - a. Be quiet and respectful
 - b. Be with you at all times
 - c. Follow directions

3. It's disruptive for a speaker, craft instructor, or director to have to ask a Pathfinder to be quiet.
4. Set the **example** and let your unit know your expectations **ahead of time**.

Activity: Role Play

Use typical situations that might happen within a normal Pathfinder Club. For example, when a Pathfinder says, "I don't want to wear my uniform," "I hate it here. I want to go home," or "Nobody likes me. God doesn't even like me." Others might include:

- When a Pathfinder is noisy and misbehaving during a meeting
- The club or unit is out hiking, and somebody sits down and does not want to go any farther
- You have a couple that won't do anything unless they are allowed to be together

Divide your entire group into discussion groups of no more than 3-4. Give each group a scenario. Give them discussion time together. Then have each group share, via role playing, with the whole group what their scenario is and how they have decided to resolve the issue. As time allows, give each group multiple scenarios. If possible, open the discussion up for someone within the group to share a different scenario, perhaps one they are dealing with or have dealt with.

- J. Chain of Command:

1. Counselors and staff
2. Director or assistant director (if director is not available)
3. Pastor and/or church board
4. Area coordinator
5. Conference Pathfinder director

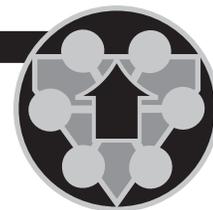
- K. Counselors are with their unit at **all times**.

We are responsible for these kids. We need to know where they are at all times, not only for their safety, but for our peace of mind and liability. If you can't supervise them for any reason, leave them under the supervision of another responsible staff member.

Counselor's Responsibilities At:

1. Club Meetings
 - a. During worship – sit, listen, and pray with Pathfinders.
 - b. During assembly – fall in and participate with unit.
 - c. During crafts or honors – make sure your Pathfinders are engaged and following instructions.
 - d. During recreation – play with your unit, show good sportsmanship, and set a good example.
2. Campouts
 - a. Enforce sleeping arrangements as specified by your conference.
 - b. Make sure that your unit has the full camporee experience.
 - c. Follow camporee rules.
 - d. Have worship/after-glow time, review the speaker's message to answer questions and reinforce the message.
 - e. Pitch in at all parts of striking of camp with a positive attitude.
3. Field trips — have knowledge of the trip, stay with the unit, and have fun!
4. Hiking — stay with your unit, follow rules of trail, enjoy and learn from nature.
5. Fairs and **camporees** — stay with your unit, participate in all activities with a good attitude, have a great time, be a good witness, follow all the rules, don't forget worships, and help with all physical aspects of set-up and striking camp.
6. **Pinewood** Derby — stay with unit, encourage excitement, compliment Pathfinders for jobs well done, assist Pathfinders with their cars, keep competitive nature in check
7. Pathfinder Sabbath — wear **full dress uniform**, march with unit, complete all assignments as designated by director, encourage your unit members, and talk with parents and other church members.
8. District functions — stay with unit, follow rules, assist when needed – you and your unit **have fun!**
9. Share your faith activities — work **with** your unit! Your excitement for sharing your faith will rub off!
10. Fundraisers — stay with unit. Work alongside unit. Follow rules and directions. Witness to all involved. Make work fun!

What is the common thread in all these functions?



Developmental Growth —PYSO 104

Description

This workshop describes the mental, spiritual, physical, and social growth and needs of the typical Pathfinder and how to relate to them effectively. It includes practical pointers on leading, nurturing, and discipling them. The objective of this seminar is to enable leaders to help Pathfinders mature in the full stature of Jesus Christ.

Audience/Participants

Pathfinder Club Counselors

Resource Material

- *Pathfinder Club Handbook*
- *Pathfinder Games & Events* (choose age-appropriate activities)
- *Teaching the Faith* by Donna Habenicht and Larry Burton, pages 241-292
- Charts on pages 17-19

What Your Participants Will Learn

- Know the different characteristics of junior and teen Pathfinders
- Learn some new games that will engage Pathfinders in developmental learning activities
- Discover concepts that strengthen Pathfinder involvement by meeting developmental needs

Opening Activity: Believe Me

Ask 4 volunteers to come to the front to each take a card or piece of paper with a single statement. They must

then try to persuade the listeners that their statement is the most believable out of the four options. They have only 30 seconds to make their public presentation of their statement.

If you don't get 4 volunteers, you may need to take the initiative to recruit 4 "volunteers." Give each a separate card/paper and give them just a short time to prepare their impromptu, 30-second sales job. Here are the four statements:

- » Each person is completely unique
- » Most people are pretty much the same
- » People are more alike than they are different
- » People are more different than they are alike

Some people will want to delay before they make their presentation. It might be best to simply assign them in the order you give the four cards. Give the volunteers a minute or two to get their thoughts together. During that time, you can give personal examples of how your own children are similar/different or ask for people in the group to share some examples.

Content

From this activity we've already established that it's misleading and possibly even dangerous to try to make everyone exactly the same. But it is also foolish to ignore or fail to plan for some of the stages the Pathfinder's experience. Counselors should anticipate these and make plans based on these general expectations coupled with the actual children and potential necessary adjustments in their ministry.

Overview of Junior Pathfinders (ages 10-12)

Activity characterizes this stage of development, and the social group usually involves a cluster of same-sex friends—the "friendly gang age." Reality tends to be dualistic with most things either right or wrong, yes or no, good or bad. Pathfinders can tap into specific rules

and rewards, plus plenty of action whether it's camping, service activities, fundraising, marching, or camporees. The mind can absorb lots of information although it might not be able to process it with depth.

Let's get into some specifics about junior Pathfinders. The energy level they brought with them from Adventurers continues, but they have longer endurance. Sitting still can seem unbearable, especially to many boys. This doesn't mean they shouldn't learn when and where to sit still but providing opportunities for activity taps their natural inclination. This includes a fair amount of noisiness, and boys tend to be this way more than girls who seem to also be capable of high-energy activities but seem to be able to sit quietly better than boys.

Mental development hits squarely on what is concrete or tangible. The vivid imagination from the previous stage seems to evaporate and for something to be real it must be experienced. Science experiments captivate junior Pathfinders. This is the best stage for quizzes because the mind is able to store an incredible amount of facts but understanding them seems beyond their capability unless they can memorize what an adult has given for the meaning. This is the stage in which a Pathfinder can read a passage of Scripture flawlessly but be completely perplexed when asked what the passage means or to state it in one's own words. But this skill can be learned during this stage.

The noticeable social development is the separation of gender. Girls all of the sudden have "cooties" and boys are "disgusting." With quiz time the obvious division of teams is boys versus girls (although the girls will usually win unless one boy is especially full of Bible trivia). Juniors Pathfinders rarely like to be alone, but prefer to be in small groups that can easily fluctuate with various members, rarely mixing genders. The differences in gender start to get noticed, and some females start puberty during these years. Pathfinders of this age look for heroes, such as sports, music, and movie stars. The teens or young adults at your church can fill this role more likely and in reality. Bible heroes may also fit, although they aren't alive right now.

Emotional development for junior Pathfinders hits the target with acceptance. This can be difficult to give when they are noisy and restless. Be careful not to humiliate, especially around others. They can be quite sensitive to criticism. Being fair is important but being part of the group is even more important. Junior Pathfinders

can sometimes be very mean to others, often with no apparent reason. They want adult relationships, but also the ability to be part of a small peer group, too. Teen Pathfinders and TLTs can play significant roles in addition to adults.

What happens spiritually with Junior Pathfinders? Information equals spirituality—whatever spirituality means. Knowing God is knowing about God more than a personal relationship with an unseen and powerful Being or intimacy with "El Shaddai" or "Abba." This is the most common age for children who grow up in the church North America to get baptized. Baptism necessitates taking a class and getting enough information about God in order to be baptized. One must then say, "I do" at the appropriate time when listening to the baptismal vows. The symbolic meaning of baptism isn't understood, but correct answers can be memorized and recited to the satisfaction of adults. The sense of being accepted into the community of faith seems real based on momentarily being the center of attention and the accolades that come from many church members who seldom make contact with them otherwise. The commitment can be real, but it will need to be re-treaded in the adolescent years as one's thinking is able to plunge new depths.

ACTIVITY

Get into groups of 2-3 people and share something you think would be a good way to reach them where they are in this stage of development. (*Provide 3-5 minutes.*)

Examples could include making sure you combine activities in addition to times of sitting quietly; capitalizing on memory retention to pack in as many facts as possible even though they might not be understood until the Pathfinders draw upon them later; being on the lookout for junior Pathfinders who may get left out of groups and frequently mix the members of the groups while being cognizant that the preference is for same-sex groupings; identify heroes and be sure to dole out recognition and encourage them to do that with each other; encourage the collection of information about God even while you share elements of your personal relationship with God and invite them to experience something similar.

If there is time for examples to be shared verbally or on a board, do so; otherwise, continue with the teen Pathfinder section.

Overview of Teen Pathfinders (ages 13-16)

The dramatic changes within these years rival those of the first two years of life, except children at this age are leaving childhood, and at uneven and irregular times, with females often changing a year or two before most males. The onset of puberty (physical changes) affects all other areas of life as well, throwing social and spiritual certainties into disequilibrium. Authority begins to be questioned as experimentation begins regarding one's identity and relationships with others. Thinking in new ways becomes possible and impacts potentially positive and negative outcomes.

The onset of puberty in teens marks the greatest physical impact. It affects all other areas of a teen's life as well. The average age for the onset of puberty in females is 10-11, with one's first menstruation at the age of 12-13. Boys hit puberty a year or two after girls do. Please note that these are averages. A child has no control over when this begins. Unfairly, girls who reach puberty early are at a disadvantage because it tends to separate them from age mates and puts them with older teens. And boys who reach puberty early are at an advantage because it tends to engender more respect and also puts them more in line with females their age while the "little boys" continue their immature ways. These physical changes markedly affect the other aspects of a teen's life.

Teens also experience dramatic mental changes. The brain begins another round of development that connects reasoning. It doesn't happen all at once but is a process throughout the teen years. The change can be seen with thought processes of reasoning from cause to effect. But this is sporadic. The teen Pathfinder might seem extra mature one week and then backslide a year or two the next week. One 13-year-old might be more advanced than a 14-year-old, at least this week. And teens start to ask "why?" questions such as, "Why did sin begin?" or, "Why do we go to church?" or, "Why hasn't Jesus returned yet?" These questions may have been asked and answered many times previously, but the teen is now able to listen in new ways and needs to hear reasons again.

The social changes for a teen Pathfinder revolve around peer acceptance and identity development. With a sense of leaving childhood and entering adulthood, a teen begins to challenge authority such as parents or teachers. This can be very intimidating, so the teen looks to other teens for acceptance and support. The fact that a teen Pathfinder can challenge the counselor or other staff member is a "win" for the teen, even if the teen

loses the challenge. This is because the teen Pathfinder was "in the fight." Expect multiple attempts to discover what a teen Pathfinder is good at in the search for identity based on achievements or relationships. Expect this to be a process, and one that causes many adults to pray with greater intensity. Teens who are compliant often get rewarded by adults but are likely to experience a more traumatic identity search later if it is put on a back burner now.

Not surprisingly, the emotional development for teen Pathfinders is also rocky. In addition to the volatile physical, mental, and social changes, a teen also experiences new emotions—feelings without names to even get a handle on them. A female who reaches puberty may feel exhilarated that an older boy pays attention to her romantically (in comparison to the immature boys her own age), but then feel uncomfortable when the boy tries to take advantage of her young age of development. A boy who is late reaching puberty may feel left out or cheated because he can't compete with those his own age. Insecurity seems to be a common feeling throughout this age, with occasional relief that never seems to last long enough. With so many changes at unpredictable rates and times, insecurity is the normal emotional state.

Spiritual development for teen Pathfinders can go one of several ways. With so many changes, one common route teens take is to begin to experiment with their spirituality. Some begin to understand it in a new way. As they separate from authority figures, some reject their understanding of God simply to differentiate from their religious parents. This can certainly alarm parents as they navigate new waters with their early adolescents. Some teens continue with the spiritual exterior they have learned, but it seems phony or put-on to them, as though they are acting on a stage for others. Doing what another person wants them to do doesn't seem real to them, but they might now know what is real. Hopefully teen Pathfinders will wrestle with God and discover God for themselves, which might be a rocky path all its own. This could be initiated outside of the regular routines of life, such as away on a mission trip or a weekend campout, or a summer away from home, or even as a part-time job. This is the time that what was memorized during the junior stage needs to come off the back burner in order to experience meaning and not merely memorization. Those baptized earlier often want to be re-baptized when their spirituality becomes personal in order to mark their new experience that seems so much more real than what they had done previously.

Such radical changes can be expected with teens in your Pathfinder Club! And what is most challenging is that the 13 and 14-year-olds aren't quite youth. Often this age group gets neglected, merging them with immature juniors or older youth. Leaders effective with either age group often give up on Explorers and Rangers quickly because they are in transition.

ACTIVITY

Get into groups of 2-3 people and share something you think would be a good way to reach teen Pathfinders where they are in this stage of development.

Examples could include affirming positive character qualities; not being shocked by surprise or off-the-wall questions or answers; facilitating interaction with the two genders since communication is desired but awkward; don't let your identity ride on the acceptance or rejection by the teen Pathfinder and don't give up on them; provide new ways of perceiving God, recognizing that some will still think like junior Pathfinders and others will be ready for new perspectives and experiences even though they might not know how to explain them.

(Provide 3-5 minutes. If there is time, share examples verbally or on a board.)

Summary

We have made some broad sweeps and some applications for various ages or stages of children. The purpose is to give us an overview of what can be expected, but we will need to adapt this to meet the specific needs of the children to whom we minister. This illustrates what a unique and creative God we serve. And differences continue and expand into ever greater diversity into adulthood.

Let's close with these questions. Please share them with your small group of 2-3 people and close with prayer.

» Which age or stage do you feel best-equipped to serve?

» Why is that?

» What can you do to better meet the Pathfinders you have based on their current development?

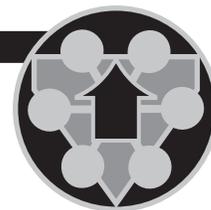
» What has God already blessed you in doing to minister to Pathfinders (either age group)?

» What is your prayer to God at this time?

Development	Ages 10-12 (Junior Pathfinders)	Ages 13-16 (Teen Pathfinders)
<i>Cognitive & Physical</i>	<i>Concrete Operational</i>	<i>Period of Formal Operations, Though Achievement Largely Depends on Environment</i>
(Piaget)	*Use wide variety of concrete experiences to help child learn	*Thought becomes more abstract, incorporating principles of logic.
	*Intelligence demonstrated through logical and systematic manipulation of symbols related to concrete objects	*Develop ability to generate abstract propositions; thinking becomes less tied to concrete reality
	*Egocentric thought diminishes	*Multiple hypotheses and their possible outcomes are evident
	*Able to tell time	
	*Cares for self and room and belongings. Can take responsibility for more complex chores	*Formal logical systems can be acquired, but may not, depending on opportunities in their environments
	*More control over small muscles	*Muscle coordination becomes better as time passes
	*School very important—achievement can become a major issue. Learning problems may not be evident yet.	*Can use aids such as axioms to transcend human limits on comprehension
	*Needs 9-10 hours sleep/night	*Needs 10 hours sleep/night
	*Usually has a good appetite	*Brain reorganizing—often making them less capable of following directions that when they were age 10
	*Thoughts beginning to be more abstract by age 12	*Boys particularly seem to have a bottomless appetite
	*Beginning to understand as-if and if-then steps	*Girls may develop eating disorders as early as age 8 but especially during this stage

Development	Ages 10-12 (Junior Pathfinders)	Ages 13-16 (Teen Pathfinders)
<i>Social & Emotional</i>	<i>Learning Industry vs. Inferiority</i>	<i>Learning Identity vs. Identity Diffusion</i>
(Erikson)	Striving Toward Competence	*Fidelity—Answering Question: Who Am I?
	*Relates to peers according to rules	*If they are successful during early adolescence, they acquire self-certainty
	*Progressing from free play to structured play, such as baseball	*Experiment with constructive roles and anticipate achievement, rather than being frozen by feelings of inferiority
	*Self-discipline increases	*Lack of success during early adolescence creates self-consciousness and self doubt
	*Moving into their "declaration of independence"—the terrible 2s revisited	*Often adopt negative roles such as delinquency—drugs, sex, gangs, crime
	*Enjoys being with parents but is moving more toward peer involvement	*Peers and adults other than parents seem more important in their lives
	*Peers have great influence—enjoys interaction especially with same-sex friends	*Need to hang in because it is the parent's values the teen is measuring everything against
	*Enjoys club and accomplishments and collections	*Their emotions are a roller-coaster, largely because of hormones and brain development
	*Teamwork very important	*They seek leadership—someone to inspire them

Development	Ages 10-12 (Junior Pathfinders)	Ages 13-16 (Teen Pathfinders)
<i>Moral/Ethical/ Sexuality</i>	<i>Synthetic-Conventional Faith, Characterized by Conformity</i>	<i>Synthetic-Conventional Faith, Characterized by Conformity</i>
(Erikson)	Conventional	Conventional
	*By age 11 or 12 girls may be experiencing puberty and experiencing feelings of sexuality	*Clear sexual identity is established by late teens
	*Hormones cause a roller-coaster life for this age as they bounce between childhood and adulthood	*The majority of teens experiment with sex in one way or another
	*Children who have been molested may exhibit very poor boundaries as they understand their body to be a tool with which to gain friends and/or attention	*Drugs and alcohol often become part of their lifestyle
	*Boys may be experiencing "wet dreams"	*Those who have been molested/raped/used may not have good boundaries
	*Preoccupied with appearance	*They believe in fairness
	*Recognizes need for rules and fair play	
	*Is generally cooperative and considerate except when the hormones come to play	



Discipling and Discipline —PYSO 121

Description

This workshop will consider the Biblical meanings of discipline and disciple. Christ gave us the perfect example of discipling. It will look at Christ’s methods of evangelism as shared in Scripture and the practical lessons that we can draw from His methods and apply to our ministry. It then continues with the concept that to discipline, you need the heart of Jesus. It closes with the application of two principles: There are few discipline issues when the counselor is with their unit, and preventative discipline is the only true discipline.

Audience/Participants

Pathfinder Club Counselors

Resource Material

- Books and video on discipling, particularly discipling youth

What Your Participants Will Learn

The basics of discipling and how discipline fits into true discipleship

Opening Activity

We are going to start this workshop by studying what Jesus did when He was on earth.

Divide your attendees into groups of 6. Hand out (or write on a white board) the 6 references below. One person from each group will look up one text and report on what method of evangelism, outreach, witnessing, and reaching others Jesus used to reach the people with the good news of the Gospel.

Have the groups identify one word in each text that describes what Jesus did (they are listed below). Have each group report the one word that they found to the entire group. Start with #1 to #6. If you have fewer than 6 groups keep going until all 6 verses have been covered. You may want to write these on a white board or flip chart for future reference.

1. Jesus went all over Galilee, **teaching** in the Jewish meeting places...
2. and **preaching** the good news about God’s kingdom.
3. He also **healed** every kind of disease and sickness. —Matthew 4:23, CEV
4. Jesus answered, “You **give them something to eat.**” —Luke 9:13, CEV
5. As Jesus and his disciples were on their way, some people brought to him a man who could not talk because a demon was in him. After Jesus had **forced the demon out**, the man started talking. —Matthew 9:32-33
6. The next morning he **called** his disciples together and chose twelve of them to be his apostles. —Luke 6:13, CEV

Once the groups have identified the 6 activities, ask each group to identify which of these methods Jesus used in His 3 ½ years of public ministry. Have them prioritize their list with the one Jesus did most as #1 and the one He did least as #6.

(Note to presenter – It is important that you make sure that the groups identify “disciple” as one of the things that Jesus did because that will be the basis of this workshop.)

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Content

(This workshop encourages discussion, prioritization, and interaction throughout. Allow time throughout the workshop for participants to discuss the concepts being presented and share their experience.)

Jesus disciplined the 12 for 3 ½ years. He certainly put more into investing in His disciples than anything else. Is there a clue here for what our ministry methods should be? *(Discipleship)*

B. What does the word disciple mean? Give 5 synonyms.

1. _____
2. _____
3. _____
4. _____
5. _____

(Follower, believer, devotee, supporter, student, apprentice, pupil, adherent, learner)

C. Which of the synonyms apply to Christ's disciples?

D. Which of the synonyms apply to the Pathfinder?

E. If you were Jesus, how would you define discipling?

F. How many people did Christ disciple?

1. And when it was day, he called unto him his disciples and of them he chose **twelve**. — Luke 6:13
2. After these things the Lord appointed other **seventy** also, and sent them two and two. — Luke 10:1

3. When the even was come, there came a rich man of Arimathea named **Joseph**, who also himself was Jesus' disciple. — Matt. 27:57

G. Which of these disciples were His main focus?

H. Did the disciples have similar personalities/ characteristics as that of a Pathfinder unit?

I. How does the 3 ½ years of Christ's discipling compare to Pathfinders?

J. How many hours a day did He spend with those disciples? _____

K. When did Jesus teach them?

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

(Walking, cooking, healing, talking to others, eating)

L. What methods did Jesus use to teach His disciples? Check out these Scriptures, then draw a line from the numbers to each text, showing the order of priority and effectiveness you would give each method.

(Presenter – You may want to write these up on the board and ask for people to read the text – then match with the method.)

- John 5:20 (show and tell) _____ (1)
Mark 11:12-24 (demonstration) _____ (2)
Matthew 13 (preaching) _____ (3)

Matthew 17:27 (action) _____ (4)

Mark 4:34 (parables) _____ (5)

M. Any similarities to how we should teach Pathfinders?

N. Which of these methods or other methods work best for Pathfinders?

O. How often did He use a classroom and desk? Matt. 13:54

P. Discuss: If a classroom and desk had been available, would Christ have used them?

Q. How did Moses suggest that we teach God's principles?

And ye shall teach them to your children, **speaking** of them when thou sit in thine **house** and when thou **walk** by the way, when thou **lie** down, and when thou **rise up**. — Deut. 11:19

Discipline – An Act of Discipling

Let's talk about some principles of discipline and how discipline is really an act of discipling.

Principle: There are few discipline issues when the counselor is with their unit.

Principle: Preventative discipline is the only true discipline.

A. What things happened to the disciples when Jesus left them alone or sent them out alone?

Luke 9:40 _____ (*could not cast out devils*)

Mark 9:33,34 _____ (*argued*)

They generally got in trouble or went fishing!

B. What happens when you leave kids alone?

C. **Principle:** To discipline, I need the heart of Christ to disciple my unit as Christ disciplined His unit, the 12 disciples.

What does that mean to you?

D. Principles of Godly Discipline

1. I will try to not embarrass the Pathfinder.
2. When there is a problem, I will talk one-on-one and face-to-face with the Pathfinder.
3. I will explain the natural consequences of the offense.
4. I will communicate my heart for Christ through my voice, actions, and maybe tears.
5. I will sit with them until I see a commitment to change, especially if the child is defiant.
6. I will pray with them.
7. When we return to the unit, the child will know that Jesus and I love him/her.

E. List some ungodly things never to use, say or do during discipline:

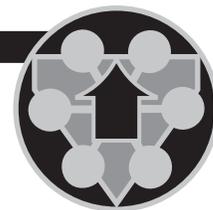
1. _____
2. _____
3. _____
4. _____
5. _____

(Ridicule, shaming, sarcasm, cruelty, never strike or use force of any type, never tell kids that Jesus won't love you)

F. Correcting: What prerequisites can you think of that are required before you can correct?

1. _____
2. _____
3. _____
4. _____
5. _____

(Love, praise, friendship, respect, prayer)



The Counselor's Relationship to the Pathfinder – PYSO 124

Description

This workshop discusses developing a mentoring relationship with your Pathfinders, and what that will mean in terms of teaching them to relate to others and drawing them to Jesus Christ.

Audience/Participants

Pathfinder Club Counselors

Resource Materials

Books and videos on mentoring middle school and teenagers.

What Your Participants Will Learn

How to effectively build a relationship with each Pathfinder in their unit.

Opening Activity: The Ball Game

This activity involves passing various sized balls down two lines of participants who are facing each other, whose arms are inter-linked. The ball cannot touch the ground along the way. The facilitator starts with a large beach ball, representing the ideal Pathfinder who's always compliant, arrives on time, participates in all activities, wears their uniform with pride, etc. Once the team succeeds with this challenge, you continue using progressively smaller and more challenging sized balls or objects.

Each ball represents a type of Pathfinder one might encounter in a club. Other balls might include a soccer ball or football. For that odd Pathfinder, use a softball, rubber ball, tennis ball, golf ball, super ball, egg (hard-boiled, but not revealed to be such), marble, and a fresh pea. Use your imagination.

With a few words introduce each "Pathfinder" before placing the ball at the beginning of the line of interlinked arms. Challenge the group to get "this Pathfinder" through the Pathfinder year of activities and events successfully!

At the end of the activity focus on a meaningful dialog about what happened when the group worked with each Pathfinder to get them safely and successfully through a Pathfinder year, to a greater level of maturity, toward being a great junior staff/TLT, to a higher level of skill mastery, to a closer walk with Jesus.

What did they do as they progressed through the different Pathfinders? You should be carefully leading them to share things like: "We got closer together." "We communicated more." "We slowed down and focused more." "We all worked together." You can then expound on other things that should be done—pray together about your Pathfinders; dialog about concerns, successes, and failures; and what more can be done.

If done well and thoughtfully, this can and has been a fabulous, eye-opening time of sharing, dialog, and realization with counselors/staff.

Additional Discussion Questions:

- Did you communicate?
- Did a leader stand out amongst the participants?
- Did you have to work together?
- Did participants find solutions as the task got harder?

Content

(This workshop encourages discussion, prioritization and interaction throughout. Allow time throughout the workshop for participants to discuss the concepts being presented and share their experience.)

In this workshop we are going to define what a relationship is and how you, as a counselor, can develop a meaningful relationship with the Pathfinders in your unit.

A. Relationship = noun (according to Webster):

1. The way in which **two** or more people or things are **connected**, or the state of being connected.
2. The way in which two or more people or groups regard (respect) and behave towards each other.
3. An **emotional** and sexual association between two people.

B. What is my relationship in the club?

1. The club is the way you and your unit of kids are connected.
2. You are a club counselor in charge of a unit.
3. What else do we need?
 - a. **Mutual** respect
 - b. **Emotional** association

C. Name some appropriate emotions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

(Joy, exuberance, firmness, kindness, gentleness, anger, peacefulness)

D. Discuss: Is anger ever appropriate?

E. Positive Relationships

Our influence on a child is usually **directly** proportionate to our relationship, either positive or negative, with the child. In other words, if we want to have a **positive** influence on the child, it is most likely to happen within a positive relationship.

F. The Counselor's Example

You can set a good example by:

1. Being on time
2. Wearing your uniform
3. Being involved in all the club functions
4. Drinking and/or eating only healthy things
5. Praying with the child

G. A Child's Perception

But if that child perceives you as uncaring, **harsh**, angry, or unfair, your influence will be minimal, and the **respect** quotient will be on the low end of the scale.

H. The Bottom Line

You will have a **relationship** one way or another, positive or **negative**. Jesus said being sunk to the bottom of the sea with a **millstone** around the neck is preferred over having a negative (offensive) relationship with one of His **little** ones. You can control many kids with anger and **threats**. They'll **do** anything to keep you from getting angry and reaping the rewards, but what kind of influence is that?

I. So how do we create a positive relationship with each of our unit charges, even those who absolutely drive us **insane** at times?

1. **Pray** for each one of them individually in your own quiet time. Don't just mention their name or the unit as a group. Really talk to God about each kid—something like, "Ok God, I know you love Johnny and you know him very well. I don't. But I'd like to. Here's where I'm struggling, Lord. Johnny is always talking—can't get him to shut up and let anyone else talk. And what he says is usually just stupid to get attention."

Stop and listen to what God may put in your mind after each sentence. You'll be amazed at how He will help you or who He may send

to help you. But He will help you. Pray for the quiet, not-troublemakers too—they often are left out because of all the time and attention Johnny takes. Yes it takes time, but if you want to be able to help this kid to heaven, time is what it takes.

Remember, Jesus spent 3 ½ years discipling just 12 men. Yes 100 or so of their friends were hanging around, but Jesus' main focus was on His club unit.

2. Learn to know and **understand** each unit member. Yes, it's a big job to know each one. But that's why there should only be 6 in a unit.
3. **Listen** to what they are saying with your ears, mind, and **heart**.
4. Understand where your Pathfinders are in **developmental growth** is important.
5. Understand the **temperament** of each unit member.
6. Visit the child's home when **all the family** is there (if possible):
 - a. Be sure to call ahead for an appointed time to visit.
 - b. This can help you understand a bunch about your Pathfinder.
 1. Why he is so meticulous or **messy**
 2. Why she **whines** all the time
 3. Why he **talks** so loud and so incessantly
 4. Why **food** is so important to her
 - c. The visit can also help you determine if there are needs such as:
 1. Loss of **job/work**
 2. Lack of **food** or poor diet
 3. **Clothing** needs
 4. How the Pathfinders or church can **assist** the family
 - d. It gives opportunity to explain the **Pathfinder Club Ministry** to the parents

e. To **pray** with the family. This lets the whole family know that both you and God care about them. It usually creates a positive connection, so the family knows you are there to support them.

7. Find at least one **positive** thing about each unit member and write it down.
8. At a unit meeting, have each of the kids write **one good thing** about each kid in the unit, including themselves.
 - a. Compile the list and give a copy to each member
 - b. You may be amazed at the fact that the "Johnny's" in your unit have at least 6 positive traits that you can build on
 - c. It can make a great difference in their lives
 - d. Many times trouble makers don't realize they have anything good to offer anyone
9. Let them know you **care**

Divide in groups of 2 and list ways to show you care:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

(Appropriate touch, including in activities, listen, encourage, praise)

10. Lead by **example** and involvement.
 - a. No **shouting** or giving orders from across the gym.
 - b. If it's KP time for your unit, say, "Come on, let's get this job done." Then roll up your sleeves and help. **You need to delegate, but not desert.**
 - c. Make it **fun** with laughter, singing, good clean jokes.

11. Engage the kids in **prayer**.

- a. Help them find God as a **friend**.
- b. Pray **before** an event. Then if things are going rough during the event, help them stop and talk about their frustrations to their best Friend (God) and help them realize His calming effect.
- c. Pray **after** or during an event. Perhaps there is a really neat thing that happens during an event. Allow time with them to say thank you to their Friend and praise Him for His goodness.
- d. Pray when someone is **discouraged**.
- e. **Pray** when you don't know why. You may just feel impressed to pray with them and you aren't sure why. Tell them that and ask them to join you in your prayer.

J. Develop a **positive** relationship. Once you've established a positive relationship with each child, it makes all the other parts of your responsibilities much easier. You see, kids will do almost anything for someone who demonstrates caring in a positive way.

Use this positive relationship in the best interest of the child.

1. Create **teachable** moments.

Teachable moments can best be used when you have a good, positive relationship with the child.

What is a teachable moment?

- a. An opportunity to teach **practical** lessons
- b. A time when you have the unit's **attention**
- c. A time when you are willing to **listen**

2. Three types of participation:

- a. The **talker**
- b. The **quiet** child
- c. The child who **wants to answer** the question but never gets the answer right

K. How to have effective discussions.

In small groups, make a list of what is necessary to have an effective discussion with your unit.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

(Involvement, listening, advice, scripture, discussion, remove distractions, don't be critical)

Here Are Some Other Ideas:

1. Never be **critical** or ignore.
2. Always find something **good** to say about every response.
3. Use reflective **listening**.
4. Plan time for **discussion**.
5. Ask open-ended questions. Questions with yes or no answers don't lead to discussion.
6. Ask your kids for their **advice**. Say, "What should I do?"
7. Read a **Scripture** story and ask your Pathfinders to explain it.
8. Check your emotions. Are you **wound** up?
9. Don't dominate the discussion. Get your kids **involved** by asking questions and affirming their answers.
10. Never be afraid to admit or say "**I'm sorry/ wrong.**"
11. Eliminate **distractions**, such as:
 - a. Bugs
 - b. TVs and electronic devices

12. Allow your unit members to state their **opinions and feelings** without criticism
13. Is there something **unresolved** that happened earlier that is distracting the minds of the unit members?

L. How to Handle Practical Jokes

Discuss in small groups what you should do if your unit pulls down your tent in the middle of the night.

Discuss in small groups what you should NOT do if your tent is pulled down.

M. Keys for Dealing with Problems

1. **Listen** on their level. Physically sit or kneel for level eye contact. Emotionally listen to understand their developmental level.
2. **Don't** lecture.
3. Remember you were **young** once.
4. Remember they may be feeling **awkward**.
5. Show you care with your **words** and your **eyes**.
6. Offer **help** if needed.
7. Keep **confidentially** (unless laws or ethics require you report to authorities: i.e. law enforcement, director, parents).
8. Always be **available**. If you seem too busy or preoccupied, they won't confide in you.
9. Don't respond with big **words**.
10. Don't be the **know it all**. They will shut you out.
11. The only emotion you should show is that you **care**. No gasping! No shock!

N. Lead Them to Jesus

Discuss what we have to offer that scouting doesn't:

After campfire time, on a campout, sometimes kids are very quiet or very rowdy. Both may be an indication their heart has been touched. This may be a good time to touch base with that child and ask if they would like to have Jesus live in their heart.

Sometimes we hesitate—why? Remember we have the Holy Spirit on our side. Maybe the opportunity will come on a hike or beside the river on a Sabbath afternoon. This isn't always easy, especially if you've got kids in your group who have never learned how to have fun without a smart phone in their hands.

We may need to teach them by example.

Some have never learned to enjoy the sounds of nature—wind in trees, creek singing across the stones, birds singing, crickets, frogs, coyotes singing near camp at night, etc. Some may have never experienced the joy of doing something for someone else for the fun of it.

O. Here Are Some Tips to Make It Fun!

1. I must be **positive** about the event, even if I voted against it at staff meeting. I do it for my "kids."
2. Remember the power of **prayer**:
 - a. Pray for a **fun** spirit
 - b. Pray for an **attitude** adjustment
 - c. Ask God to help your kids have a positive **experience** in this activity
 - d. Take time to pray for each **individual** child before each event
3. Show **eagerness** and excitement for your unit and God's sake. Get in the middle of the activity and watch your excitement rub off.
4. Remember the **positive** relationship you built with all in the unit. Even the troublemaker will soon cooperate.
5. Be **early** to events and **greet** each of your unit with a:
 - a. Glad **smile**
 - b. Appropriate **hug** or slap on the back
6. Make sure each child
 - a. **Understands** the event and/or activity
 - b. Knows the appropriate **uniform** or dress they will need for the event

- c. Knows what **equipment** they need and how to use it
 - d. Knows how to do their part to be **ready** for the event
 - e. Knows **when**, where, and what time the event is to take place
7. If a child is struggling to get ready for an event, be **patient**. If you observe **frustration**, come alongside the child to help rather than reacting in an overbearing way.
 8. Give special, kind, and caring **attention** to children who are having trouble with focusing or staying on track.
 9. Create some type of **incentive** to be there and do their part. Very often just knowing you are going to be there with them and that you care about them will be all the incentive that is needed.

Make it fun and meaningful—you may be a no-nonsense person and may have to really work at the definition of fun as it is translated to kids.

When you ask your unit how to make it fun, each child may have a different definition of fun. This may be ok if you can incorporate it all at once.

Never make a child feel their idea is not a good one. It may need to be put on hold, but never allow an idea to be made fun of or ridiculed or put down by you or anyone else. That's one of the best ways to break a positive relationship and let a child slip through the cracks.

10. Discuss in small groups or role play:

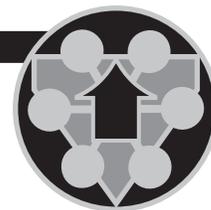
How can I make a fundraiser fun?

How can I make a hike fun?

How can I make Investiture fun?

Suggested Activities

This workshop encourages discussion, prioritization, and interaction throughout. Allow time throughout the workshop for participants to discuss the concepts being presented and share their experience.



Safety and the Counselor —RCSF 120

Description

This workshop focuses on the moral and practical obligations of the counselor to guard the well-being of unit members. It includes a review of physical safety issues, supervision policies and rationale, health concerns, transportation issues, abuse prevention and intervention, and accident reporting and response. We will be looking primarily from the unit viewpoint rather than the club viewpoint.

Audience/Participants

Pathfinder Club Counselor

Resource Material

- *Pathfinder Club Handbook*
- Adventist Risk Management website (AdventistRisk.org)
- Adventist Screening Verification website (nadadventist.org/asv)

What Your Participants Will Learn

Their role in making sure that the Pathfinders in their unit are safe

Opening Activity

Divide into groups of 3-4. Give each person the safety list below. Have them prioritize it from 1 to 10 (individually).

Safety List (prioritize from 1 to 10)

Equipment Selection and Maintenance

Personal Safety Equipment

Safety Procedures and Policies

Skill Level Limits

Qualified Supervision

Planning/Communications

Following Applicable Laws

CPR/First-Aid Resources

Discipline

Safe Area

Then have the group work together and make a group safety prioritization list. If you have time each group can report their top two and explain why they are the top.

Content

- A. Begin all activities with **prayer** and **planning**.

Because you have made the LORD, who is my **refuge**, Even the Most High, your **dwelling** place, no **evil** shall befall you, nor shall any **plague** come near your **dwelling**; For He shall give His angels **charge** over you, to **keep** you in all your ways. In their **hands** they shall **bear** you up, lest you **dash** your foot against a stone. *Psalm 91:9-13, NKJV*

My son, let them not depart from your eyes; Keep sound **wisdom** and discretion; So they will be life to your soul and grace to your neck. Then you will walk **safely** in your way, and your foot will not **stumble**. *Proverbs 3:21-23, NKJV*

- B. Our Moral Obligation

Each leader or counselor, at whatever level of organization, must accept the moral obligation of protection from physical injury those who are under his or her care. What standard of care is required of

leaders and counselors? There is no easy answer, for the duty of care to a Friend will vary in degree from that which is due to an older child. The aim must always be to operate an injury-free program.

C. The Premises: Inspecting for Hazards

Name some common hazards that might be found at a club meeting or event site:

1. **Clutter, combustibles near a fire**
2. **Broken glass, wet floors**
3. **Wet Floors**
4. **Inadequate lighting**
5. **Exposed electrical outlets**
6. **Trip hazards, faulty doors**
7. **Poor visibility for supervision**

D. Equipment Safety (i.e. tables, chairs, camping gear, life jackets, etc.)

Is all equipment in good **repair** and is it **safe**?

Is safety equipment **suited** to the activity always provided?

Equipment should be . . .

1. Kept in excellent **condition**
2. Proper for each **activity** and for the age group using it
3. Removed or destroyed if faulty or **broken**

E. Supervision

The required degree of supervision will vary according to the grades or ages of those being supervised. Naturally 5th graders will require more supervision than someone who is in the 10th grade and should accept a greater degree of responsibility for his/her own actions.

You cannot stress enough: Supervision must **ALWAYS** be provided. Adventist Risk Management reports that two-thirds of all claims involve allegations of improper supervision; not the number of supervisors, but the quality.

1. **Never** leave children out of your sight.
2. Establish rules and **parameters/boundaries** and stick with them—Be consistent!
3. While supervising it is not time for personal phone calls, paper work, or talking with friends and/or associates. The counselor should eliminate all distractions while supervising.
4. If you have a **challenging** group, enlist additional help
5. Be willing to say "I need a **break!**"
6. Who can you call on for assistance?

Counselors Parents Director Others

F. High Risk Activities

Think twice before planning high risk activities, and consider the following:

1. Suitability of the activity for the **age** group involved.
2. The personal ability and **experience** of supervisors.

!For example, only operate a gymnastic program, should be operated only if there is a skilled, experienced and qualified gymnast available to supervise.)
3. The provision of appropriate **safety** equipment, i.e., life jackets for boating, helmets for horse riding, helmets and knee pads for skating, etc.
4. Type of activity and its **inherent** risks.
5. Number of participants staff/child **ratio**.
6. **Location** of activity and the condition of the **equipment**.
7. Allotted **time** for the activity.
8. Proper **insurance** coverage, and if insurance riders may be needed.
9. Counselors: Please check with your directors before doing unit activities. They can secure church board approval for activities done by unit groups.

G. General Health Concerns

1. Demonstrate good **hygiene** by teaching and modeling good hand-washing and covering your mouth and nose when **sneezing** and coughing.
2. What to do in your club when a child or staff has a **fever**?
3. Prevent illness by encouraging drinking enough **water**, eating properly, and taking **medications** when they are prescribed.

H. Transportation and Safety

1. Does each vehicle have proper **insurance**, and is it **road-worthy**?
2. Are drivers at least **21** years old? Have they gone through volunteer screening and background checks?
3. Drivers must have no more than **2** traffic citations, or **no** accidents that resulted in a conviction of a misdemeanor or criminal charges while driving within the last **3** years. (Note: This may vary by state or conference.)
4. There must be a **seatbelt** for each person in the vehicle. Many states require that those who are under 13 or who are under 4' 9" or weigh less than 80 pounds must ride in the back seat.
5. Gross vehicle and tire **ratings** must not be exceeded and pre-trip inspections must be done.
6. No transportation in **open** vehicles.
7. **Pray with each driver.** Pray for God's protecting angels and guidance.

A great resource is AdventistRisk.org/en-us/safety-resources

Check out their webinars and videos as well.

I. Forms That Provide Protection for Counselors and Their Unit

1. Conference Pathfinder Club **Application** Form

Check with your conference office to know when club applications are due each year.

2. **Medical** Release Forms

3. Local **Club** Application Form
4. Specific Activity **Permission** Forms
5. Volunteer staff **background** checks and screening

J. Parent Signed Forms

1. When completed and signed by parents, forms:
Indicate their **permission**,
Indicates they will **assist** if needed
Indicates they will be **supportive**
2. Forms should be kept in a secure location:
Original kept by club director, secretary, or club designee

Copies carried on all **activities**

Check to see if an electronic option is available for your club

K. Local Club General Permission Forms May Cover Things Like:

1. Club meetings and local activities
2. Camporee, Fairs, and Fun Days
3. Pathfinder **Sabbath**
4. Inductions and Investitures

L. Sometime Special Permission Forms Might Be Needed. These May Include:

1. Camping trips and Field **trips**
2. **Outreach** projects
3. Swimming, boating, or other outdoor activities
4. Other **off-site** activities

M. Know the Parents and Their Available Medical Expertise

List what medical professionals you might find in your church:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

N. Do You Know What To Do If An Accident Happens?

Ask your club director about the procedures for all emergencies:

1. Fire
2. Abuse
3. Car accident
4. Power outage
5. Tornado or storm
6. Earthquake
7. Cuts
8. Fainting
9. Burns
10. Hypothermia
11. Heat exhaustion
12. Broken bones

O. What Safety Classes/Qualifications Would Be Beneficial For You as a Counselor to Obtain?

1. CPR
2. First Aid
3. Lifeguard
4. Parenting, abuse

P. Name Some Pathfinder Honors That Cover and Train in Safety

1. First Aid
2. Basic Rescue
3. Red Alert
4. CPR

Q. Name at Least Three Pieces Of Emergency Gear That Should Always Be Available:

1. First Aid Kit
2. Fire Extinguisher
3. Cell phone

R. Do **you** know where are they located?

S. Abuse

Counselors have a frontline opportunity to make a difference in an abused young person's life. Intercession to find hope and help for an abused young person will likely make a difference in their choice of eternal life in Christ.

1. What is abuse? Name as many forms of abuse as you can:

- | | |
|-----------------------------|-------------------------------|
| a. Physical neglect | e. Physical abuse |
| b. Moral neglect | f. Sexual abuse |
| c. Medical neglect | g. Psychological abuse |
| d. Emotional neglect | h. Emotional abuse |
| Community neglect | |
| Educational neglect | |

2. What can counselors do about abuse? They can:

- a. Learn about abuse **symptoms** and how to discern those symptoms.
- b. When abuse is suspected, they can **notify** the director.
- d. Regarding abuse, counselors, do not "**counsel.**"
- e. Be observant of possible abuse and **protect** unit members from further abuse.

- f. Care about each member **equally** and develop their **trust**.
- i. Counselors provide adequate and **appropriate** supervision.
- j. They provide and are respectful of **privacy**.
- k. Counselor allow no private **one-on-one** activities.
- l. They provide separate **accommodations** for boys and girls.
- m. Allow no secret **organizations**.
- n. Make sure their unit members wear **appropriate** clothing.
- o. Counselors avoid harmful/hurtful **teasing**.
- q. They give and allow only appropriate **touch**.

T. Reporting

1. All accidents and abuse should be reported to your club director as soon as possible.

Please do not attempt to begin any abuse investigation on your own. Leave that to the professionals.
2. The director will then report to the conference or any other appropriate entity.
3. In most states, *child abuse must be reported immediately* or at least within **48** hours.
4. Who is responsible for reporting?

5. Resources:

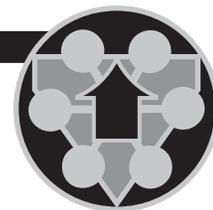
www.childwelfare.gov/topics/systemwide/laws-policies/state/ www.childwelfare.gov/topics/systemwide/laws-policies/statutes/mandate/ <https://adventistrisk.org/en-us/safety-resources/solutions-newsletter/2017/april/how-to-recognize-and-prevent-child-abuse>

<https://adventistrisk.org/en-us/safety-resources/solutions-newsletter/2015/april/when-a-predator-attacks>

<https://adventistrisk.org/en-us/safety-resources/solutions-newsletter/2018/may/how-you-can-stop-sexual-abuse-in-your-ministry>

www.rainn.org

Adventist Risk Management Website:
AdventistRisk.org. Check out their video library.



Spiritual Applications in Nature

—NAOS 120

Description

This workshop will help club leaders encourage Pathfinders to develop a love of nature and for their Creator. It will use the lessons discovered in nature to help Pathfinders in character development and their walk with Jesus.

Audience/Participants

Pathfinder Club counselors and instructors

Resource Materials

- Pathfinder Bible, NKJV
- *Child Guidance* by Ellen G. White
- *Character Cards* – Available from AdventSource at AdventSource.org and 402-486-8800
- Any current nature field guide/pocket naturalist guide
- Various internet articles on how to teach children through nature
- *Planet Earth* DVD set – A 5-DVD documentary series from the Discovery Channel exploring the earth. Available at Amazon.com.
- *Life* DVD – 130 incredible stories from BBC Earth and Discovery Channel that explore the frontiers of the natural world, featuring tactics that animals and plants have developed to survive and thrive. Available at Amazon.com.
- *Metamorphosis* DVD – Illustra Media. Available from AdventSource at AdventSource.org or 402-486-8800.
- Naturalist and outdoor pocket guides with titles such as *The Night Sky*, *Geology*, *Trees*, *Day Hiking*, *Basic Tracking and Animal Tracks* – available from AdventSource at AdventSource.org or 402-486-8800.

What Your Participants Will Learn

1. The importance of nature in the nurture and character development of Pathfinders
2. Nature is an essential source of instruction to be used in conjunction with God's Word
3. Lessons from the natural world that can be applied in our everyday lives
4. Spiritual lessons that point us to our Creator, and how they can guide us to a closer walk with Jesus
5. Practical and relevant ways of teaching lessons from nature and where to find resources and tools to help in teaching

Opening Activity: Creature/Character Trait Comparison Materials

- *Character Cards* from the Institute of Basic Life Principles (49 various animals) – This card set can be purchased at <https://store.iblp.org/character-cards.html>. (This resource is optional, but it's great for the animal picture illustrations.)
- Creature/Character Trait Comparison handout
- List of character traits to be used with the handout
- Pencils/pens

Object

To see who can be first to correctly match the animal listed to the character trait described. There will be a total of 15 different animals and 15 matching character traits. Fill in the blanks and draw a line or fill in the blanks on the handout.

Sample Handout

Creature/Character Trait Comparison

RULES OF THE GAME

1. You will have 10 - 12 minutes to do this activity. Match as many as possible.
2. Work individually without comparing answers.
3. In the description column, fill in the blanks with either the name of the animal or the character trait. Draw lines from column 2 and 3 to the correct description.
4. Bonus point: Write the opposite character trait in the last column. (On the sample chart, the trait is filled in, however, on the handout it should be blank. The presenter can print and cut apart the chart for each person to assemble on their own piece of paper.)

Description	Character Trait	Animal	Opposite Character Trait
<p>The _____ is an example of _____ as it maneuvers itself into whatever position is necessary to carry out its work. This agile, 3.5 inch creature can move forward, backward, up, down, sideways, or hover in one place.</p>	<p>BOLDNESS</p> <p><i>Confidence to do or say something when I know it is right and just in the sight of God.</i></p>	<p>MONARCH BUTTERFLY</p>	<p><i>Fearfulness</i></p>
<p>_____ is exhibited as the chrysalis of a _____ finally splits open after 10 days of waiting and the _____ must quickly free itself. After emerging from the chrysalis, it must pump fluid from its abdomen into its wings to expand them. Then it must wait several hours for its wings to dry before it can take off.</p>	<p>FLEXIBILITY</p> <p><i>Not getting upset when my plans or expectations are changed by God or others.</i></p>	<p>WOLVERINE</p>	<p><i>Resistance</i></p>
<p>The _____ illustrates having the character of _____. It is a fearless and tenacious fighter and does not back away from any opponent, even one that is many times its size. It will even drive away a bear or a mountain lion.</p>	<p>PATIENCE</p> <p><i>Waiting for God to solve a difficult problem without giving Him a deadline.</i></p>	<p>RUBY-THROATED HUMMINGBIRD</p>	<p><i>Restlessness</i></p>

Application Activity: “God Speaks to Me Through. . .”

Materials

- Pathfinder Bible
- “Walk, Gather, Share” handout
- Pencils/pens
- Two Ziploc bags for each participant to carry their collected objects from nature

Activity Overview

Each participant will collect one or two objects in nature that show how God reveals His love and care for us.

The last 5 minutes of this activity should be dedicated to sharing. Make sure that each participant has a chance to share.

Instructions

1. You will have 12-15 minutes for this activity. Explore and collect objects and then report on your discoveries by answering the questions on the handout.
2. As you gather your samples, place them in the Ziploc bags provided. Label bags with the name of object, where it was found, and the date it was collected. (You can use this again for an object lesson in a club worship talk.)
3. Respect the local rules protecting the environment. You may not be allowed to take samples of protected wild plants or flowers, etc. In this case, take a photo of the object you want to use during the sharing time. You can also take a photo if the item is too large to fit in a bag.

Workshop Content

1. Start your workshop with prayer. Ask the Holy Spirit for wisdom to be able to discern nature’s lessons.
2. Points to consider:
 - A. **According to *Child Guidance*, chapter 6, nature is important because:**
 1. It is an unfailing source of instruction. Next to the Bible, nature is to be our great lesson book. (p. 45)
 2. It helps us understand God. In the Garden of Eden, Adam and Eve gained wisdom and communed with God through nature.

3. God’s character is revealed in every living thing He created.
4. It illustrates Bible lessons. (p. 46)
5. Nature reveals a knowledge of evil. While we can see God’s character in nature, we can also see some of sin’s effects on our world.

B. Nature is beneficial to the character and spiritual development of a child:

1. Younger children may not fully comprehend lessons from printed pages. However, if encouraged to spend time outdoors in nature, a child will develop a curiosity for their natural habitat.
2. God will become relevant to children through trees, flowers, animals, and sunrises and sunsets. They can hear God’s voice in the songs of birds, rolling thunder, and crashing waves. They can feel God’s handiwork in the texture of bark, leaves, or the surface of an animal.
3. Nature study strengthens the mind. When we take time to understand the mysteries of God’s creative works, we stretch the imagination. We marvel at each delicate and intricate design. Every created thing moves in perfect order and harmony. “God has provided for man subjects of thought which will bring into activity every faculty of the mind. We may read the character of the Creator in the heavens above and the earth beneath, filling the heart with gratitude and thanksgiving. Every nerve and sense will respond to the expressions of God’s love in His marvelous works.” (*Child Guidance* p. 50)
4. As children get older and begin to better comprehend the teachings of God’s Word, nature can help illustrate Bible lessons:
 - A. “Many illustrations from nature are used by Bible writers and as we observe the things of the natural world, we shall be enabled, under the guiding of the Holy Spirit, more fully to understand the lessons of God’s Word.” (*Child Guidance* p. 46)

- B. The Bible helps interpret nature's mysteries:
1. When we see thorns, thistles, and tares, the Bible reminds us that this was not what God intended. These are the results of sin! Satan, the enemy, brought these on God's perfect creation. "An enemy hath done this." (Matt. 13:28)
 2. The story of redemption at Calvary shows God's love that restores us. When we see the changing of the seasons, rain turning to sunshine, and blossoms closing and opening, they speak of God's goodness and restoring power.
5. Studies show that when children and young people are allowed to learn outdoors, they do much better than those who only study indoors.
- A. Students get better grades when they study outdoor curriculum.
 - B. Children who spend more time playing or moving around outdoors are healthier than those who are indoors all day.
 - C. Children's stress levels are lower when they spend time listening to the sounds of nature.
 - D. When children spend time in outdoor classes, they are highly motivated to learn.
 - E. As students learn how things in nature relate to each other, their awareness leads to more responsible behavior toward their natural environment.
 - F. When the classroom is outside, teachers notice a significant improvement in the students' behavior. They are more cooperative and self-disciplined.
 - G. Outdoor education improves communication skills among students. It gives them opportunities to problem solve and lead discussions, and it sometimes helps resolve conflict.
 - H. Being outdoors allows children to develop new skills. They can learn about gardening, using a compass, building a fire, identifying edible wild plants, etc.
 - I. Outdoor learning can help enhance a child's self-reliance, confidence, and self-esteem.
 - J. As young people learn about natural disasters, environmental emergencies, or wildlife crises, they begin thinking of ways to improve their environment.
 - K. Memory is enhanced when children discover and experience new and unfamiliar things outdoors.
3. Lessons from nature help us see practical applications and find answers to challenges in our everyday lives. Here are five items found in nature and the lessons we can learn from them:
- a. **Trees**
 - **Characteristic** – There is a symbiotic relationship between trees and humans/ animals. Trees give fruit, shade, and vital oxygen to both people and animals. Humans and animals give off carbon dioxide that is vital to the survival of trees.
Life application – We should learn to use our resources to help others.
 - **Characteristic** – When there is a fierce storm, a tree does not stay rigid – it bends and sways with the wind. It adapts to changing circumstances and is flexible.
Life application – We should learn to embrace change and be flexible even in the face of adversity. Change can be good for renewed growth.
 - b. **Streams**
 - **Characteristic** – Streams need to flow in order to remain uncontaminated and pure. A stagnant stream will become muddy and unclean.
Life application – We need to keep actively working for Christ and or we will become stagnant and ineffective.

- **Characteristic** – As a stream flows, there are stones, rocks, and even boulders that can hinder the flow. Instead of stopping, a stream changes its course and flows over or around the obstacle.

Life application – We all experience obstacles and challenges, but with God’s help we can successfully maneuver through them.

c. **Birds**

- **Characteristic** – Birds wake up early to hunt for worms, feed their young, or build their nests. They sing in order to communicate.
- **Life application** – Matt. 6:26 says, “Look at the birds of the air, for they neither sow nor reap nor gather into barns; yet your heavenly Father feeds them. Are you not of more value than they?” We can sing to communicate our gratitude to God.

d. **Mountains**

- **Characteristic** – Mountains are magnificent in their beauty and size. Mountain climbing may look intimidating, but it can be accomplished with planning and preparation.
- Life application** – God can help us prepare for the future and face all challenges that come our way.

e. **Flying Geese**

- **Characteristic** – Geese fly in a “V” formation because it conserves their energy by reducing wind resistance. They take turns being in front and fall to the back when they get tired. This formation also allows them to keep visual contact with each other so they keep going in the right direction.

Life application – God created us to live and work in community. When we work together to accomplish a task, the load is lighter for everyone. Working together also helps us to stay focused and keep making progress.

4. Important things to keep in mind as you teach lessons from nature to Pathfinders:

- A. Pray for the Holy Spirit to guide you and give you wisdom as you teach valuable lessons from nature. Pray that your Pathfinders will learn lessons that will have a positive impact on their lives.
- B. You must have a love for nature and the outdoors before you can instill it in your Pathfinders.
- C. You don’t have to be an expert or know everything. Part of being an effective teacher is your willingness to learn. A great teacher is also a good student!
- D. Remember that teaching is journey of adventure, discovery, and growth in your own spiritual life. If you don’t make it a priority to stay closely connected to Jesus, you cannot expect your Pathfinders to make it a priority in their lives.
- E. There is more than one way to teach spiritual lessons through nature. Each person will have a different perspective. Keep the following in mind:
 1. Listen to the Holy Spirit for guidance with the best approach.
 2. Don’t be afraid to try new methods.
 3. Be patient and allow each Pathfinder to grow in their own time. Remember, your role is only to help facilitate an environment for growth in their walk with Jesus.
 4. Allow each Pathfinder to be creative and use their imagination.
- F. Encourage Pathfinders to write down their thoughts, experiences, and the lessons they are learning.
- G. Invite Pathfinders to praise God through music while in nature. We feel thankfulness and adoration as we see all that God created. David, the psalmist, wrote songs and poetry that expressed his gratitude to God while out in nature. When you go on campouts with your Pathfinders, sing songs that express praise to God.

- H. Go on short hikes. City and state parks are great places to go. Go on weekend campouts and teach nature honors. Visit zoos, natural history museums, national parks, and natural environments in your area.
- I. Recruit an expert! You don't have to know everything about nature. There are people in your community that have a passion for natural things. These individuals may have studied different aspects of nature in depth. Ask for their help!
- J. Another great way to expose Pathfinders to nature is by watching DVDs or documentaries.
 - Documentaries on nature – See the list of resource material available through *AdventSource* or elsewhere online.
 - Libraries – Most have a variety of nature DVDs you can borrow.
 - Cable or entertainment subscriptions – There is quite a bit of nature programming available through various television providers.

Suggested Activities

- **Volunteer your time or support an organization that advocates good stewardship and care of the environment.** Spending time taking care of the environment will foster a love of nature and encourage us to help preserve our natural world so we can enjoy it for years to come.
- **Incorporate Bible learning and memorization with nature.** Go on a Bible scavenger hunt. Use scripture verses that mention objects found in nature as clues.
- **Play nature games:**
 1. Matchless (Bible and nature card game available at AdventSource.org and 402-486-8800)
 2. Trees and Flowers (Card game available at AdventSource.org and 402-486-8800)
 3. Spot It – Camping Version (Fast-paced card game available at game stores or online)

These same five examples in nature can help illustrate a Bible passage about God’s transforming power. (Based on Psalm 19:7-9.) Divide these into four categories:

Example	God’s Order	Definition	Purpose to be achieved
<p>TREE:</p> <p>There is a perfect symbiotic relationship between humans/ animals.</p>	<p>LAW OF THE LORD (Torah) Basic principles (God’s Word)</p>	<p>PERFECT (complete)</p>	<p>CONVERTING THE SOUL (mind, will, emotions) ~Replacing natural inclinations ~Transforming the mind [Rom. 2:2]</p>
<p>STREAMS OF WATER:</p> <p>There is no obstacle that can stop or change the flow.</p>	<p>TESTIMONY (witness) Supporting illustrations</p>	<p>SURE (firm and established)</p>	<p>MAKING THE SIMPLE WISE ~Applying principles to daily living [II Tim. 3:16-17] ~ Seeing God’s ways</p>
<p>BIRDS:</p> <p>They perform their difficult tasks with diligence and trustworthiness.</p>	<p>STATUTES (mandates) Case law (standards)</p>	<p>RIGHT (equitable and trustworthy)</p>	<p>REJOICING THE HEART ~ Giving practical direction in difficult situations [I Cor. 9:9]</p>
<p>MOUNTAINS (2):</p> <p>Are immovable! Enjoy its grandeur, at the same time know and respect the laws of nature.</p>	<p>COMMANDMENT (directive) FEAR (awesome respect)</p>	<p>PURE (clear and precise) CLEAN (pure)</p>	<p>ENLIGHTENING THE EYES ~ Providing fresh insight for living [John 14:21] ENDURING FOREVER ~ Extending life, gaining eternal life [Eph. 6:1-3]</p>
<p>FLYING GEESE:</p> <p>Being part of a community means that you will faithfully do your part. It’s the right thing to do.</p>	<p>JUDGMENTS (verdict) Consequence (repercussion)</p>	<p>TRUE AND RIGHTEOUS (just and sure)</p>	<p>BEING DESIRED MORE THAN GOLD ~ Warning God’s servants ~ Leading to great rewards</p>

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT

Acknowledgment

Because I want the best possible environment for our children and youth to grow up in, it is important that those working with children have guidelines for conduct in order to protect both themselves and those under their care. As a ministry volunteer, I want parents and others to feel comfortable and confident with me.

My Commitment to Volunteer Ministry

As a Youth/Children's Ministry Volunteer, I will:

1. Provide appropriate adult supervision at all times for the children for whom I am responsible.
2. Have at least one other adult, eighteen (18) years of age or older, to help with the supervision of children. If I find myself in a situation where I am the only adult present, under no circumstances will I allow myself to be alone with one child (the "two-person rule"). This protects the child as well as protecting the adult from possible allegations.
3. Ask a child's permission before physically touching him/her anywhere, even when responding to an injury or problem. This is especially true for any areas that would normally be covered by a T-shirt and/or shorts. If an injury is within this area, make sure another adult works with you as care is provided.
4. Refrain from physical and verbal attacks and corporal punishment which are inappropriate behaviors and should never be used as discipline. "Time outs" or "sit-in-that-chair" may be helpful discipline methods to use with children.
5. Affirm children with appropriate touching by keeping hugs brief and "shoulder-to-shoulder" or "side-to-side." I will keep hands at (not below) the shoulder level. For small children who like to sit on laps, I will encourage them to sit next to me.
6. Provide extra care when taking small children to the restroom. I will take another adult along, or leave the door open.
7. Be aware of conducting activities in rooms that do not have an interior viewing area, or I will leave the door open during the activity to allow easy observation by others.
8. Cooperate with the volunteer screening process and complete the Volunteer Ministry Information form, as required by the church.
9. Be aware of the signs and symptoms of child abuse and aware of the legal requirements for reporting suspected cases of abuse. In addition to any legally required reporting, I agree that if I become aware of any behavior by

another individual which seems abusive or inappropriate towards children I am supervising, I will report that behavior to the church pastor, elder, or directly to the Conference Treasurer's or Risk Management Director.

10. Cooperate with church leadership in conducting children and youth ministries by being a volunteer who is loving, kind, firm, and always a thoroughly professional person. Working with children and youth is not only a privilege; it is also a serious responsibility that must be approached with utmost care.
11. Participate in orientation and training programs conducted by the church.
12. Uphold the standards of the Seventh-day Adventist Church.

* In the event I find it impossible to comply with the above, I will comply as closely as possible with the Code of Conduct and act in good faith for the welfare of the people involved.

**Thank You for your service as a Youth/Children's Ministry Volunteer
Please retain a copy of this document and keep it for reference.**



The Pathfinder Club Counselor Certification is something that every Pathfinder Club leader and TLT should complete. These eight workshops are basic to leading Pathfinder Club Ministry.

Presenters responsible for these workshops should make sure that, in addition to communicating the information, they take time to make the workshop practical and give participants time to think about how they are going to apply this in their club.

Workshops in the Counselor Certification include:

- Pathfinder Club Outreach – PFAD 004
- The Pathfinder Club Chain of Command: The Counselor’s Support Team – PFAD 100
- Discipling and Discipline – PYSO 121
- Developmental Growth – PYSO 104
- The Counselor’s Relationship to the Pathfinder – PYSO 124
- The Counselor’s Responsibilities – PFAD 101
- Safety and the Counselor – RCSF 120
- Spiritual Applications in Nature – NAOS 120

Each of the workshops includes a description of the content, the audience, or participants that you can anticipate will attend, resource material, what your participants will learn, basic content for the workshop, and suggested activities.

Pathfinder Club Counselor Certification is part of the Adventist Youth Ministries Training (AYMT) which includes certifications for Adventurer Club Ministries, Pathfinder Club Ministries, Master Guides, and Youth Ministries.



Advent *Source*

