



Pathfinder Club Instructor

**WORKSHOP RESOURCES
FOR PRESENTERS**

Pathfinder Club Instructor Workshop Resources for Presenters

v1.0

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ISBN# 978-1-62909-745-9

Printed in the U.S.A.



Pathfinder Club Instructor CERTIFICATION

Pre-requisites

1. Be at least 18 years old.
2. Commit to the Youth/Children's Ministry Volunteer Code of Conduct (p 23).
3. Be currently approved by your conference's child protection screening verification.
4. Be a baptized Seventh-day Adventist Christian who loves Jesus and is willing to share this love in both word and deed.
5. Complete Pathfinder Club Basic Certification.

Overview of Workshops

Understanding Teaching Styles—EDUC 002

This workshop gives a more in-depth look at the concept of teaching styles introduced in EDUC 001 (taught in Basic Staff Certification). It gives a survey of historical styles and introduces new styles. Strengths and weaknesses of each style are discussed and participants are encouraged to evaluate their own style of teaching and take the necessary steps to become more effective instructors.

Understanding Learning Styles—EDUC 003

This workshop gives a survey of the learning styles, considers how to best reach a learner, and what not to do. Participants are encouraged to evaluate the learning styles of the children in their club and determine what teaching changes they should make to become more effective in reaching their youth.

Working with Children with Special Needs—EDUC 006

This seminar gives an overview of common types of special needs and promotes communication with parents and caregivers of Pathfinders who have them. It also provides suggestions about how to adapt Pathfinder activities for children with special needs to ensure that all Pathfinders can participate and be successful.

Teaching Christian Values—EDUC 150

This seminar covers the faith development stages of Pathfinders and gives participants ideas about how to nurture faith at each stage. It identifies the Biblical values upon which the Pathfinder Pledge and Law are based and teaches how to use strategies that model Christian principles to Pathfinders.

Teaching Investiture Achievement: Intent and Organization—EDUC 200

This workshop presents the general outline and structure of the Investiture Achievement Curriculum. Special attention is given to the objectives, or intent, of the eight tracks of each level. These tracks are: Personal Growth, Spiritual Discovery, Serving Others, Making Friends, Health and Fitness, Nature Study, Outdoor Activities, and Honor Enrichment. Understanding the intent beneath each track will help leaders implement specific Investiture Achievement requirements and/or modify and combine them as needed for teaching their unique group of young people.

Practical Applications for Teaching Investiture Achievement—EDUC 210

This workshop considers the challenges and opportunities of leading and instructing the Investiture Achievement curriculum. Practical ideas for creative and dynamic instruction focused on active learning will be included. A variety of teaching methods are introduced to encourage instructors to use different techniques.

Teaching Honors—EDUC 230

This workshop will inform students of the intent, value, variety, and exploration potential of teaching honors. It will discuss what to consider when selecting honors for instruction, including integration of honors required by Investiture Achievement levels. Guidelines for teaching including creating learning activities to complete the honors as well as how to balance integrity of learning with conflicts of time, funding, and safety. Information will be provided on where to find honor requirements and answers.

Introduction to Discipline—PYSO 120

This workshop introduces various views and definitions of discipline. It then covers principles of Christian discipline and specific techniques for effective discipline.

Required Field Work

1. Establish a mentoring relationship with an experienced instructor, or, even better, with a professional teacher. Document the conversations and advice that they share with you over the course of a Pathfinder year.
2. Lead a group of Pathfinders to Investiture.
3. Lead a group of Pathfinders to successful completion of an honor.
4. Create a portfolio that contains the handouts and your personal notes from the workshops you attend and the mentoring you receive. In your portfolio, place copies of your teaching plans and records as you complete requirements 2 and 3.

Portfolios

The Pathfinder Instructor Certification requires a portfolio documenting the journey, progress, lessons learned, and completion of requirements.

The portfolio should include a completed certification check sheet and evidence confirming requirement completion. This evidence can come in the form of signed class cards or sign-in sheets, class handouts, and/or photographs of participants involved in or leading applicable activities. The evidence will also include proof of applicable research and projects completed as required fieldwork.

The purpose of the portfolio is not only to show completion of all the certification requirements, but also to be an authoritative referral source when faced with similar issues in the future.

The physical portfolio can be a three-ring binder or folder in which all materials are kept. However, a fully digital data collection is also acceptable.

The content is what counts, not the form of that content. It should be well organized and easy to check over. Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Portfolio Review

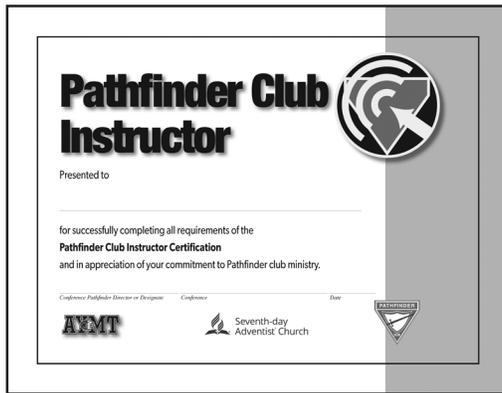
The purpose of the review is to confirm completion of the requirements. It is not to require conformity to any system requiring specific formats of style of presentation. Portfolios are reviewed to determine if they are complete or incomplete. An incomplete portfolio will be returned to the participant with a written explanation of what needs to be added, corrected or complete. Portfolios, whether complete or incomplete, should be returned to the participant in a timely manner.

Review of completed portfolios will be done by an invested Master Guide appointed by the Conference Youth Director of their designee.

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 successful review of the portfolio the participant is eligible for an enameled pin and certificate of completion.





Understanding Teaching Styles —EDUC 002

Description

This workshop gives a more in-depth look at the concept of teaching styles introduced in EDUC 001 (taught in Basic Staff Certification). It gives a survey of historical styles and introduces new styles. Strengths and weaknesses of each style are discussed and participants are encouraged to evaluate their own style of teaching and take the necessary steps to become more effective instructors.

Audience/Participants

All staff who have completed the Basic Staff Certification. Most staff teach honors or Investiture Achievement Curriculum at some time and would benefit from this class.

Resource Material

- Internet
- Handout—Record card—Friend
- Handout—Honor requirement sheets for a level 1 honor

What Your Participants Will Learn

1. Compare the pros and cons of the different styles of teaching
2. Adjust styles to match the teaching situation and students

Workshop Content

Types of Teaching Styles

- **Formal Authority**—The **Formal Authority** approach focuses on content and can be very instructor-centered. The instructor defines the theories, principles, concepts, or terms that the student needs to learn and organizes them into a sequenced set of goals or objectives. Evaluations are a necessary part of course planning as they allow the instructor to ascertain the amount of student learning that has taken place.

Pros: This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history that necessitate memorization of key facts, dates, names, etc.

Cons: It is a questionable model for teaching children because there is little or no interaction with the teacher.

Demonstrator—This approach concentrates on the performance of an academic procedure. The instructor defines the steps an expert in the field would use to accomplish necessary tasks as well as defines the standards which would indicate mastery in applying these procedures. The instructor then develops situations in which these steps can be performed, and results observed. The instructor may be the one who demonstrates the procedures; students may be the ones practicing the procedures; or some combination of both.

Pros: This style gives teachers opportunities to incorporate a variety of formats including lectures, multimedia presentations, and demonstrations.

Cons: Although it's well-suited for teaching mathematics, music, physical education, and arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.



Suggested Activities

Break into groups. Using a record card or honor, choose a requirement and explore how it can be completed by using the four teaching styles. Discuss which style works best to meet the students' needs.

- **Facilitator**—Teachers who have a facilitator model teaching style tend to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks. Teachers typically design group activities which necessitate active learning, student-to-student collaboration, and problem solving.

Pros: This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.

Cons: Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization.

- **Delegator**—Teachers who practice a delegator teaching style tend to place control and responsibility for learning on individuals or groups of students. This teacher will often give students a choice in designing and implementing their own complex learning projects and will act in a consultative role.

Pros: Guided discovery and inquiry-based learning places the teacher in an observer role that inspires students by working in tandem toward common goals.

Cons: Considered a modern style of teaching, it is sometimes criticized as newfangled and geared toward the teacher as consultant rather than the traditional authority figure.



Understanding Learning Styles —EDUC 003

Description

This workshop gives a survey of the learning styles, considers how to best reach a learner, and what not to do. Participants are encouraged to evaluate the learning styles of the children in their club and determine what teaching changes they should make to become more effective in reaching their youth.

Audience/Participants

All staff who have completed the Basic Staff Certification. Most staff teach honors or Investiture Achievement Curriculum at some time and would benefit from this class.

Resource Material

- Internet
- Handout—Learning Styles Test

What Your Participants Will Learn

1. Appreciate the different styles of learning
2. Explore the primary learning styles of your students

Workshop Content

Learning Styles

INNOVATIVE

Strengths

- Imaginative
- Understands people

- Recognizes problems
- Good at brainstorming
- The conscience for the group

Weaknesses

- Prefer to observe
- Often won't make decisions
- Can be paralyzed by alternatives

In Your Pathfinder Club

- Artistic expressions (poetry, songs, stories)
- Posters, drawings, bulletin boards
- Express personal feelings

ANALYTIC

Strengths

- Good at planning
- Creating models
- Defining problems
- Remembering facts
- Reasoning

Weaknesses

- So involved in thinking that they don't make any practical application

In Your Pathfinder Club

- Quizzes
- Discussions
- Coded scriptures and puzzles

COMMON SENSE

Strengths

- Problem solving
- Decision making
- Defining problems
- Applying new ideas to new situations



Weaknesses

- May solve a problem that isn't there
- May make hasty decisions
- Lack of focus
- No testing of ideas

In Your Pathfinder Club

- Experiments
- Making something
- Drama/plays
- Solving problems that apply to life

DYNAMIC

Strengths

- Problem solving
- Decision making
- Defining problems
- Applying new ideas to new situations

Weaknesses

- May solve a problem that isn't there
- May make hasty decisions
- Lack of focus
- No testing of ideas

In Your Pathfinder Club

- Will question everything
- Will expand on everything
- Will think about how this effects them (not necessarily others)
- Needs instructors and leaders who are patient and understanding

WHEN LEARNING SOMETHING NEW, WE

REMEMBER

- 10 % of what we hear
- 15% of what we see
- 20% of what we both see and hear
- 40% of what we discuss
- 80% of what we experience directly or practice doing
- 90% of what we attempt to teach others

Suggested Activity

Take the learning styles inventory at the start of your workshop



Working with Children with Special Needs—EDUC 006

Description

This seminar gives an overview of common types of special needs and promotes communication with parents and caregivers of Pathfinders who have them. It also provides suggestions about how to adapt Pathfinder activities for children with special needs to ensure that all Pathfinders can participate and be successful.

Audience/Participants

All staff who have completed the Basic Staff Certification. Most staff teach honors or Investiture Achievement Curriculum at some time and would benefit from this class.

Resource Material

- American Association on Intellectual and Developmental Disabilities website (aamr.org)
- American Foundation for the Blind website (afb.org)
- American Society for Deaf Children website (DeafChildren.org)
- American Speech-Language-Hearing Association website (asha.org)
- Brain Injury Association of America website (biausa.org)
- Canadian Association of the Deaf website (cad.ca)
- Pathologists & Audiologists website (caslpa.ca)
- Canadian National Institute for the Blind website (cnib.co)
- Center for Autism & Related Disorders website (CenterforAutism.com)
- Children and Adults with Attention Deficit/Hyperactivity Disorder website (chadd.org)

- Deaf Ministries International website (DeafHope.org)
- Juvenile Diabetes Research Foundation International website (jdrf.org)
- Learning Disability Association of America website (Idaamerica.org)
- Muscular Dystrophy Association website (mda.org)
- National Association for Down Syndrome website (nads.org)
- Spina Bifida Association website (SpinaBifidaAssociation.org)
- United Cerebral Palsy website (ucp.org)

What Your Participants Will Learn

1. To understand the different disabilities children can have, to foster communication with parents and caregivers of Pathfinders who have disabilities.
2. To adapt Pathfinder activities for children with disabilities, to make sure that each Pathfinder can participate and be successful
3. To ensure that the Pathfinder Club meeting site is physically accessible.

Workshop Content

- Challenges that children with disabilities encounter
- How to identify any disabilities or modification needed during registration
- How to communicate with parents and caregivers to gain insight about how to modify or adapt activities for their individual child's needs
- Examples for how to adapt or modify Pathfinder activities for children with disabilities so that each child can be successful as part of each activity



- How to identify areas and activities that might pose an accessibility challenge

Suggested Activities

- Ask a special needs professional (teacher, therapist, etc.) to speak with the class
- Ask parents to meet one-on-one with staff to discuss child's specific needs
- Reach out to college students studying in the field of special needs and invite them to volunteer to share at trainings or volunteer consistently at club meetings as a big brother or big sister
- Ask your local health department or hospital for additional resources
- Ask church members to volunteer as a consistent mentor for child with special needs
- Demonstrate how to adapt activities for a child with special needs



Teaching Christian Values —EDUC 150

Description

This seminar covers the faith development stages of Pathfinders and gives participants ideas about how to nurture faith at each stage. It identifies the Biblical values upon which the Pathfinder Pledge and Law are based and teaches how to use strategies that model Christian principles to Pathfinders.

Audience/Participants

All staff who have completed the Basic Staff Certification. Most staff teach honors or Investiture Achievement Curriculum at some time and would benefit from this class.

Resource Material

Teaching the Faith by Donna Habenicht and Larry Burton

What Your Participants Will Learn

To identify the values that are important for Pathfinders to learn and practice, to describe the faith development stages children in Pathfinders progress through, to recognize the values upon which the Pathfinder Pledge and Law are based, and to use strategies that teach and model values to Pathfinders.

Workshop Content

- Bible passages that show Christ-centered values

You can use the following verses as examples:

Galatians 2:20	Romans 12:2
Matthew 6:33	1 Corinthians 11:1-2
John 1:12	Romans 8:38-39
John 3:16-17	2 Timothy 3:16-17
Ephesians 5:21	Psalm 28:7
Romans 3:23	Romans 6:3-4

Hebrews 13:17
John 5:24
Galatians 3:28

Proverbs 3:5-6
Philippians 4:13

- Values that should be taught and modeled for Pathfinders

Values and principles are so important because values have an influence in Pathfinders' behaviors, and attitude, and a great effect in our decisions and relationship with the world, society, parents, families, friends, church, and God.

When we as teachers, parents, and leaders of the church model appropriate values behaviors, This is a powerful way to transmit values to our Pathfinders and youth.

Some values you can teach one honesty, respect, generosity, justice, courtesy, responsibility, sincerity, obedience, consistency, loyalty, sympathy, honor, and more

- Main points for each faith developmental stage
Review the different types of faith development stages based on the Pathfinders' ages.

Luke's simple statement, "And Jesus increased in wisdom and stature, and in favor with God and men" (Luke 2:52, NKJV) sums up Jesus' development through the ages and stages of childhood. Even more importantly, the statement clearly recognizes wisdom (mental) and stature (physical) as separate areas of development. But Luke adds, "and in favor with God and man," suggesting spiritual and social growth or faith development.

Stages

Stage 1: Experienced Faith – Birth to two years

Stage 2: Belonging Faith – Ages two to seven

Stage 3: Searching Faith – Ages seven to eleven

Stage 4: Owned Faith – Ages eleven into adult years

- Analysis of each part of the Pathfinder Pledge and Law and recognition that Jesus can help each one of us be more like Him



The Pathfinder Pledge and Law is an important part of Pathfinder Club Ministry. Each year thousands of Pathfinders learn and choose to abide by the Pathfinder Pledge and Law for the sole purpose of growing closer to their fellow men and women, and to their creator.

Pathfinder Pledge

By the grace of God, I will be pure, and kind, and true. I will keep the Pathfinder Law. I will be a servant of God and a friend to man.

Explanation

By the grace of God - Only as we rely on God to help us can we do His will.

I will be pure - I will fill my mind with everything that is right and true and spend my time in activities that will build a strong, clean character.

I will be kind - I will be considerate and kind, not only to other people, but also to all of God's creation.

I will be true - I will be honest and upright in study, work, and play and can always be counted upon to do my very best.

I will keep the Pathfinder Law - I will seek to understand the meaning of the Law and will strive to live up to its spirit, realizing that obedience to law is essential in any organization.

I will be a servant of God - I will pledge myself to serve God first, last, and best in everything I am called upon to be or do.

I will be a friend to man - I will live to bless others and do unto them as I would have them do unto me.

Pathfinder Law

The Pathfinder Law is for me to:

Keep the morning watch

Do my honest part

Care for my body

Keep a level eye

Be courteous and obedient

Walk softly in the sanctuary

Keep a song in my heart

Go on God's errands

Explanation

Keep the morning watch - I will have prayer and personal Bible study each day.

Do my honest part - By the power of God I will help others, and do my duty and my honest share, wherever I may be.

Care for my body - I will be temperate in all things and strive to reach a higher standard of physical fitness.

Keep a level eye - I will not lie, cheat, or deceive, and will despise dirty talk or evil thinking.

Be courteous and obedient - I will be kind and thoughtful of others, reflecting the love of Jesus in all my association with others.

Walk softly in the sanctuary - In any devotional exercise I will be quiet, careful, and reverent.

Keep a song in my heart - I will be cheerful and happy and let the influence of my life be as sunshine to others.

Go on God's errands - I will always be ready to share my faith and go about doing good as Jesus did.

Suggested Activities

- Planning activities that reinforce the values for your Pathfinder Club.
- Discussing what values are important to your church community and deciding which values your club will emphasize.
- Finding or creating your own activities that teach the values upon which the Pathfinder Pledge and Law are based.
- Give an example of a sermon on the meaning of the altar. Break into groups and work together on how they would use visuals or illustrations of the altar or other creative methods to deliver the sermon.
- Role-play how to handle a situation well. Model good values by how you treat them.
- Select and award or curriculum item and specifically show how you will teach Christian values as part of that activity.
- Before the workshop section, have some participants assigned to interrupt/wiggle, etc. like Pathfinders would. Use the opportunity to correct the behavior demonstrating the use of Christian values.



Teaching Investiture Achievement: Intent and Organization—EDUC 200

Description

This workshop presents the general outline and structure of the Investiture Achievement Curriculum. Special attention is given to the objectives, or intent, of the eight tracks of each level. These tracks are: Personal Growth, Spiritual Discovery, Serving Others, Making Friends, Health and Fitness, Nature Study, Outdoor Activities, and Honor Enrichment. Understanding the intent beneath each track will help leaders implement specific Investiture Achievement requirements and/or modify and combine them as needed for teaching their unique group of young people.

Audience/Participants

All staff and TLTs who have completed Basic Staff would benefit from this class. Staff who teach Investiture Achievement Curriculum are the target audience.

Resource Material

- *Pathfinder Club Handbook*
- InvestitureAchievement.com
- PathfindersOnline.org
- Handout—Investiture Achievement Card—Companion level
- Handout—**Track Objectives**—Investiture Achievement structure

What Your Participants Will Learn

1. Know the value of the Investiture Achievement Curriculum
2. Understand the layout of the Investiture Achievement Curriculum

3. Understand the intent behind the requirements
4. Develop a variety of methods to teach Investiture Achievement
5. Consider suggestions for accomplishing Investiture Achievement in your club's programs
6. Incorporate Investiture Achievement requirements when scheduling yearly calendar
7. Develop a variety of methods to teach Investiture Achievement

Workshop Content

Introduction

1. Investiture Achievement is the EDUCATIONAL LABORATORY for home, school, and church. Many families do not fulfill the roles of providing their children with spiritual, educational, and physical guidance. The Pathfinder program can step in to fill the gaps between home, school, and church.
2. Pathfinding is a MINISTRY, more than a club or a program. The goal is to bring up a child in the way they should go (Prov. 22:6).
3. Investiture Achievement gives:
 - Principles—Teaches morals, values, leadership skills. Teaches respect for God, family, church, our country, community, the world.
 - Meaning—Teaches kids that they are an important part of their church and community.
 - Presents a complete guided program for the Pathfinder Club Ministry. Many clubs use Class Levels as a curriculum to help train Pathfinders in a variety of educational, spiritual, and physical areas. For many clubs Class Levels form the template or lesson plan for the year. Many staff enjoy the structure provided by Class Levels, since it helps them create an organized plan of fun activities without spending many needless hours in prep time. Instead, they are able to take the Class Levels framework and let



loose their creativity in making the Class Levels **exciting** and **interactive** for their Pathfinders.

- Develops a curiosity about nature/God's creation and an appreciation for the great outdoors.
- Builds relationships during activities and discussions.
- Improves self-esteem through achievement, success, and rewards.

4. Organization

- A. Levels/Classes: Start Pathfinders in the Investiture Achievement level of their school grade.
- Each level is independent, but grows from the last
 - Finish as much as you can; each part grows a stronger Pathfinder
 - Invested when all components are completed
- B. Master Guide approves Investiture Achievement card requirements.
- C. Club Secretary maintains records of Investiture Achievement levels completed. Keep cards or a copy of completed cards in club file.
- D. Tracks: Specific activities for each track. What is the intent for each track?
- See handout: **Track Objectives**—Investiture Achievement structure

Plan Ahead

- Yearly calendar should list schedule of when Investiture Achievement requirements are taught
- Monthly staff meetings should review Investiture Achievement status and make adjustments
- All weekly meetings can incorporate Investiture Achievement requirements into the program including devotional time

What Makes Requirements Fun

- Flexibility/adaptability—must still meet the intent
- Meaningful— explain the purpose for the requirement
- Experiential/interactive—listening to someone talk can be boring, especially for wiggly Pathfinders, so

give them something to do while you talk, such as coloring supplies or Play-Doh

Suggestions

- Small clubs with only one or two Pathfinders in each level may consider teaching Friend/Explorer one year and Companion/Ranger the next.
- Some clubs dedicate one meeting per month to focus only on Investiture Achievement.
- Start working on some of the requirements with the beginning of the Pathfinder year.
- Work with parents, the local church school, and Sabbath school to complete Bible readings and memorization.
- Area (District) campouts can be programmed to help clubs get a good start on meeting Investiture Achievement requirements. This is a good opportunity to teach all of the Camping Skills levels and some nature honors, plus recreational honors on Sunday.
- Conference Camporees can also be programmed to provide Investiture Achievement requirements.

Teaching Methods

There are multiple methods to teach a subject, rather than just lecture. Use a variety of methods when teaching honors and Investiture Achievement. Consider:

- Class discussion
- Small group discussion
- Case study
- Panel
- Guest speaker
- Brainstorming
- Group work
- Role play, skit, pantomime
- Field trip
- Individual study—especially when Pathfinders miss a meeting
- Exhibit
- Laboratory
- Demonstration
- Report
- Games



- Visual - slides, video
- Test

Be creative and dynamic in activities and presentations, including using older Pathfinders as teachers.

Suggested Activities

- Provide each student with an Investiture Achievement card and review the track objectives.
- As a class, explore the InvestitureAchievement.com website to become familiar with the resources that are available.
- Brainstorm successful teaching methods done by clubs.
- Break into small groups. Assign each group a track requirement from an Investiture Achievement card. Have each group develop at least three methods to use when teaching the requirement.
- Explore the PathfindersOnline.org and InvestitureAchievement.org/wiki/index.php?title=Investiture_Achievement websites to discover resources that are available.
- Develop a calendar, showing the scheduling of Investiture Achievement instruction.

Investiture Achievement Structure Track Objectives

Personal Growth—Understanding that God values each Pathfinder contributes to Pathfinders' development of positive self-worth and encourages confidence in the abilities given to them by God. To aid Pathfinders in this understanding, the Personal Growth track encourages each Pathfinder to have a personal relationship with Jesus through a daily devotional life, Bible study, and prayer. In this track Pathfinders also learn how to apply the Pathfinder Pledge and Law to words, actions, and beliefs. *Jesus is relevant in all facets of the Christian way of life.*

Spiritual Discovery—Hearing stories of God's love, protection, and guidance in the lives of real people makes God come alive for Pathfinders. In the Spiritual Discovery track, Pathfinders grow spiritually through the study of real people in the Bible and Christian history. *Become familiar with the Bible's structure by being able to find its*

books. Appreciate its relevance and apply its principles. Discover God's will for our lives in the Bible.

Serving Others—Focusing on the needs of others encourages Pathfinders to embrace all of God's diverse family. In the Serving Others track, Pathfinders experience the joy of service through outreach, friendship evangelism, and other church or community activities. *Use their spiritual gifts and witness for Jesus.*

Making Friends—Establishing friendships promotes positive spiritual and social growth. In the Making Friends track, Pathfinders learn how to be a friend to others, to the community, and to the planet. Pathfinders have the opportunity to model the positive benefits of a Christian lifestyle, develop and apply morals and values, and demonstrate civic responsibility. *Exhibit the characteristics of being a good friend. Appreciate all peoples and cultures in your community.*

Health and Fitness—Learning God's principles for a healthy life teaches Pathfinders of God's concern for their physical, emotional, and mental health. In the Health and Fitness track, Pathfinders apply health and fitness principles, share these principles with others, and practice basic first aid and safety procedures. *Good health and physical fitness is an integral part of practical religion. Know and choose the God-given principles of good health in our lifestyle.*

Nature Study—Exploring nature is an exciting way for Pathfinders to experience God. In the Nature Study track, Pathfinders learn about God through observation of nature, time spent outdoors, and environmental stewardship. *Learn that God's character is revealed in nature. Appreciate nature through observation and taking care of their environment.*

Outdoor Living—Practicing outdoor living skills is a fun and challenging way for Pathfinders to develop life and problem-solving tools. In the Outdoor Living track, Pathfinders perform outdoor skills, solve outdoor challenges, and participate in outdoor team activities. *Use Christian standards to guide our choice of recreational activities. Biblical principles should influence our attitude while participating.*

Honor Enrichment—Once a Pathfinder has completed an Investiture Achievement level, she or he can then complete the honor enrichment and other advanced level activities for that Investiture Achievement level. Honor enrichment promotes personal growth and allows



Pathfinders to explore their interests by earning new honors, learning new skills, and studying new content areas. Honor enrichment provides opportunities for Pathfinders' accomplishments to be acknowledged publicly by the church and community. Public acknowledgment increases Pathfinders' sense of self-worth. *Develop skills to prepare for future situations in life.*



Practical Applications for Teaching Investiture Achievement—EDUC 210

Description

This workshop considers the challenges and opportunities of leading and instructing the Investiture Achievement Curriculum. Practical ideas for creative and dynamic instruction focused on active learning will be included. A variety of teaching methods are introduced to encourage instructors to use different techniques.

Audience/Participants

All Staff and TLT's who have completed Basic Staff Training would benefit from this class. Staff who teach Investiture Achievement Curriculum are the target audience.

Resource Material

- PathfindersOnline.org
- InvestitureAchievement.com
- Handout – Investiture Achievement card
- Handout – Calendar showing the scheduling of Investiture Achievement instruction

What Your Participants Will Learn

1. Consider suggestions for accomplishing Investiture Achievement in your club's programs
2. Incorporate Investiture Achievement requirements when scheduling yearly calendar
3. Develop a variety of methods to teach Investiture Achievement

Workshop Content

Plan Ahead

- Yearly calendar should list schedule of when Investiture Achievement requirements are taught
- Monthly staff meetings should review Investiture Achievement status and make adjustments
- All weekly meetings can incorporate Investiture Achievement requirements into the program including devotional time

What Makes Requirements Fun

- Flexibility/adaptability – must still meet the intent
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- Conference camporees can also be programmed to provide Investiture Achievement requirements.



Teaching Methods

There are multiple methods to teach a subject, rather than just lecture. Use a variety of methods when teaching the Investiture Achievement Curriculum.

Consider:

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- Small group discussion
- Case study
- Panel
- Guest speaker
- Brainstorming
- Group work
- Role play, skit, pantomime
- Field trip
- Individual study – especially when Pathfinders miss a meeting
- Exhibit
- Laboratory
- Demonstration
- Report
- Games
- Visual -slides, movie
- Test

Be creative and dynamic in activities and presentations, including using older Pathfinders as teachers.

Suggested Activities

- Break into small groups. Assign each group a track requirement of an Investiture Achievement card. Have each group develop at least three methods to use when teaching the requirement.
- Develop a calendar, show the scheduling of Investiture Achievement instruction



Teaching Honors—EDUC 230

Description

This workshop will inform students of the intent, value, variety, and exploration potential of teaching honors. It will discuss what to consider when selecting honors for instruction, including integration of honors required by Investiture Achievement levels. Guidelines for teaching including creating learning activities to complete the honors as well as how to balance integrity of learning with conflicts of time, funding, and safety. Information will be provided on where to find honor requirements and answers.

Audience/Participants

All staff who have completed the Basic Staff Certification. Most staff teach honors or Investiture Achievement Curriculum at some time and would benefit from this class.

Resource Material

- *Pathfinder Club Handbook*
- InvestitureAchievement.com
- PathfindersOnline.org
- Handout—requirements for several honors
- Handout—lesson plan outline

What Your Participants Will Learn

1. Appreciate the benefits of teaching honors
2. Choose honors that meet the Pathfinders' needs
3. Practice habits of an effective honors teacher

Workshop Content

What is the Value or Purpose of Honors?

- Alternative to secular activities
- Spiritual benefits
- Physical activity
- Nature helps us learn about God
- Learn something new, skills, vocation
- Hobby—desire to create, work habits, reward

When Choosing Honors Consider Principles of Learning

Students learn more and retain it longer when there is:

- Student interest
- Student needs
- Thinking stimulated
- Active Participation
- Use of more senses
- Positive reinforcement

Selecting Honors—What to Consider in Selecting Honors?

- Investiture Achievement level requirements
- What do Pathfinders enjoy? At our District Honors Days, each Pathfinder chooses the honor they want to complete.
- Large variety of honors meets the interests of all Pathfinders.
- Find instructors throughout your church, other clubs, and coordinators, not just staff members.
- Discussion—Are experts in a subject good teachers?

Guidelines That Will Help When Preparing to Teach Any Honor

- A. Preparation—Develop a lesson plan



- B. Complete study—Before teaching, learn more than required; waive requirements only rarely and replace with another requirement
- C. When to teach? Meetings, campouts, Sabbath afternoon, school, home
- D. Make it fun, interesting, use different methods—collections, discussion, question and answer, brainstorm, game, resource person, video, field trip, worksheets, lab, case study, skit, demonstration. What are some activities beyond requirements? Ideas?
- E. Learning Styles EDUC 002—Active, most learn best while doing, not just bookwork honors
- F. Teach responsibility—Folder with honor worksheets
Work habits—Show up all the time, reward timeliness and quality
Initiative—Encourage them to do honors at home
- G. Complete most honors within 3 months
- H. Club secretary should keep a record of honors earned

Where to Find Honor Requirements?

- ClubMinistries.org/Pathfinders—Honors

Where to Find Honor Answers?

- ClubMinistries.org/Pathfinders—Honors. Explore the wiki-helps website
- Internet
- Experts in your church

Where Can I Obtain Honor Patches, Instructor Diamonds, Master Awards?

- Conference office
- ClubMinistries.org/Pathfinders—Honors

Suggested Activities

- ClubMinistries.org/Pathfinders—Honors. Explore the wiki-helps website
- Given the requirements for an honor—Develop a lesson plan
- Break in groups, choose an honor, and develop creative methods to teach an honor
- Brainstorm ideas on which methods to use to teach an honor

Lesson Plan

Area or Course:

Lesson Title:

No. Periods:

Teacher Goals: Discuss, encourage, instill, guide, inform, improve

1.

2.

3.

Objectives—Student will be able to: assist, answer, brainstorm, create, appreciate, develop

1.

2.

3.

Materials, Equipment, Audio-visual Aids

1.

2.

3.

References

Introduction/Motivation

Subject Matter Outline/Questions

Handout/Student Activity/Method

Closure/Summary

Evaluation, Quizzes, Exam

Assignments: Student activities designed to meet objectives



Introduction to Discipline —PYSO 120

Description

This workshop introduces various views and definitions of discipline. It then covers principles of Christian discipline and specific techniques for effective discipline.

Audience/Participants

All staff who have completed the Basic Staff Certification. Most staff teach honors or Investiture Achievement Curriculum at some time and would benefit from this workshop.

Resource Material

- White, E.G., (1952). *Education, Discipline*, California: Pacific Press, 287.
- *Pathfinder Club Handbook*

What Your Participants Will Learn

- The purpose of discipline
- When and how it is best

Workshop Content

1. **Key Text: 1 Kings 19:11-12.** Then He said, "Go out, and stand on the mountain before the LORD." And behold, the LORD passed by, and a great and strong wind tore into the mountains and broke the rocks in pieces before the LORD, but the LORD was not in the wind; and after the wind an earthquake, but the LORD was not in the earthquake; and after the earthquake a fire, but the LORD was not in the fire; and after the fire a still small voice.

Turning up the volume often does not get the response we want in a discipline situation because it triggers defensive fear or flight reactions that shut down productive thought. God spoke in a still, small voice when He needed to discipline His weary prophet.

2. **What is the purpose of discipline?** To win disciples for Christ. Discipline has both an outward and an inward emphasis, each with different purposes. External discipline is correction from someone else to change or correct bad behavior. Internal discipline sets a precedent for the future by internalized moral guidelines that we are determined not to cross. This workshop examines both types of discipline within the context of being a director of a Pathfinder Club. We are working with a group of young people that are transitioning between a need for external discipline (called "punishment") to internal discipline (that is needed for life). Our clubs have young people in all areas of this transition.

3. **When and how is it best to discipline?** Here are some techniques that you will find helpful.

Establish rapport with Pathfinders. When a child experiences a relationship characterized by warmth, love, understanding, acceptance, etc. there is a natural tendency to want to please by doing what is asked.

Set a good example. Speak often about doing what is right because it is right. Talk about doing good even when no one is looking; about character building being a personal effort. But don't say these things if you are not going to live up to them, for you will cause much harm if you are caught not living up to these words.

You are naturally in charge. Assume that you are in charge and that Pathfinders know this too.

Don't be impulsive or inconsistent. Two culprit areas: rules and consistency. Say what you mean and mean what you say. Don't let your words fall to the ground. But at the same time, don't speak them if you don't mean them. If you do, then you



have to follow through. Don't threaten as you will have to follow up.

Keep rules to a minimum. It is better to set the rule and let it be. Many instructors have three rules: don't lie, don't disobey, and don't be disrespectful. Other rules could include: don't hurt yourself, don't hurt others, don't hurt things. If these are broken, take the Pathfinder to the side and talk with them. If the behavior continues, talk with your club director. The director may wish to arrange a conversation with the Pathfinder and their parents. Additional steps are needed for persistent problems.

Don't punish energy. Most kids have a lot of energy. This is not bad. We actually want that. We want young people who are on fire for Jesus. We just need to have patience and direct that energy into useful tasks. Sometimes it helps a young person with a lot of energy to shadow their instructor.

Keep your Pathfinders busy. Move from activity to activity with energy, knowing what is coming up next.

Anticipate. See potential problems before they happen and you will be able to warn the child. Often a gentle pat on the shoulder is all that is needed to help the Pathfinder know that you know what is happening or about to happen. Sometimes a kind word helps child through trouble spot. Another tactic is diversion. A dose of reality helps through frustrated times. Praise the positive. Allow child to save face.

We should encourage honest answers (as long as they are respectful) so we can help Pathfinders see all sides and expand their thinking. We should challenge them. And we certainly should help them feel like their ideas are welcome and useful.

Stay cool. Don't overreact. The worst thing you can do is lose your mind in a crisis or in a heated moment. Your calm will be like cold water on a fire. Remember that young people reflect the mood of the leaders (especially the ones they respect). So when we need to adopt a posture of correction, we should convey the attitudes we want to see reflected back.

Take time to learn the facts. Try to hear all sides before making a judgement. Often there are good reasons for what happened. Never accuse. If you do make a mistake and jump to a conclusion, you

need to admit your mistake. Young people are forgiving. They are also resilient.

Realize what you are wearing. We are all volunteers; we may have minimal counseling skills. But we can try to see the real problem. Sometimes outward expressions are just the smoke from a fire that is burning inside. Often all a young person needs is to have someone who is willing to listen. To help with this, see if you can have the young person evaluate their own actions. Remember, the goal is internal discipline.

Never ridicule. Self-worth is fragile in adults, but extremely so in young people. The Pathfinder Club is all about building this up, not tearing it down. We correct for the purpose of building better people for service to God and others.

- 4. Develop group strategies.** What is effective discipline? When a person learns what behavior is not acceptable and why. It may include punishment, explanation (hinders relationship with God, keeps one from achieving goals, infringes on rights of others), or a behavior contract.

When we understand what the Pathfinder is going through, the discipline we employ is as effective as possible. External discipline should be redemptive, not vindictive. Never punish in anger or to get revenge. Always punish with the thought in your mind that you want this person to be close to you in the future; not that you want them to "go away." If you do, you will find kind ways to administer what must be done.

Here are some ideas:

- Verbal interaction – talk about the problem
- Caution ticket – issue a written warning that they are going too far or if the problem persists
- Isolation and written contract – for situations that need one-on-one attention
- Parent conference – just prior to suspension (work with your director to schedule a conference)

NOTE: Some situations call for immediate suspension without previous four steps. For example, substance abuse, sexual violation, or use of a weapon. Work with your director if any of these issues come up in your group.



Now we will have you, as an instructor, write your behavioral management plan for the group you will be leading. You will need to decide on rules you want for your group and what procedures you will follow in discipline situations

Suggested Activities

- Write a behavioral management plan
- Establish rules for your group that fit within the club's rules
- Establish discipline procedures

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.**

Pathfinder Club Instructor Certification is something that every Pathfinder Club leader should complete. These eight workshops will increase learning as curriculum and honors are taught.

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 Instructor Certification include:

Understanding Teaching Styles—EDUC 002

Understanding Learning Styles—EDUC 003

Working with Children with Special Needs—EDUC 006

Teaching Christian Values—EDUC 150

Teaching Investiture Achievement: Intent and Organization—EDUC 200

Practical Applications for Teaching Investiture Achievement—EDUC 210

Teaching Honors—EDUC 230

Introduction to Discipline—PSYO 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 Instructor 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.



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