

**THE PATHFINDER
BASIC STAFF TRAINING COURSE**



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Preface

DURING THE PAST DECADE the Pathfinder organization has more than tripled its membership, and has reached a high standard of efficiency with widespread interest and enthusiasm. Maintaining this dramatic growth, however, places more and more pressure on the leadership resources of the church. Because of this continuing growth it is imperative that more opportunities be provided for Pathfinder staff members to broaden their knowledge of particular skills in Pathfinding.

Basic Staff Training Course

A study of the Pathfinder Ministries flow chart on page 4 shows that the 10-hour Basic Staff Training Course has been designated as a separate unit in the overall plan for training Pathfinder leaders. This action has been taken because past records reveal that many Pathfinder Club staff members complete the ten-hour Basic Staff Training with no intention of completing the Master Guide requirement.

Many Pathfinder Club staff members have been in office for years and may have children of Pathfinder age. These should complete the Basic Staff Training Course as a familiarization exercise, which provides adequate awareness and beginning skills for volunteer leaders. The granting of a certificate is recognition of the completion of this course and the revalidating of this certificate continues to make this 10-hour Basic Staff Training a strong foundation for the study of the Pathfinder Leadership Award.

Additional Manuals available:

Master Guide

The Master Guide Course has been structured as a natural continuation from the Guide course, and its content is such as would have appeal to those interested in developing their youth leadership skills. The Pathfinder organization would be failing if it did not promote a course that encourages young people beyond the Pathfinder age to continue with the Club in leadership roles.

It is expected that those in the Master Guide program be active in church activities relating to Adventurer and Pathfinder-age children.

As Senior Youth they find nurture and growth with other Senior Youth, but work with the Pathfinders.

The Master Guide Course is designed to create an awareness of leadership and

to provide an enjoyment in discovering one's own leadership potential. It also becomes the basis of skill development and activities of the Master Guide Club.

Master Guide Course participants attend a conference-wide seminar. The content of the seminar is based on their duties and responsibilities as a Pathfinder staff member, counselor, or junior counselor. Many requirements can be met during the time that the participant is engaged in the local Pathfinder program or Master Guide Club activities.

Pathfinder Leadership Award

The Pathfinder Leadership Award is designed as a continuing education program for Master Guides in Pathfinder Leadership. It is designated not only for the counselor or staff member but for the Club director, area coordinator, and conference Pathfinder specialist as well. The emphasis is on in-service training and active involvement within the local Club in order that the participants may gain new experiences and the chance to develop greater leadership skills. With the Basic Staff Training Course completed, the participant now has opportunity to build on that foundation with a more detailed in-depth study of the Fundamentals of Pathfinding. The Pathfinder Leadership Award Course has been divided into seven skills areas and these segments will involve the participant in a total of at least 20 hours of seminar attendance.

After completing this seminar instruction, the participant is in a position to select two of the seven skills areas studied and major in these subjects. This further study enables participants to specialize in skills that suit their talents and interests.

Advanced Pathfinder Leadership Award

In the Advanced Pathfinder Leadership Award, the participant is asked to choose a further skill and complete the necessary requirements to develop it.

This course is designed as an additional training unit for Pathfinder staff members and is open to all applicants who meet the course requirements and are involved with Pathfinders. A person could spend many years in Pathfinding with the objective of ultimately becoming qualified in all the seven skill areas as outlined in the Advanced Path-finder Leadership Award requirements.

Many countries in the world are already demanding specific qualifications for those involved in youth leadership. Therefore it seems wise that Pathfinding, as a church organized activity should have qualified and well trained leaders and staff who would satisfy the requirements of youth leadership that any prospective legislation may demand.

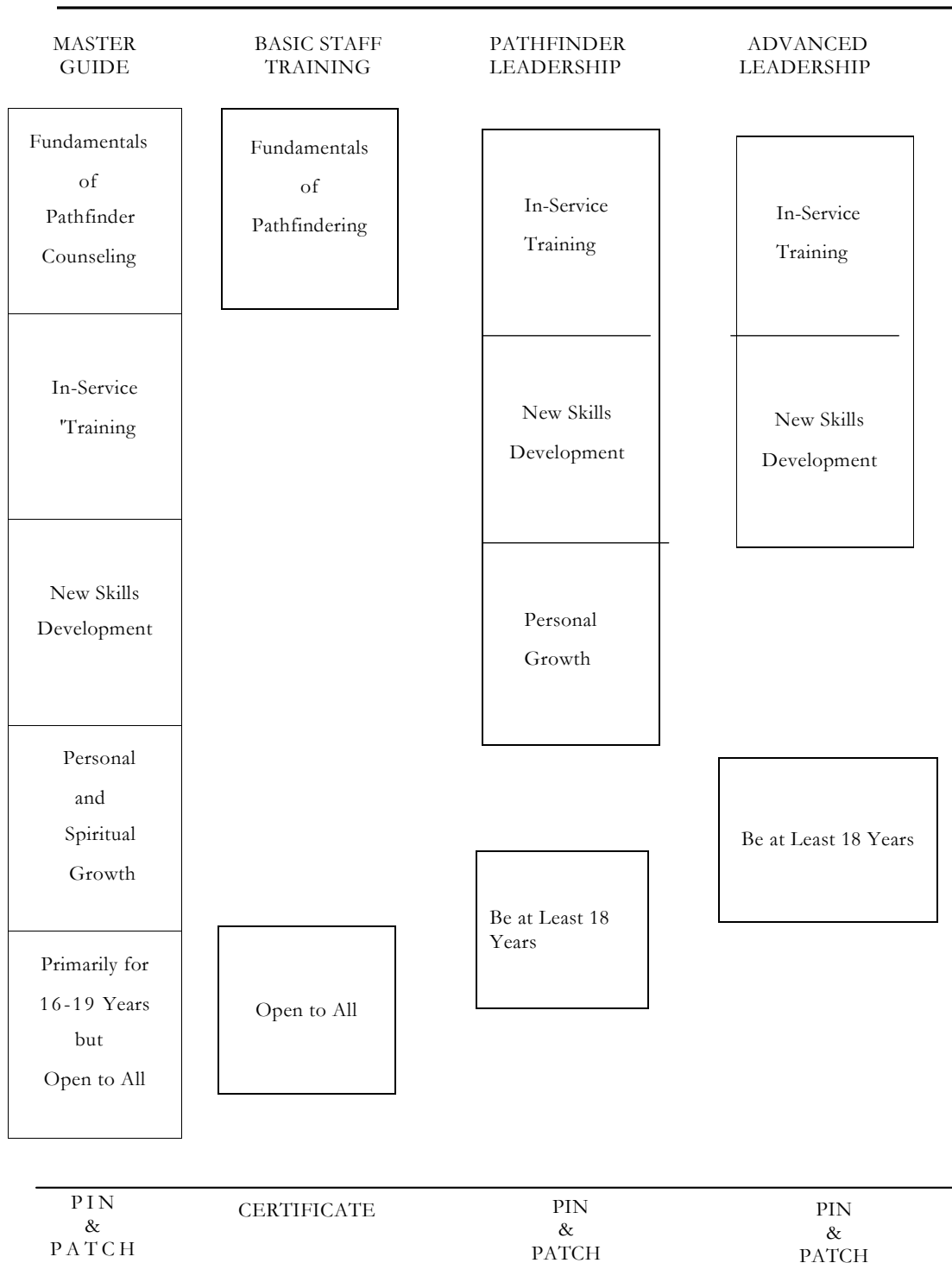
This resource manual is prepared with the objective of providing information to instructors who will in turn transfer the knowledge and experience acquired to the Pathfinder Club staff.

We also believe that this brief outline will stimulate and inspire participants to experience some of the most rewarding and challenging aspects of modern Pathfinding.

We are confident that these new courses can be the catalyst for dynamic Pathfinder Club leadership throughout the world divisions.

*Youth Ministries Department of the
General Conference of Seventh-day Adventists*

Pathfinder Leadership Training Courses Flow Chart



The Pathfinder Basic Staff Training Course

Requirements

Attend Ten Hours of Seminar Training on the Fundamentals of the Pathfinder Club

The seminar will cover the following areas:

1. History, Philosophy, and Purpose of the Pathfinder Club
2. Understanding Pathfinders
3. Club Leadership
4. Club Organization
5. Club Programming and Planning
6. Teaching the Pathfinder Curriculum
7. Camping and Outdoor Education
8. Drill and Ceremonies

Basic Staff Training Curriculum Details and Explanation

Introduction

THE BASIC STAFF TRAINING COURSE is designed to develop awareness in leaders of the basic fundamentals of the Pathfinder Club and to help teachers become familiar with the procedures, policies and resources necessary to commence and maintain a Pathfinder Club.

It is not intended that this course should teach the basics of what Pathfinders learn, but rather those basic elements of information necessary for any Pathfinder staff member or leader to adequately fulfill his or her duties.

Participants will attend a minimum of 10 hours of seminar training conducted by the conference Youth Ministries personnel. This will normally be conducted over one weekend but may, at the discretion of conference personnel, be broken up into smaller segments if necessary, to suit the needs of the conference or participants in regional areas. This training shall include both seminar lecture and discussion.

Additional Resources

Pathfinder Administrative Manual

Pathfinder Class Manuals

Pathfinder Honor Handbook

These are available from your Pathfinder Resource Center, AdventSource or the General Conference Youth Department website: youth.gc.adventist.org

Requirements

Attend Ten Hours of Seminar Training on the Fundamentals of the Pathfinder Club

The seminar will cover the following areas:

1. History, Philosophy, and Purpose of the Pathfinder Club (30 min.)
2. Understanding Pathfinders (60 min.)
3. Club Leadership (60 min.)
4. Club Organization (75 min.)
5. Club Programming and Planning (75 min.)
6. Teaching the Pathfinder Curriculum (120 min.)
7. Camping and Outdoor Education (120 min.)
8. Drill and Ceremonies (60 min.)

Section One

History, Philosophy, and Purpose of the Pathfinder Club(30 min.)

Objective

To develop awareness of the purpose and uniqueness of Pathfinder ministry and an overview of the history of Pathfinding.

Explanation

1. Pathfinder Philosophy and Purpose(20 min)
Church centered spiritual and recreational program for ages 10-15. Ideals and objectives of the Seventh-day Adventist Church must be made relevant and attractive to its youth.
2. History of Pathfinding(10 min)
Development of Junior Ministry in the Seventh-day Adventist Church. History of Pathfinding in your division.

Section Two

Understanding Pathfinders(60 min.)

Objective

To develop an understanding of the developmental needs of Pathfinder-age young people and how to relate to them effectively.

Explanation

Participants are required to understand and discuss the following topics.

1. Developmental Characteristics of Pathfinders (30 min.)
 - a. Particular attention should be given to the different needs that emerge in the following periods of individual growth:
 - 1) Pre-adolescence(9-12 years)
 - 2) Early adolescence(13-15 years)

- 3) Middle adolescence(16-17 years)
 - b. Ways of relating appropriately to individual needs and problems common in Pathfinder Ministry.
- 2. Basic Principles of Effective Club Discipline (30 min.)
 - a. Principles
 - b. Balanced discipline
 - c. Proper and improper administration of discipline
 - d. Discipline procedures

Section Three

Club Leadership(60 min.)

Objective

To create an awareness of those concepts and strategies that will facilitate an understanding of successful Pathfinder leadership and enable course participants to develop new leadership skills.

Explanation

Participants will discuss the various facets of Christian leadership, especially those that relate to Pathfinder ministry. In addition, particular attention will be given to the following areas:

- 1. Attitudes and qualities of Christian leaders involved with Pathfinding (20 min.)
 - a. Live a Christ-centered life
 - b. Love boys and girls
 - c. Be optimistic and enthusiastic
 - d. Be a master of his or her emotions
 - e. Enjoy the out of doors
 - f. Understand the characteristics of junior youth
 - g. Master diversified skills
 - h. Know how to organize
 - i. Maintain pleasant relations with fellow workers
 - j. Have a commanding personality

- k. Have a sense of humor
 - l. Be resourceful and creative
 - m. Enlist cooperation
 - n. Be able to delegate responsibility and authority
2. The five styles of leadership and when they are appropriate to Pathfinder ministry(20 min.)
- a. Styles of leadership behavior
 - 1) Authoritative
 - 2) Political
 - 3) Evaluative
 - 4) Participative
 - 5) Laissez-faire
 - b. Person-centered — group-centered leadership
3. The various roles and functions of leadership and their application to Pathfinder situations (20 min.)
- a. Functions of the leader
 - 1) Building function
 - 2) Task function

Section Four

Club Organization(75 min.)

Objective

To introduce the basic procedures and policies relevant to the establishment and maintenance of the Pathfinder Club.

Explanation

Participants will give study to two main areas:

- 1. Committees and Staff (35 min.)
 - a. How to organize a Pathfinder Club(20 min.)
 - b. Pathfinder committees(15 min.)
 - 1) Coordinating Committee (where there is a junior and teen club)

- 2) Pathfinder Executive Committee
 - 3) Pathfinder Staff Committee
2. Operating Policies (40 min.)
- a. Uniforms (8 min.)
 - b. Finance (8 min.)
 - c. Reporting(8 min.)
 - d. Membership(8 min.)
 - e. Insurance(8 min.)

Section Five

**Club Programming
and Planning (75 min.)**

Objectives

To develop familiarity with the activities and features that together form the Pathfinder program. To provide a background for leaders that will enable them to plan and coordinate a successful ministry within the local Pathfinder club.

Explanation

- 1. Yearly Program(15 min.)
 - a. Based on a 10-month calendar
 - b. Regular meetings, bi-monthly events, campouts, conference activities
 - c. Pathfinder Classes — outline of program development
- 2. Weekly Club Meetings(15 min.)
 - a. Program Model A or Model B
 - b. Sample meeting timetable
 - c. Steps in planning a weekly meeting
- 3. Record Cards and Passports(15 min.)

- a. Purpose of Record Cards and Passports
 - b. How to obtain Record Cards and Passports
 - c. How to use Record Cards and Passports
4. Conference Events (20 min.)
- a. Pathfinder Fairs
 - 1. Format - events
 - 2. Preparation
 - b. Pathfinder Camporees
 - 1. Purpose - frequency
 - 2. Participation - who may attend
 - 3. Club organizational requirements
5. Investitures (5 min.)
- a. Selecting the venue
 - b. Setting the date
 - c. Ordering supplies
 - d. Ordering the program
 - e. Planning the program
 - f. Investiture - procedure
6. Church Rallies (5 min.)
- a. Purpose
 - b. Date on Pathfinder calendar
 - c. Organization
 - d. Procedure

Section Six

Teaching the Pathfinder Curriculum (120 min.)

Objective

To discover the importance and value of creative approaches to teaching and to learn ways of developing one's own creative style of teaching.

To provide information on ways to teach the Pathfinder curriculum in a creative manner.

Explanation

Course participants will give study to two main areas in this segment.

1. Understanding Creativity (45 min.)
 - a. Purposes and values in use of creative activities
 - b. Steps in creative process
 - c. Some creativity "tools"
2. Teaching the Pathfinder Curriculum Creatively (75 min.)
 - a. Need to study the class curriculum
 - b. Assess the number and needs of your class
 - c. Work out your teaching plan
 - d. Available resources
 - e. Plan your work and work your plan

Section Seven

Camping and Outdoor

Education..... (120 min.)

Objective

To develop an awareness of basic camping and outdoor skills necessary for outdoor leadership.

Explanation

Participants are required to give study to the following:

1. Philosophy of Camping(20 min.)
 - a. Recreation in the open air
 - b. Benefits to the individual
 - c. Benefits of camping activities
 - d. Spiritual values in camping
2. Basic camp planning(30 min.)

- a. Club planning
 - b. Unit and individual planning
 - c. Handling of a good camp
 - d. Environmental concerns
3. Types of camping(20 min.)
- a. Permanent campsites
 - b. Traveling camps
4. Basic components of good camping (30 min.)
- a. Selecting a site
 - b. Water supply
 - c. Firewood
 - d. Sanitation
 - e. Camps and shelters
 - f. Fire Building
 - g. Outpost Cooking
5. Nature Study (20 min.)

Section Eight

Drill and Ceremonies(60 min.)
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Objectives

1. To develop a theoretical and practical understanding of the benefits that a Pathfinder and Pathfinder Club can obtain through a program of drill and ceremonies.
2. To become confident in the ceremonial procedure connected with the Pathfinder Club.

Explanation

In this section participants will.

1. Discuss the philosophy for drill and ceremonies within Pathfinding(10 min.)
2. Become familiar with the club opening and closing ceremonies(25 min.)
3. Become familiar with basic drill commands(25 min.)

NOTE: Upon completion of Section 8 (Drill & Ceremonies) the participant has completed the pre-requisites for the Pathfinder Leadership Awards. Seminar instructors should enthusiastically encourage the recipients of the Basic Staff Training certificate to continue their study of Pathfinding by continuing with the Master Guide.

Teaching Resources

Section One

History, Philosophy, and Purpose of the Pathfinder Club (30 min.)
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Objective

To develop awareness of the purpose and uniqueness of Pathfinder ministry and an overview of the history of Pathfinding.

Teaching Resources

1. Pathfinder Philosophy and Purpose.....(20 min.)

The Pathfinder Club is a church-centered spiritual and recreational program for young people, ages 10-15.

Ideals and objectives of the Seventh-day Adventist Church must be made relevant and attractive to its youth. To do so, the following goals must be achieved:

- a. Help the youth to understand that God loves them, cares for them and appreciates them.
- b. Encourage Pathfinders to discover their own God-given potential.
- c. Inspire young people to give personal expression of their love for God.
- d. Make the personal salvation of each Pathfinder the priority of the Pathfinder Club.
- e. Build into a Pathfinder's life a healthy appreciation and love for God's Creation.
- f. Teach Pathfinders specific skills and hobbies that will make their lives

more satisfying and will occupy their time with profitable accomplishments.

- g. Encourage the Pathfinder to keep physically fit.
- h. Give opportunity for the development of leadership.
- i. Seek to foster the harmonious development of the physical, social, intellectual, and spiritual life of the Pathfinder.

2. History of Pathfinding(10 min.)

- a. Development of Junior Ministry in the Seventh-day Adventist Church. Review history of Pathfinding from a world perspective.
- b. A brief overview of the history of the development of Pathfinder Ministry in your division or country must be prepared and presented.

Section Two

Understanding Pathfinders..... (60 min.)

Objective

To develop an understanding of the developmental needs of Pathfinder-age young people and how to relate to them effectively.

Explanation

Participants are required to understand and discuss the following topics:

- 1. Developmental Characteristics of Pathfinders (30 min.)
- 2. Basic Principles of Effective Club Discipline (30 min.)

Teaching Resource

1. Developmental Characteristics of Pathfinders(30 min.)

Particular attention should be given to the different need issues that emerge in the following periods of individual growth.

- 1. Pre-adolescence..... (9-12 years)
- 2. Early adolescence(13-15 years)
- 3. Middle adolescence(16-17 years)

1. Pre-Adolescence(9-12 years)

The junior age is full of noise and ceaseless activity, slow growth and boundless health. Girls tend to be more developed than boys physically, mentally, and even emotionally. By the age of 12 this advance has reached two years, but after this the boys begin to catch up, drawing even at about 18-19 years old. There is a growing tendency for independence and self-assertion. In school the children are quick to learn, and have an amazing power to recall that which they have heard or studied. They now have a great admiration for people who are able to do things, and they thrive on hero stories. It is during this period that children have a lively interest in religion. They find it natural to turn to Christ and commit themselves to Him and His way of life.

Mental Characteristics

1. Pre-adolescence is the golden age of memory. The mind is like wax for receptiveness and like bronze for retentiveness. The pre-adolescent learns rapidly and can memorize easily.
2. The juniors are alert and very eager to investigate and learn. They like to take things apart and see how they are made. They like to build models.
3. Juniors love stories and good books, and usually like to read.
4. This age group has a real interest in collecting. Some educators estimate that 90% of children this age collect one thing or another. They may be gathering four or five different collections simultaneously. This is an excellent time for studying Pathfinder Honors.
5. This is not the age for specialization, but the Pathfinder club should open up many avenues of interest to the club members. Since new interests are vital to this age, a three-month program on one craft or Honor study is sufficient.

Physical Characteristics

1. This is the healthiest period of life.
2. The body and mind are well balanced for coordination. Games, marching and other skills are readily learned.
3. This is a restless period when a child can't "sit still and be good." At this age, Pathfinders have an innate desire to exercise his lungs, which makes the conventionalities and confines of a room too narrow for their boundless and boisterous activities.
4. Someone has said, "There never seems to be any nice, relaxed, middle ground in a child's behavior. He is either running at a wild clip or stopped dead — and both strike fear in the breast of a parent."

Social Characteristics

1. A Pathfinder of the pre-adolescent age like secret codes and adventure.
2. They are learning teamwork, but retain an independent spirit.
3. Wanderlust is a natural impulse of this age, not a moral delinquency. It is an age of exploration, and imagination will produce wild animal imitations and even wild west scenes.
4. This is an age of great hero worship and great credulity.
5. Interest in the opposite sex is minimal. Boys prefer to be by themselves, and girls choose their own group.

Spiritual Characteristics

1. This is an age of keen interest in spiritual things and in the work of the church.
2. This is the peak age of baptism (12).
3. The Pathfinder at this age likes witnessing activities and delights in award badges, ribbons, etc.
4. The quality of credulity makes this an easy age group to instruct in religion.

2) Early Adolescence (13-15 years)

There is now a rapid growth, which often brings with it an awkwardness due to lack of coordination of mind and body. It also causes embarrassment to the young people because certain organs, such as the nose, mouth, and feet grow more rapidly than the rest of the body, making them feel like ugly ducklings and bringing unexpressed fears that they will always be that way. The importance of belonging to a peer group now reaches its height and begins to recede, being replaced by an interest in sex, with accompanying bashfulness, at this stage. Mental development makes definite gains causing the young person to be critical rather than credulous, as in the past. Much time is given to day-dreaming and thinking about what he or she is going to be and do later on. These youth are definitely altruistic and challenged to do worthwhile things in the world. Religious interest continues and spiritual things begin to become a matter of experience, rather than the acceptance of a lot of facts.

Mental Characteristics

1. Alert, but subject to day-dreaming periods
2. Learns quickly
3. Boys have keen interest in scientific data, and girls become more interested in homemaking.

Physical Characteristics:

1. The health is excellent, second only to the pre-adolescent period.
2. Physical growth is very rapid, with tremendous appetite accompanying this growth.
3. Muscle development or co-ordination fails to keep pace with bone structure growth, causing a tendency toward awkwardness or clumsiness.
4. Sex organs develop, making rapid changes biologically. New hormones that develop sexual instincts influence behavior. Rousseau said, "We are born twice, the first time into existence and the second time into life, the first time a member of a race and the second time a member of the sex."
5. Girls average taller than boys at 12 and 13, slightly taller at 14, less at 15 and 2 inches shorter at 16.

Social Characteristics

1. This is an age of loyalty to peers, with a fear of being different from the group. They seek the approval of the group for all activities.
2. At this age, youth seek more individual freedom with a new discernment of the inward qualities of individuals. Weigle remarks: "His vision penetrates the outward act and catches the spirit within a man. He begins to discern inward qualities and to feel the intrinsic worth of truth, faith and self-sacrifice. He is full of ambitions and makes plans for the future."
3. Money-making often grips teenagers at this age, resulting in a desire to drop out of school.
4. Frequent change of mood is a characteristic in most youth at this age. One time activity is manifested, while another time apathy is evident. In the morning the early adolescent may be generous in his impulses, while in the afternoon he or she may seem greedy. One hour the youth are astonishingly self-centered, and another quite timid.
5. These eccentricities manifest themselves in many ways including the following:
 - a. Strong likes and dislikes in foods; certain favorite foods are used in excess.
 - b. Great love for athletics, with a tendency to overdo.
 - c. A crude sense of humor, girls tend to giggle.
6. Those of this age group have an attraction for the opposite sex. This is a

dangerous age for sexual and social temptations, as the teenager is not prepared for individual courtship. Group activities should be sponsored and careful chaperonage must be provided on Pathfinder field trips, campouts, camporees, etc.

Spiritual Characteristics

1. The interest in spiritual things wanes slightly at this age, but the teenager is influenced by the attitudes of the group.
2. Thirteen is the age when the second largest number of youth are baptized into our church.
3. Choice of one's lifework is often determined at this age. The importance of holding before these teenagers their destiny in finishing the work of the gospel is thus apparent.
4. There is less tendency for this age group to demonstrate their feelings on spiritual matters or convictions.
5. Members of this age group often experience conflicts with conscience.

3) Middle Adolescence(16-17 years)

Growth continues to be rapid for males. The young person in many cases reaching his full height by the end of this period. Whereas in the past they went through periods of self-discovery, the youth now begin to develop an individuality, to become persons in their own right.

Mental Characteristics

1. These youth are at the age where they will likely question everything and want proof before they will accept any thing.
2. Youth have a great respect for "scholarship" and often are inclined to take as an answer something held to be truth by someone with a well known name.
3. Ideals are now beginning to be shaped and youth are making definite plans to attain them.

Physical Characteristics

1. Sexual development, a force to reckon with.
2. Height and weight is 85% of adulthood.
3. Muscle becomes developed and he likes physical fitness programs.

Social Characteristics

1. These youth like cliques and want to be surrounded by special friends.
2. Critical, often brutally frank in expressing opinion of others.

3. Very sensitive, and often guided by public opinion and what his or her social group thinks is the proper thing to do.

Spiritual Characteristics

1. He or she either goes forward, as a recognition of social and spiritual values become paramount, or by reason of wrong associates, loses interest.
2. What has not been done in laying a foundation to base his or her thinking on, now becomes difficult to do.

Additional Resource

1. Developmental Characteristics of Pathfinders

1. Developmental Characteristics of Late Childhood (Girls)
2. Developmental Characteristics of Early Adolescence (Girls)
3. Developmental Characteristics of Late Childhood (Boys)
4. Developmental Characteristics of Early Adolescence (Boys)

1. Developmental Characteristics of Late Childhood (Girls)

1. Feeling accepted and happy as a member of her own age and gender contemporaries

In late childhood the girl gets her picture of her worth to others from her parents, from her teachers, and from her friends. Family "togetherness" continues to be important, and there need to be many adventures together that are fun and work. She also needs to feel accepted by her teachers and to feel their approval. Increasingly, however, she is moving toward a period when friends of her own age and gender are important to her happiness. She needs a warm response from mates and class friends to feel a healthy self-acceptance.

Goal: To help young girls develop happy relationships with the adults in their life and a growing feeling of joy in her relationships with other girls their own age.

2. Finding joy in making others happy

In late childhood a girl needs a friend, someone outside the family with whom she can play and share her secrets. In this association she discovers that one must give as well as receive. Her peers will demand that this friendship be on an equal basis. Most of this period is a time of separation from the boys. The interests of boys and girls

seem wide apart. The girl's love development is centered largely in relationships with other girls and on adults.

3. Becoming an effective family member and developing a growing security outside the family

In late childhood the girl begins to withdraw from adult identification and moves more and more toward identification with her own age mates. She begins to think of herself and her friends as girls, her teacher and her parents as adults.

Family living can grow toward more of a partnership where she has more choices and carries more responsibilities. She can increasingly enter into family discussions and planning.

She should also feel free to move forward in her relationships outside the family. By the time she leaves late childhood she is well on her way toward self-reliance or a pattern of continued dependency.

4. Winning her way with a group

Late childhood is the time a girl begins to move away from the authority of adults toward friendships with other girls. This is the setting in which she will enlarge her social horizon, develop new contacts, interests, and fill a deep-seated need for companionship. It is the setting where her values will be modified, where leading and responding to leadership will be developed, and where she will learn to face the consequences of her own actions. Parents should not only encourage but should participate in making this group life possible.

5. Accepting her feminine role

Late childhood is the period when a girl is developing a strong identification with other girls of her own age and when she should be developing skills that are strongly identified with women.

As she moves toward the later months of this period, she spends increasing time with the girls of her own age and has a beginning interest in boys.

6. Developing a growing understanding and appreciation of her body

Sometime between 8 and 11 1/2 years of age many girls in late childhood begin a growth spurt. Other girls stay short so long they worry about why they don't grow. Growth is very uneven and causes many anxieties.

A girl can't help being aware of her physical condition, for friends and relatives who haven't seen her for a while greet her with, "How you've grown!" "How fat you are!" or "When are you going to start growing?" Many questions about her body enter her mind, and she needs contact with adults whom she trusts and who can answer these questions. These are the days she can be objective about the major body changes soon to occur. Understanding gained now will provide a basis for more questions in early adolescence.

7. Feeling useful to someone or something

In late childhood the girl has many opportunities to feel useful and needed, for the world in which she moves is enlarging. She has tasks in her home, but she can assume tasks in her school, her club, and with her friends. This growing world will bring disappointments as well as joy, and the family must help her take the shocks, work off her hostilities, and move out to the world with friendliness again. The approval of adults outside her home becomes a great boost to her spirit. Acts of community service are especially helpful to girls in late childhood. It helps them feel of value to others.

8. Increasing her competence in some skills

Late childhood is probably the key time for skill training, and parents should encourage her in music, painting, or any form of art in which she takes an interest. She needs opportunities for creative experience, whether in dramatics, drawing, painting, cooking, weaving, printing, decorating, plaster casting, or nature crafts. These skills become one of the chief means of enjoyment for herself and of contributing to those about her.

9. Becoming more adventuresome, more creative, and more skillful in her play

Late childhood is the big period of skill training, and the girl needs to have the courage to try new things, whether it is sliding down a hill, diving off the board, or going away from home to camp. Family outings are great fun and give the girl a chance to see members of the family in a new light. Her skill should be improving in all kinds of games.

10. Increasing her interest in fair play and justice

Up to late childhood a girl's idea of right or wrong, the goodness or evil in life, has been primarily associated with the wishes of

adults. Now that she is playing with other girls and boys (mostly girls) and wants them for her friends, she begins to take some values from the group with whom she is associating. Though she wishes to conform to the wishes of the adults and the group, it is inevitable that they will be in conflict part of the time. This is a normal part of her finding her way toward ethical standards. Goodness that she values is something she must develop.

From the rules and regulations of middle childhood, it is but a short step to fair play and justice. This is learned little by little in work, play, and study. It needs to be discussed and applied in the family, in the school, and in the group where she lives.

2. Developmental Characteristics of Early Adolescence (Girls)

1. Feeling wanted by her contemporaries and feeling able to contribute to her relationship with them

Early adolescence is a time of great change and inner confusion. The girl reaches out almost frantically for some secure base upon which to build her picture of herself. She tries to find this new base outside her home, for she begins to feel the need to be more separate and independent. She turns to her friends or those her own age only to find that they are as confused as she is. Yet, this is the approval she seeks. In their eyes she will need to find the acceptance she craves.

2. Developing an acquaintance and an ability to relate comfortably with the opposite sex

The early adolescent girl becomes interested in the opposite sex. She is looking to the boys for some elementary type of romantic association, but she usually gets little or no response, for she is maturing earlier than they are. When the boys finally mature enough to be interested in girls, the girls have usually moved so far ahead of most of them that the boys seem childish. Girls often turn to real or imaginary characters who become their ideal.

When she does attract a boy she may not appear to be too discriminating. The ability to attract him seems to be more important than whom she attracts. She is usually more concerned with herself than with her partner.

Girls and boys of early adolescence need good times together and need help in planning programs and parties where they can enjoy one another's company.

3. Developing a growing ability to direct her own life

The girl in early adolescence must stand more and more on her own feet if she is to continue moving toward independence and self-management. She may rush back for protection at times, but increasingly she must be making her own decisions and taking the consequences of her actions.

She may be very irritable in the home, but understanding parents will recognize this as the confusion of becoming responsible. Becoming an adult can be quite difficult. She doesn't resent rules so much as she does being treated like a child. The happier families live in cooperative homes where everyone shares in the planning.

Adults need not approve all of her behavior, but must always approve of her as a person.

4. Winning and holding membership in an intimate group of her own age and sex

The girl in early adolescence needs to belong to a group of her own age and sex. She needs the support and the approval of those of her own kind. She needs those close relationships so she has someone with whom she can share her secrets and her innermost anxieties and thoughts. She needs to discuss her feelings and find answers to her perplexing problems. She wants someone with whom to do things.

This small intimate group will tend to dominate her life. It will control, to a large extent, her thinking and her behavior. She seeks the protection of conformity. It becomes the base upon which she will move forward in her living and learning.

5. Understanding her body and developing positive attitudes toward sex life

Early adolescence does not arrive with one's birthday. It arrives when the body is ready. It is the time of life when the body is in the process of becoming sexually mature. Primary and secondary changes take place, and the girl of 14 usually has developed all the feminine characteristics.

The wide range of irregularity in the menstrual period often causes a girl to fear that something is wrong or that she has injured herself in some way. She needs to be freed from folk tales or erroneous ideas about her body and understand the normal processes that women have been experiencing since time began.

Early adolescence is an uneven, unsteady time, and the body is flooded by more changes and new feelings than the girl can

understand. Sometimes these feelings frighten her and arouse a sense of guilt.

She needs active membership in some group or groups where she can test her ideas with her friends and which can provide outlets for many normal activities with other girls and boys.

6. Feeling confident that she is normal

Early adolescence brings a young girl many anxieties about her growing, changing body. Most girls have developed an expectancy about their body development. It is often a mixture of fact and dreams. She is startled and worried when her development fails to fit this picture and she wonders if she is normal, if she is going to become an adult who can attract others.

She needs to understand her body growth, to have help in dress style, walking, and body expression — anything that will help a girl use the body she has and increase her satisfaction with it. Active body expression and use of big muscles in sports such as tennis, swimming, bicycling, and skating may give her increased competence and joy through her body.

7. Developing a clear picture of adult living

In early adolescence the girl is moving rapidly toward her final adult form. Society looks at this developing girl and expects her to be more adult, but she does not have a clear picture of what being an adult is or what adult living requires.

The early adolescent girl needs a variety of intimate contacts with friendly adults who have found the way to live creatively and cooperatively with others. From these adults she can discover ways to serve her own community or teenage group. A group setting is a choice place for these contacts to be developed.

8. Increasing her experience with the world of work

The girl in early adolescence needs more active participation in the world's work, but the culture in which she lives may tend to hold her in a dependent relationship. One place for her to carry greater responsibility is in her family, and she will usually not object to doing her share of the work as much as she will object to the way she is told to do it. If she has a share in planning she will act far more responsibly in her tasks. Even then she will need to be reminded in tactful ways.

The early adolescent girl is often limited in her opportunities to earn money, but this experience is good for her. Girls like and need the feeling that they can do something that is worth payment.

9. Finding joy in the active use of her mind and body

The girl in early adolescence begins to withdraw from vigorous, active, adventuresome sports, but she will enjoy individual sports like tennis, archery, skating, swimming, and golf if she can do them with boys or with friends. More than anything else she wants variety, entertainment, and plenty of time to be with her chums.

Recreational activities can further heterosexual adjustment. There should be opportunities for a wide variety of outdoor activities and occasions in which both boys and girls can participate.

It is especially good if she has some skill in music, art, dramatics, crafts, or other creative means through which she can contribute to the group.

10. Establish satisfying personal relationships and a growing understanding of the values by which mankind can enjoy fellowship

It is well to remember that the girl in early adolescence (as at all other times) in her very nature is oriented toward love and cooperation. Behavior in this trying period often seems to fall outside this pattern. This only indicates how easily the girl can feel blocked from her real self. If these signals are not noticed, the girl develops attitudes toward others based on these deprivations. No girl can assign positive values to herself or to others as long as she feels she must struggle to defend herself.

In early adolescence the opinion and values of friends her own age begin to exert a strong place in her life. The pressure they exert upon each other brings this group standard into being. In many respects this is the first standard she has created, for many of her earlier standards were acquired from adults so long ago she hardly remembers the reason for their being. She is having the thrilling experience of developing a code in which she and others find meaning. She should not have to develop it without knowing mankind's experiences.

3. Developmental Characteristics of Late Childhood (Boys)

1. Feeling accepted and wanted by his own age and sex

The boy in late childhood is beginning to step into closer relationship to those of his own age and sex. He is testing his ability to become a part of the group. Though parents continue to exert a significant role in his self-acceptance, a boy's belief in his own worth is heavily influenced by how

those of his own age feel about him. If he finds a warm response as he moves toward others, this will be reflected in his acceptance of himself. He needs to feel that he has worth, has abilities, and is of value to others in order to accept himself.

2. Beginning to find joy in making others happy

The boy in late childhood needs to experience the thrill of making others happy through what he has shared, or through what he has been able to contribute. Up to this time he has been thinking mostly of himself. Of course, he has been trying to please adults, but this is largely because they will praise him. Now he needs the thrill that comes from making others happy—without necessarily any conscious return to himself at the moment. This does not mean that he should avoid centering a good deal of attention upon himself. It is more doing unto others what you want them to do to you, and occasionally even making them happy at some cost to yourself.

3. Responding to the group, yet feeling he can rely on his parents

The boy in late childhood wants to please both his parents and his group. He feels the tug of the group, but he also needs the feeling that he has the support of his parents. This is where father and mother should support him in the group but also continue to keep him a good member of the family. He likes to be included in the family plans as often as possible. He needs the privilege of being a little untidy in his own home. He wants a home with room for noise. He is ready for creative participation in a family council, or some other conference plan. An appeal to his reason will get good response when it is not being used to force him to accept some decision previously made by others. Every boy should carry some part of the necessary routine in the home.

4. Winning his way with a group

The boy in late childhood not only needs a friend, he must be able to become a member of a group with others like himself. At 9 years of age he needs a friend. By the time he is 10 and 11 years old he needs a group. All the group members need not be intimate friends, but he wants a group and needs to know that they want him. He is upset if he discovers the group will not accept him. Parents will do well in helping him get started in a group that will have some adult leadership.

5. Accepting a masculine role

The boy in late childhood needs to achieve a strong identification with those of his own sex and age. Up to this period boys and girls played together, but the separation becomes marked at this stage and the boy should be aligning himself with the fellows and tend to leave

the girls to play by themselves. He should picture himself as becoming a man.

The boy in late childhood should learn what part sex will play in his life. He has serious thoughts about sex and himself. He wants to relieve himself of guilt feelings about sex play or sex practices that most children of this age have experienced. He needs information on sexual development. He should have opportunities for books, lectures, pictures, talks with his parents, contact with qualified experts and discussions in his group where his code is being formed.

6. Being confident of his ability to grow up

The boy in late childhood needs to develop confidence in his ability to grow up. He wants to feel that he is as good as others. He wants others to notice it. The boy at this age is anxious about his ability. He wants to feel as able as those about him so he will have value to the group. He worries lest freckles, red hair, slight build, or glasses will limit his development.

Comparison with others is hard to take. He is both eager and worried about facing adult life. The boy in late childhood fears failure or doing things wrong. He wants to know where he stands. He needs opportunities to develop skills and self-confidence. Competition often increases his worry. He should have the opportunity to buy some of his own things and to make an increasing number of decisions for himself.

7. Feeling useful to someone or for something

The boy in late childhood needs assurance that there is a place for him. He longs for responsibility. He wants to be useful or important. He wants to be like an adult, yet he finds himself scurrying back to the protection of adults. He wants to share in planning and carrying out his own program. He needs to be of value to other people, to share responsibility measured to his size. These are days for laying a firm basis for responsible citizenship. He is ready for his first tasks in the spirit of service.

8. Increasing his acquaintance with the adult world

The boy in late childhood needs increasing acquaintance with his community. He wonders what the adult world is like. He wonders about some of the things that he sees adults do. He is concerned about social problems that touch his friends, his school, and his community. He is ready to face great liberalizing ideals involving fair play and social justice. His critical sense of justice needs this experience.

9. Daring to express his spirit of adventure

The boy in late childhood needs to step outside the limits of family or school and feel contact with something bigger. He craves activity, more things to do, more things to learn. He wants opportunities to build things, to trail, to collect, to hike. He needs contacts close to nature, to feel the relatedness of things. A camp provides an ideal place for creative guidance and understanding supervision.

10. Increasing his interest in rules of fair play and justice

The boy in late childhood should be developing skills in cooperation. He has a great interest in the use of rules and their fair application to life. Adults should help him express this interest and should lead him into ideas of right and wrong. This is a good time to develop a respect for each individual, to encourage him in doing some work in the interest of others, and to become acquainted with the great stories of the Bible. Some of the favorite passages should be memorized. He needs the support that comes from knowing that God cares for him and does not expect the impossible. He should understand that all men are God's children—therefore of infinite worth, and that none should be exploited.

4. Developmental Characteristics of Early Adolescence (Boys)

1. The boy in early adolescence discovers that security based upon his family is no longer adequate

Now he needs to feel able to win the approval of his contemporaries on his own merits. He sees himself through the eyes of his associates. If he feels wanted and able to contribute to the group through some skill, he finds it easy to accept himself. Until this feeling of competence is developed, he will be forced to center his attention upon himself.

2. Developing an acquaintance and an ability to be comfortable with the opposite sex

The boy in early adolescence usually seeks the attention and interest of the opposite sex. This may come early or late—but it will come, and when it does, success is very important to him. In the beginning, success is achieved if he is seen by his associates with an attractive or popular girl. Dating is likely to be in doubles or groups. As he matures, his interest grows beyond how much prestige dating brings him. He discovers the joys of

companionship and the pleasure of making a girl happy. This is when he begins to feel worthy of love.

Group life and group activities provide an easy, natural approach to dating. He will need equipment, resources, and opportunities to participate in many different kinds of activities, such as tennis, singing, hiking, and the like. Participating in group situations is best, for social skills are developed in association with others. If boys in early adolescence are not teased about their interest in girls, they will meet them more naturally.

3. Becoming increasingly eager and able to direct his own life within reasonable family tension

The boy in early adolescence needs a home where he knows he is wanted and loved for what he is as well as what he may become. He needs to be assured of parental love without demonstrations of the same type of affection so commonly used when he was younger. He needs to understand why differences so often arise in a family, and to be able to discipline himself occasionally rather than rely on the family to discipline him.

Parents will want to encourage the boy's efforts to direct his own life. This is the time to increase his personal privacy and to cease prying into his life. Home should be a welcome place for his friends.

Adults can help him succeed by keeping responsibilities within his ability. He should be encouraged to work his way out of mistakes, but should feel that counsel is available if he wants it.

4. Winning and holding membership in an intimate group of his own age and sex

The boy in early adolescence needs the companionship and approval of his associates and wants to be sure that he really belongs, that he can count on them as his friends. His happiness is associated with their achievement and their recognition of him as a valuable person. He will be unhappy and uncomfortable outside a group.

Parents should be aware of opportunities for group life, and he should be encouraged but not pressed to become a member in a group of his own sex and age. If he accepts responsibility for any group activity, parents should feel free to help him. The more he is able to contribute to the life of the group through his own skill, the easier it will be to hold membership in the group.

5. Understanding his body and developing positive attitudes toward his sexuality

The boy in early adolescence needs to understand what is happening to his body. He must have the facts about his growing up. Normal changes occurring within his body should not cause concern or alarm. There should be opportunities where he can deal with all kinds of ideas and ask all kinds of questions. He should know of resources outside his home and his group. His understandings carry beyond the physical facts into a growing realization of the power and dignity of his body. He needs an understanding of how sexuality contributes to life and to his personal fulfillment.

He needs to envision himself as becoming a man and to feel that others look upon him as a masculine person. A sport fitted to his body structure and skill will help him gain competence and confidence.

6. Feeling confident that he is normal

The boy in early adolescence needs to think well of himself, to feel that he is as mature as those about him, to have assurance that he is able to handle life well. He is often so doubtful about his growing up that these assurances need to come time and again from those about him who believe in him. In order to feel comfortable he often follows the standard of the crowd, even in dress, and adults who want to help him must understand this. He needs to develop social interests beyond the family, to take trips away from home, to compare himself with his ideal and be satisfied.

7. Feeling value to some group or cause

The boy in early adolescence needs to feel that he has value to other people, that he is needed right now in some cause or group. He needs to feel a part of something bigger than himself, even though it means some personal sacrifice. Having a part in carrying forward some of the ideals of the race makes him feel a part of the creative force of the world.

8. Increasing his experience with the world in which he lives

The boy in early adolescence needs firsthand acquaintance with the world in which he lives. He needs opportunities for contact with wholesome adults, opportunities to increase his range of travel and experience. He needs to see the relation of work to things produced. It is desirable that he have work opportunities to supplement his allowance. It is helpful if this contributes to family or community living.

9. Finding joy in the active use of his body and mind

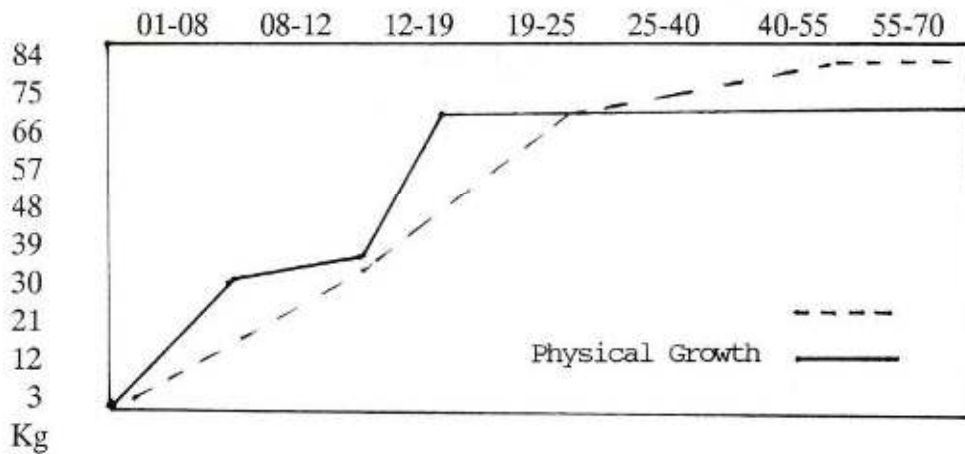
The boy in early adolescence needs to feel that life has meaning and that there is a role for him to play. He must be able to express some of the values by which he guides, or would like to guide, his life. He

needs to have opportunities to learn how other boys feel. He will profit from association with high minded adults. He needs acquaintance or experience with situations of social injustice. He needs a chance to contribute to programs which he understands.

Characteristics of Adolescence

- Restlessness** — is a provision of nature against the one-sided development of the adolescent. It is the imbalance between physical and mental development that accounts for the flighty, unexplainable, erratic behavior usually exhibited by the adolescent.
- Curiosity** — is nature's gift to youth by which stores of knowledge are gathered. It is to be directed, not repressed, stimulated, not discouraged.
- Vivid** — is a great asset to the Pathfinder. Hence
- Imagination** — stories and illustrations become effective teaching tools.
- Dramatic Instinct** — may be the seed from which the optimism of later life springs. Such an expression of this sense of humor may take place at the most embarrassing and least expected times. Some peculiar adult mannerism, a slip of the tongue, may cause the group to giggle and titter or go off in a riot of laughter.
- Group Life** — leads children to imitate actions and ideals of models. Memory is sharp and retentive. Hero worship provides a great challenge to any adult who accepts the responsibility of leadership of this age group.
- Uniformity** — makes its appeal during the Pathfinder age. Clubs, secret codes, gangs, uniforms, choirs, marching and drill, camp life— all present a strong appeal. The church must be ready to satisfy this urge within youth.
- Conscience** — is the faculty through which the Spirit of God speaks to the heart of the child. It is very sensitive and responsive during these years. Training in obedience to a good conscience will result in the "voice of God" being heard "amid the conflict of human passions. (*Testimonies*, Vol. 5, p. 120).

Comparative Mental and Physical Growth



Mastery — This desire could lead to self-assertiveness and personal combat. It is the counselor's privilege to guide the Pathfinder through the mastery of more appropriate skills that lead to the enjoyment of a sense of power through achievement. Recognition for goals attained provides the greatest stimulus to further conquests.

New Experience — A deeply rooted emotional urge for novelty, variety, adventure, and excitement marks this age. Alert counselors will avoid the monotonous and constantly evaluate the activities of the Club from the standpoint of new experiences. Caution must be used to avoid artificial enervating excitement, which is injurious and requires ever-increasing doses to obtain equal results.

Security — No healthy personality development takes place where there is fear. Every effort should be made to take away all cause for fear and replace it with confidence and security.

2. Basic Principles of Effective Club

Discipline (30 min.)

Morale, or Club spirit, is the tangible element that determines the success of any Pathfinder Club. It is the result of a combination of a variety of important factors. All Pathfinders and staff members will need to work together in developing a sense of unity and belonging, and maintaining interest and enthusiasm.

Club staff will need to check the following:

1. Spiritual Objectives

Pathfinder staff will need to ensure that the Club operates from a spiritual basis. Keep scriptural principles clearly in focus, and take all opportunities to present the message of Jesus Christ in an effective manner to the Pathfinders.

Make full use of the Club chaplain, church pastor, or youth minister. Provide sufficient time for Club worship and do all you can to make this time exciting and meaningful.

2. Attendance

Constantly aim for 100% attendance. If the attendance consistently shows 50% or less, your Club is in trouble. Club counselors and leaders should find out why Pathfinders are absent. A member who cannot be present for a Club meeting should notify his or her counselor in advance. An appropriately timed visit to a member who has been absent can change the situation and help him or her to return with enthusiasm. Furthermore, Club meetings should be well announced so that every member will know the time and place.

3. Home Contact

It is a good practice to send a Club program to the homes of the Pathfinders so that parents and Pathfinders are well aware of the appointments for Club meetings.

4. Round-table Discussion

Take a little time in a Pathfinder Club meeting to open a round-table discussion on the question, "What do you think we can do to make our Club better?" Encourage the members to express themselves in regard to activities they would like to see built into the program. As you have opportunity to talk with individual members, draw them out in regard to what they would like to do at the Club. Perhaps these comments will help you see why Pathfinders have been dropping out.

5. Unit Captain's Council

Have a Unit Captain's Council occasionally. Let the captains speak freely of the sentiments they hear among the units and what they would like to do. Urge them to help plan the program for the future.

6. Making Members Welcome

Not only should a new member be impressed with the responsibility of carrying out the ideals of the Club, but he or she also ought to be impressed with the

warmth of fellowship offered by both members and the staff.

7. Putting Friends Together

Wherever possible, place the member in a unit with friends, and where he or she will be with congenial associates.

8. Reviewing the Counselor's Work

The Club director and Club executive committee should review the counselor's work occasionally. Pathfinders like leaders they can look up to, who are fair, who are neither too strict nor too easy, who have a sense of humor, and who understand young people and like them. If a counselor is acting in a dictatorial way, if he or she fails to have the friendly, warm, sympathetic interest of the unit at heart, the director should help that counselor change his or her ways, or make some changes that will be for the best interests of the Club.

9. Planning a Balanced Program

Lead the Pathfinders into achievement and the learning of skills. They want to hike, they want to do things. Be sure the Club program is giving them this opportunity and that promised activities are fulfilled. Do not let it be said, "They told us we would go on hikes, but we never go." The meetings must be carefully planned and balanced—not too much sitting and listening, not too much drill, the right kind of games. Have plenty of variety.

10. Developing Unit Cohesiveness

Are the units having opportunity to develop a unit loyalty and individuality? The small group of six or seven boys or girls forms a natural "gang" that satisfies the desire for group living so prominent in ten- to fifteen-year olds.

11. Pathfinder Meeting Place

- a) Appearance: The place where Pathfinders meet should be painted and decorated to contribute to Pathfinder morale. Ceilings should be flat white in color, walls light or pastel shades. The national and Pathfinder flags and the Pathfinder Pledge and Law banners should be on display.
- b) Lighting: Natural and/or artificial lighting should be evenly distributed and pleasing to the eye.
- c) Ventilation and heating: The temperature of the room should be evenly distributed, the fresh air supplied through deflectors, air vents, or air conditioning. Heating should be adequate, but not stifling.
- d) Storage: Adequate space should be provided for locked storage of instructional and camping equipment.

- e) Bulletin Board: A bulletin board should be provided where the Pathfinder Club may keep the church informed of past, present, and/or future Pathfinder activities, crafts, or Honor displays.

12. Equipment

Adequate supplies and tools should be made available for the number of Pathfinders participating. It is difficult to keep order when a Pathfinder is waiting for tools that are in use by other club members.

13. Camping Equipment

- a) Tents: Adequate shelter should be provided for every camper at night. Tents should be maintained in good order.
- b) Cooking: Gas stoves, or wood cooking fires can be used. Adequate stoves or fires should be provided so as not to pressure the camp schedule.
- c) Water: The Club should provide an adequate water supply to adequately care for drinking requirements.
- d) Utensils: Sufficient utensils must be provided for the camp cooks to use in preparing meals.

14. Teaching Materials

Library books should be cataloged and in convenient shelves or book cases. All reference books and manuals should be available for Pathfinder staff members.

Pathfinder Club Discipline

The goal in disciplining children in our Pathfinder Clubs ought to be to guide them as sons and daughters of God; to show them our love and understanding; to teach them God's character as revealed in order and discipline throughout the universe; to make them useful members of the church and their country; and to help them respect their leaders and their parents.

As you work for the salvation of your Pathfinders, seek the Lord for wisdom and guidance. As they join the ranks of a successful Pathfinder Club, they should feel that they are being born into a new experience. But they must learn that discipline and order are part of this experience. They must learn that they are being loved by the kind of correction and discipline they receive. They must learn to discipline their desires in accordance with God's law.

In a Pathfinder Club, good discipline provides an environment that is conducive to cheerful attitudes and cooperative behavior. It emphasizes guidance rather than restraint, is constructive rather than destructive. It is not crippling, it is enabling. It encourages self-control and purposeful

activity. The best kind of discipline is present but not seen. It teaches the child to do the right thing at the right time in the right way and for the right reason. Good discipline prevents trouble.

A well-planned program will avoid many problems and mistakes. Order and system inspire confidence. Children will learn by the example of their leaders that God is a God of order. In a well-disciplined Club, the program starts on time, the whole staff is there on time, and the program runs smoothly to its conclusion.

Guidelines for Balanced Discipline

1. Establish rules and regulations, and a point system.
2. Inform the Pathfinders of the rules, your expectations, and methods of enforcement.
3. "Rules should be few and well considered, and when once made, they should be enforced. Whatever is found impossible to change, the mind learns to recognize and adapt itself to" (*Education*, p. 290).
4. Present devotional admonition on discipline, explaining the Pledge and Law.
5. Consistently and diligently apply training discipline.
6. Counsel with guilty youth before disciplinary action. Pray with them.
7. Parents also need to understand the importance of Club disciplinary training. When they understand, they usually cooperate.

Proper and Improper Administration of Discipline

The WRONG way is to crush or break the spirit by using strict force. The crushed spirit will develop distrust, evasiveness and hatred for authority.

The CORRECT way to administer discipline is to inspire that which is right and orderly by love, kindness, and consistent example. Win confidence of the youth. Show you love them by kindness, and that you expect their loyal cooperation. This correct way develops trust, compliance, cooperation, and love.

Suggestions for Prevention of Discipline Problems

1. Plan an extensive program of activities.
2. Never go to meetings unprepared.
3. Be friendly, caring, and approachable at all times.

4. Cultivate a sense of humor.
5. Avoid use sarcasm or ridicule.
6. Don't be a fault-finder.
7. Be fair and impartial — don't have favorites.
8. Show self-control and be patient, even under pressure.
9. Watch the use of your voice — speak clearly and with authority—but don't shout!
10. Maintain eye contact with people as you talk to them.
11. Give clear, precise instructions and commands.
12. Eliminate mannerisms that could lead to ridicule.
Avoid using slang and colloquialisms.

Methods Of Discipline

Do:

1. Give personal counsel: In this counseling be master of the situation. Point out exactly what the child was doing that was wrong and ask him for an explanation of his behavior. He may even suggest a solution. Conduct these councils on a friendly basis and have the Pathfinder leave with this air, but with the understanding that you still mean business.
2. Use group judgment: Make an effort to build up the ideals of behavior to the point where any violation is unacceptable to the standard of the group.
3. Take care of individual differences: In planning discipline, remember that Pathfinders are all different. Take into consideration their background, their physical and mental makeup, and the seriousness of the offense. Insist that the Pathfinder suggest a solution
4. Expel if necessary: When a Pathfinder continues to misbehave, insist that he or she is either going to have to meet the standard of behavior or leave the group.

Don't:

1. Punish in anger.
2. Use threats and warnings that can't or won't be carried out.
3. Force apologies in public. Few children ever consider themselves entirely to blame, and probably they are not.
4. Detain after club meeting: This is rather poor policy because it:

- a. Causes the Pathfinder to dislike the Club.
 - b. Is an unnecessary demand on the counselor's time.
 - c. May upset the parents' schedule and create unnecessary alarm.
5. Assign extra tasks: It may be that the cause of the trouble is that the Pathfinder already cannot keep up with the tasks already assigned.
 6. Apply "Dunce-Cap" Discipline. This is a relic of the past. This type of punishment only causes rebellion or a thing to laugh at. Some Pathfinders even appear to enjoy the recognition or attention it gives.
 7. Use corporal punishment. Because of the many difficulties that arise from its use, it would be best to leave this method to the parents.

Punishable Offenses

1. Cases of clear and unjustifiable insubordination.
2. Cases where tendencies and activities are considered serious offenses, or behavior problems, such as:
 - a. Indecency
 - b. Impudence to counselor
 - c. Offensive language
 - d. Injuring others
 - e. Damaging property
 - f. Cheating and stealing

Discipline Procedures

1. If a Pathfinder is not obedient and cooperative, the counselor should:
 - a. Speak tactfully to the Pathfinder.
 - b. Explain what is expected of the Pathfinder as a member of the Club.
 - c. Have a private visit and pray with the Pathfinder.
2. If the Pathfinder continues to be disobedient and uncooperative, the counselor should solicit the help of the deputy director in charge of club discipline and work together to:
 - a. Privately counsel together with the Pathfinder.
 - b. Earnestly solicit his or her cooperation.
 - c. Pray with the Pathfinder.

3. If it becomes necessary to approach the Pathfinder on a third occasion, the counselor, deputy director, and director should meet with the Pathfinder privately to:
 - a. Counsel with the Pathfinder and explain how important it is to have unity, cooperation, and an understanding spirit among Club members.
 - b. Attempt to convey to the Pathfinder the seriousness of the matter in the light of his not doing his or her “honest part.”
 - c. Pray together.
 - d. Make an appointment to visit the home and counsel with the parents and the Pathfinder together.
4. If after this round of counsel and a visit to the home, the Pathfinder proceeds to be disobedient and uncooperative, the counselor should have a private visit and prayer with the Pathfinder.
5. If misbehavior continues, the counselor, deputy director, director, and Pathfinder should have another meeting together outlining the following steps of action which will take place immediately.
 - a. Refer the case to the disciplinary committee for further study. The disciplinary committee consists of director, deputy directors, the counselor of the Pathfinder, the Pathfinder boy and girl chosen from the Club.
 - b. The Pathfinder's parents will be notified of this meeting. This committee may determine it appropriate that the Pathfinder be given a one-month vacation from the Club.
 - c. The counselor will visit the Pathfinder in his or her home during this ‘one-month vacation time.’

Section 3

Club Leadership(60 min.)

Objective

To create an awareness of those concepts and strategies that will facilitate an understanding of successful Pathfinder leadership and enable course participants to develop new leadership skills.

Explanation

Participants will discuss the various facets of Christian leadership especially those that relate to Pathfinder ministry. In addition, particular attention will be given to the following areas:

1. Attitudes and qualities of Christian leaders involved with Pathfinding.
2. Five styles of leadership and when they are appropriate to Pathfinder ministry.
3. Various roles and functions of leadership and their application to Pathfinder situations.

Teaching Resource

1. Attitudes and Qualities of Christian Leaders Involved With Pathfinding20 min.

Adventist boys and girls deserve leadership. "He who cooperates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work. He awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe" (*Education*, p. 19).

With such a challenge set before us we earnestly need to consider some basic leadership qualities. A leader needs to:

a. Live a Christ-centered life

It takes Christian leaders to produce Christian men and women. Therefore, Pathfinder leaders should be men and women whose lives are marked by Christ-centered living. They must demonstrate what they expect boys and girls to become. This experience will manifest itself in the cheerful performance of all known duty and a spirit of confidence and optimism in regard to the building up of the kingdom of God on the earth.

b. Really love boys and girls

The only satisfactory motive for serving in the Pathfinder club is love for growing boys and girls. This love will not be so much expressed in word as in deed. It is easily conveyed to the heart of the Pathfinder when adults gladly share time, energy and companionship with the formative youth. Such love is easily understood by the boys and girls in the program planned for them and experience the patient understanding revealed when they face problems. This love will be expressed in perseverance even when the junior youth are unappreciative and seemingly neglectful of the counsel given.

c. Be optimistic and enthusiastic

A buoyant and pleasant personality is a great asset to the Pathfinder leader. Enthusiasm is contagious, and boys and girls quickly follow optimistic leadership. The successful leader emphasizes the positive and supports the program with energy and dispatch.

d. Be master of his or her emotions

True leaders master their emotions. Their personality moods show a balance. This may be accomplished through self-discipline, temperate living, faith and trust in God, and a sense of responsibility. Any outburst of ill temper, anger, or depression will destroy the image of the leader that the boy and girl should possess.

e. Enjoy the out-of-doors

Much of the activity of the Pathfinder Club is completed out-of-doors. A successful Pathfinder leader will organize the Club program to take every opportunity of introducing members to new experiences to be found in the mountains, valleys, beaches, and along the lakesides and streams. Planned nature discovery, camping and hiking expeditions will bring new and fresh skills to the club.

f. Understand the characteristics of junior youth

The Pathfinder age involves pre-adolescent and early adolescent children. It is necessary for a successful leader to understand the factors and pressures affecting junior youth and the characteristics common to this age group. It will be highly profitable to read books, make observations, and try to work in harmony with prevailing trends rather than in direct opposition to them.

g. Master diversified skills

Every skill mastered by a leader is an additional key that may be used to unlock some closed heart. It is extremely valuable to be versatile and diversified in experiences so that one may always have something new to introduce to their group. It is desirable that the leader shall go far beyond the activities in which he or she leads Pathfinders. A leader keeps ahead in developing new skills. In each Pathfinder Staff Training Course, a leader should be able to discover the joy of new experiences.

h. Know how to organize

Any leader who achieves must know how to organize. The organizer sets a goal, then evaluates all factors that may call upon to reach this goal. Next, he lays out certain definite steps that are to be taken in the accomplishment of his task. He then delegates responsibility to those who are capable, using as many persons and favorable factors as he has been able to mobilize. He then coordinates these allies and encourages progress step by step until he has reached the objectives. This is organization.

i. Maintain pleasant relations with fellow workers

This question of personal relations is exceedingly important. The secret is brotherly love, preferring the other person above yourself. The counselor must learn to have pleasant relations with those who are his equals and who are serving on the same level. He must be capable of rejoicing in the success, promotion, or honor bestowed upon his fellow counselors. Whatever success or honor is bestowed upon him should be accepted with modesty and self-restraint.

The leader must foster pleasant relations with his or her superiors. No matter where we are today there are those who are superior to us in responsibility. We must do all we can to be loyal to them, to work in harmony and cooperation with them. If we have ideas that differ, we should discuss the matter with the superior personally instead of talking with our fellow counselors or the Pathfinders. A leader in a position of supervision should have pleasant relations with subordinates. He or she should not exhibit jealousy or express any partiality. Efforts should be directed to strengthening each leader under his or her supervision. Wise leaders know that the success of each subordinate is also his or her success. Therefore they gladly accept the responsibility for the training of those who will one day take their place.

j. Have a commanding personality

In a Pathfinder Club a leader should have a commanding personality. This means the leader should have a dignity that makes it easy for the Pathfinders to discipline themselves. At the same time the leader should have a warmth of presence that invites confidence and creates friendship. It is disastrous to have kindness without firmness. It is entirely out of place to have firmness without kindness. One leader put it this way, "You need to be 80% Grandmother and 20% Sergeant."

k. Have a sense of humor

Every leader dealing with boys and girls must have a keen sense of humor. There are many incidents that tend to irritate or upset a leader. Boys and girls are apt to jest about some adult mannerisms. A leader with a sense of humor will take such things in stride. It is important to laugh with the children, not at them.

l. Be resourceful and creative

It is essential that a leader be capable of reaching objectives even though obstacles and difficulties lie in the way. Resourcefulness will enable him or her to have alternate plans in the event that the more desirable way is blocked. The resourceful will be quick to observe, logical in his or her thinking. A leader is a man or woman who finds a way, or makes one. Three key words define a good Pathfinder Leader: Adaptability, Adaptability, Adaptability!

m. Enlist cooperation

As the leader of a group, your success is going to depend not only upon yourself, but on the cooperation of every person working with you. If they do not cooperate, you will not accomplish anything, no matter how brilliant you may prove to be. Your problem, then, is to learn how to enlist their cooperation. Just how can that be done?

- a. Be friendly
- b. Be generous with praise
- c. Ask people's advice
- d. Make people feel important
- e. Never embarrass anyone
- f. Lead instead of drive
- g. Learn to remember names
- h. Keep your promises
- i. Be happy and optimistic
- j. Do not brag
- k. Do not make a decision when emotionally upset
- l. Heal all hurts at once
- m. Choose capable helpers
- n. Be a person of action
- o. Be willing to cooperate with others

The Skills Of Leadership

Ask any group of leaders what they mean by leadership and you will get a wide variety of answers, most of them imprecise. We use the word in a rather general way as with 'character,' assuming there is general agreement on its meaning.

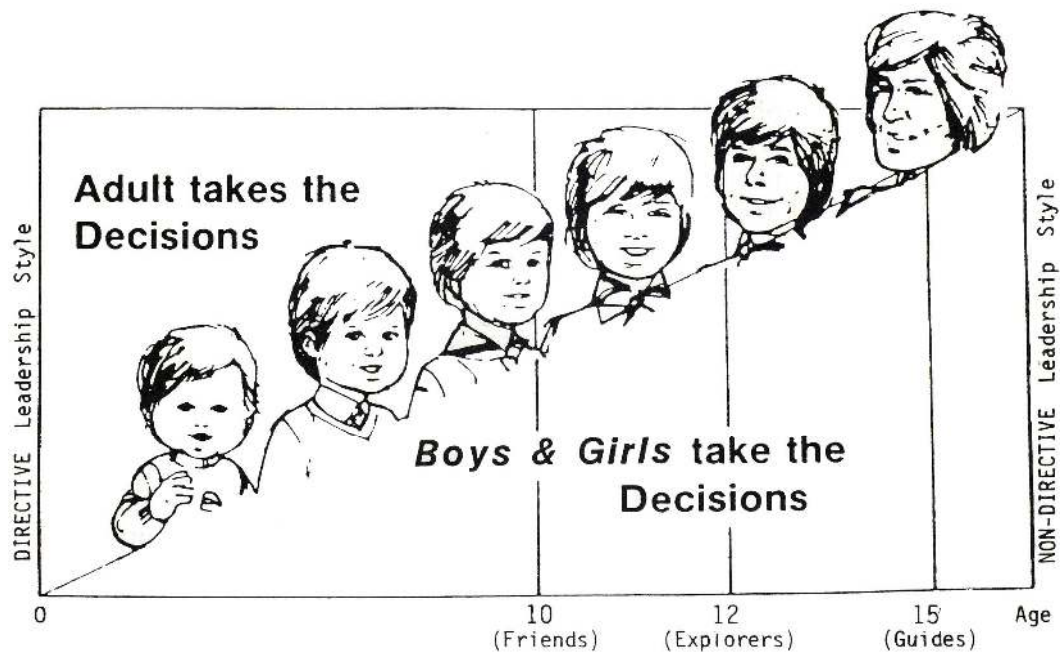
Many ideas of leadership stem from military situations. Famous soldiers have written on the subject, giving as their secrets for success qualities such as courage, wisdom, and a sense of justice, clearly important ideals — as necessary for running a Pathfinder meeting as for winning a war! But how do you develop such qualities? Can they be learned as a result of training? Or do we only recruit the born leader with a list of heavenly virtues, rejecting all who fall short of the archangel ideal.

In Pathfinding we are clearly concerned with such qualities — what a person is being very important. In the end it comes down to attempting to encourage character development. These are

the ultimate objectives of leadership in Pathfinderism — How are they achieved?

Leadership Styles

Different age ranges demand different leadership styles if young people are to be encouraged to develop as individuals. This can be represented in general terms by the diagram below, ranging from a completely directive style at birth, to non-directive as adult status is achieved. At birth the child is totally dependent on adults and makes no decisions. By the time adulthood is reached (at 18 years of age), a person is expected to be able to make decisions without direction.



Looking at the diagram above, we can see that Pathfinderism begins when a boy or girl is just about at the half-way mark. The different Pathfinder age ranges demand different leadership styles. The adult must gradually move into the background as the boys and girls make more decisions themselves, until a completely non-directive style is achieved.

A leader must, therefore, be able to use the range of styles appropriate to the age levels of the Pathfinders with whom he or she is working. If for example, a leader who works best with children 10-12 years old takes on a Pathfinder Club, he or she is unlikely to be able to help the older Pathfinders who require a style of leadership nearer to the Guide level. However, within each age range, no one style suits all situations. The diagram merely indicates a general trend, and is an indicator of the proportion of decisions made by the leader and the members if each young person is to gain maximum benefit and develop as an individual.

The Leader's Role

Part of the leader's role in encouraging the development of the members is dependent on the leader's example — what he/she is as a person. The leader creates the "atmosphere" or "ethos" of the unit or group for which he or she is responsible. Beyond that, what the leader does determines the effectiveness of his or her leadership. A great deal of research about developing leadership has been carried out by the military and in industry. The general approach has been to analyze what leaders do, to make them aware of this, and then to help them improve their performance.

First though, what do we mean by "leader"? Usually we refer to a specific appointment, a Pathfinder director or counselor. We then expect that person to do certain things and behave in a particular way. However, many situations arise that demand "leadership" from the most appropriate person present, who may or may not be called "leader." Thus it is helpful to adopt a broader picture of leadership, applied to whoever is called upon to lead at a particular time.

Consider a typical situation. Five members of a Pathfinder unit have decided to go climbing in a month's time. June is the one most experienced in climbing and is accepted by the others as leader for this activity. How does she go about it?

She probably gets the group together to discuss the weekend. What do they want to do? Which area, which climb? Having made a decision on the task, they must then plan how to achieve it. This will involve the whole group. June will ensure that they are working together as a team and that each individual is fully involved and wants to make the weekend a success.

Any activity can be considered in this way. The leader's job is to ensure that these three areas listed below are dealt with properly.

- a. The needs of the task
- b. The needs of the group
- c. The needs of each individual.

It will be helpful to consider each of these in more detail.

The Task

What exactly is the group trying to do? Then, how can it be achieved? What are the alternative methods? Shall we go by minibus, or train, or in several cars? What equipment will be required? What will the weather be like? What are the rules, and so on.

The weekend must be carefully planned. Once there, further decisions will be necessary. Perhaps the weather has changed or one of the party is not feeling well, so that plans must be modified. Afterwards ask yourself, Was it successful? How could it have been improved? Is there any action

that needs to be taken as a result?

How many Pathfinder activities fall short of their potential through inadequate planning? How often are the same mistakes repeated through failure to carry out an evaluation and apply the lessons learned?

The Group

They have come together through their common interest — in this case — climbing. If they are to play a full part in ensuring the success of the activity they must feel it is “their” expedition or activity. This is, perhaps, one of the most important tasks of the leader. June does this, for example, by insuring that they do the planning — she just makes sure it is done. An encouraging word here and there, a casual question, is often all that is required. In other words, she shares the leadership with them and the decisions are not hers alone.

In planning this weekend, June must know the capabilities of each member, the total resources of the group. She must make sure that full use is made of these. During the weekend itself, she will see that everyone plays his or her intended part, she will coordinate the group as required. At the planning stages there may be some aspects that need to be discussed with the rest of the unit. June will probably do this at the Unit Council, where she will need to be able to represent the group's views and intentions so that decisions can be taken based on the facts.

In these various ways, the leader makes sure that the group works together as a team.

The Individual

How about individuals in the group? They must know exactly what they are going to do, and preferably why. The leader must communicate this without misunderstanding. They have feelings and require encouragement — June must treat them as persons, not taking them for granted, but being aware of their feelings, characteristics and needs. They may lack certain skills (for example in camping), so the leader must help them to develop the necessary skills or be sure that someone else works with them. They may have problems that only the leader can help them solve. She will do this by talking with them and getting them to think things through for themselves (that is, by counseling them).

Each individual will be affected by the leader's personality. The leader's example must, therefore, be the right one. For instance, if there is a minor accident during the weekend, how she responds will often determine the reactions of the other members of the group. If she panics, they probably will do so, too. Taken together, then, in these various ways, the leader makes sure that each individual is playing his or her full part, and is able to

do so, with encouragement.

Apply to Activity

All we have done so far is to indicate how the leader's response to the needs of the task, the group, and each individual determines the successful outcome of the activity. Try applying these ideas to any activity for which you have been responsible recently.

- Was the task clear, planned properly, and evaluated afterwards?
- Was the group concerned fully involved and motivated?
Did they work together as a team?
- Did each individual know what he or she was supposed to do?
Was he or she encouraged to play a full part?

These three aspects of the leader's role are obviously closely linked. They have only been highlighted in this way to help us identify more clearly what the leader actually does, or should be doing. We can then see where we fall short and how we can improve. Particular skills (counseling, for example) can be developed if necessary.

These skills are very relevant to Pathfinderism, and they can be improved. If we want to develop leadership, then we must try to understand it, not taking life too seriously, but not leaving it to chance either. After all, Pathfinderism is about people and helping them "grow."

How we encourage this growth depends on our ability to work with people using the leadership skills suggested. Otherwise it will be said of us, too:

"Let them alone, they be blind leaders of the blind. And if the blind lead the blind, both shall fall into the ditch" (Matt. 15:14).

Leadership Checklist:

Ask yourself the following questions about any activity for which you were responsible recently.

In achieving the task ...

- Did I plan for it carefully with the group?
- Did I continuously evaluate how it was going, and again at the end did I take appropriate action?

In integrating and motivating the group ...

- Did I share the leadership with them? That is, were they fully involved in making the decisions?
- Did I discover and fully use the resources of the group?

- Did I coordinate them so that they worked together effectively as a team?
- Did I ensure the group's interests were properly represented when discussing the activity with others outside the group?

In encouraging and supporting each individual .. .

- Did I communicate effectively with each one, both facts (for example, what to do) and values (for example, enthusiasm)?
- Was I fully sensitive to each member as a person, to his or her characteristics and needs?
- Did I help each one to acquire any skills required, that is, help him or her to learn?
- Did I encourage individuals to make decisions and overcome any personal difficulties themselves (that is, counsel them)?
- Did I set the right example for them to follow?

How did you fare? What are your weaknesses? What can you do about them?

Leadership

The traditional or “Qualities Approach” to leadership suggests that the person who emerges as a leader in a group does so because he or she possesses certain traits. This view has been rejected by academics. They emphasize the lack of agreement among researchers on what constitutes these distinctive leadership qualities. Such a notion of leadership also seems to run counter to their assumptions about democracy.

Some researchers concede that leaders do have to possess the qualities expected or required in their working groups — the coxswain of the lifeboat, for example, clearly needs to exemplify the qualities and skills required to save drowning persons. But are there more general or universal qualities of leadership? Most people accept that leadership implies “personality.” Enthusiasm and warmth are often deemed to be especially important qualities. There is also an impressive testimony in history that “character,” incorporating moral courage and integrity, matters enormously.

An understanding of leadership in terms of the qualities of personality and character that one person has to a greater degree than others is still relevant, but it is far from being the whole story.

Effective Leadership

What are the marks of an effective leader?

Efforts to identify and classify traits of personality or character prove futile.

All kinds of people make effective leaders.

All kinds of people fail at times when one observes what happens in groups.

Therefore, the effective leader will CAUSE or HELP certain things to happen in the life of a group. This ability may be referred to as the FUNCTIONS of leadership.

To carry out these functions a leader will want to develop SKILLS in working with groups.

Newer concepts of leadership focus more on what the leader DOES (leadership functions) than what leadership is.

Effective Leaders Will:

1. Like people
2. Like to help people learn
3. Want to communicate and relate well to others
4. Perceive communication as a two-way street — to teach and to learn
5. Know their subject matter
6. Know where to find that which they don't know
7. Be flexible and responsive
8. Be understanding of others needs
9. Admit when they don't know something
10. Enjoy using resources in addition to their own

Some Things That Leaders Do:

1. Provide an atmosphere for learning
2. Help define goals and purposes
3. Help diagnose needs
4. Share in planning, problem-solving, and meaningful programming and learning experiences
5. Work to motivate each participant to meaningful involvement
6. Help release the creativity of each individual in the group
7. Keep contact with the total group and individuals within the group before, during, and after all events in the life of the group
8. Seek to provide open communication between and among all members of the group

Leadership Functions:

The effective leader will CAUSE or HELP certain things to happen. These may be described as Leadership Functions.

1. Help the group to get organized
 - a. Understand why people join the group
 - b. Understand the forces at work within the group
 - c. Help the group set goals for its activities
 - d. Help the group achieve its goals
2. Help establish cooperation, involvement, and interaction
 - a. Understand how to communicate
 - b. Develop openness between members
 - c. Encourage feedback
 - d. Clarify expectations and conflicts
 - e. Develop a climate for acceptance, support, and growth
 - f. Be a resource person
3. Understand yourself and grow as a person
 - a. Understand the process of change
 - b. Examine your role and evaluate your performance

Checklist:

Do You Have Some Basic Leadership Qualities?

Think of five key characteristics or personal qualities that are expected or required of workers in your field. Rate yourself in each by listing them under the appropriate heading below.

Strong

Average

Weak

Circle the number where you would place yourself on the following continuum:

Very introverted _____ Very Extroverted
5 4 3 2 1 2 3 4 5

(Leaders tend to be slightly more extroverted than introverted. They tend to be mixtures of both.)

Answer Yes or No.

Have you shown yourself to be a responsible person? _____

Do you like the responsibility, as well as the rewards, of leadership? _____

Are you self-sufficient enough to withstand criticism, indifference or unpopularity, and to work effectively with others without constant supervision? _____

Are you an active and socially participative person? _____

Can you control your emotions and moods? _____

Have you any evidence to suppose that other people think of you as essentially a warm person? _____

Can you think of instances during the past three months where you have been deliberately dishonest or less than straight with the people that work with you? _____

Are you noted for your enthusiasm? _____

Has anyone ever used the word *integrity* in relation to you? _____

2. Five Styles of Leadership and When They Are Appropriate to Pathfinder Ministry(20 min.)

Five Typical Patterns of Leadership Behavior

Person-Centered _____ Group-Centered

Authoritative	Political	Evaluative	Participative	Laissez-faire
A	B	C	D	E
Tells	Sells	Tests	Consults	Joins

The experienced leader uses many complex and subtle means to exercise influence and stimulate those he or she leads to creative and productive efforts. From the complex range of Leader behavior, we have selected five of the most typical patterns, ranging from highly leader-centered to highly group-centered.

Telling: The leader identifies the problem, considers alternative solutions, chooses one of them, and then tells the others what they are to do. He or she may or may not consider what the group members will think or feel about the decision, but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

Selling: The leader, as before, makes the decision without consulting the group. However, instead of simply announcing the decision, he or she tries to persuade the group members to accept it. This can be done by emphasizing that

consideration has been given to organizational goals and the interests of group members. Then state how a member will benefit from carrying out the decision.

Testing: The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he or she gets the reactions from those who will implement it, saying in effect, "I would like your frank reactions to this proposal and I will then make the final decision."

Consulting: The leader gives the group members a chance to influence the decision from the beginning. He or she presents a problem and relevant background information, and then asks the members for their ideas on how to solve it. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he or she regards as most promising.

Joining: The leader here participates in the discussion as 'just another member' — and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his or her superiors. (Many research and development teams make decisions this way.)

Alternative Leadership Styles

Authoritarian (autocratic, dictatorial)

1. Determines goals and policies and expects the group to accept the goal he or she has chosen
2. More interested in the subject matter (content) than with the people (process)
3. Aggressive
4. Makes decisions regardless of other viewpoints
5. Talks too much
6. Focuses attention on him/herself
7. Group members are almost puppets
8. Hostility, resistance, and resentment emerge
9. Discontent and aggressive attitudes grow among group members
10. Aloof from active group participation except when demonstrating

Laissez-Faire (permissive)

1. Lets people go their own way
2. Doesn't prepare, lets things drift
3. Doesn't seem to care
4. Prevents the group from accomplishing much

5. Encourages fragmentation through poor discipline and unreliability
6. Makes no attempt to appraise or regulate the course of events
7. Lacks courage in making decisive plans
8. Gives little guidance
9. Does not participate with group
10. Gives group freedom to do as they like

Democratic (group-centered, shared or functional)

1. Accepts the fact that leadership is the function of the whole group and not of one individual only
2. Shares leadership responsibility
3. Believes in other people
4. Creates a sense of security and belonging in the group
5. Ensures that other members have opportunity of leadership
6. The leader's withdrawal will not mean that the group will fall apart
7. Policies are determined by group discussion, which is fostered by the leader
8. Sensitive to the needs of others
9. Allows individuals initiative and fosters personality growth
10. When a goal has been achieved, the group will say, "We did this ourselves."

3. Various Leadership Roles and Functions and Their Applications(20 min.)

Building Functions

Encourager:	Friendly, warm, responsive. Accepts others and their contribution. Gives others opportunity or recognition.
Feeling	Sends and expresses feeling of group.
Expresser:	Calls attention to reaction of group to ideas and suggestions. Shares feelings and how they affect members.
Harmonizer:	Attempts to reconcile disagreements and to reduce tensions. Gets people to explore their differences.
Compromiser:	Yielding and admits to error. Maintains cohesion in group.

Gate-Keeper:	Keeps channels of communication open. Facilitates participation of others. Encourages sharing.
Standard-setter:	States standards for group to achieve and applies standards for evaluation and production.
Consensus-tester:	Asks for opinions to see if group is ready to make a decision.
Follower:	Goes along with group decision and accepts the ideas of others. Acts as an interested audience.
Listener:	When necessary explain any item not clearly heard. Hears and solicits feed-back.

Task Functions

Initiator:	Proposes tasks or goals. Defines group problems. Suggests procedure or ideas for solving problem.
Information Seeker:	Gathers facts relevant to group. Seeks organization of facts.
Information Giver:	Offers facts and information relevant to group.
Opinion-Seeker:	Asks for expression of feelings. Seeks ideas and suggestions. Solicits expression of value.
Opinion-Giver:	States beliefs about a matter. Gives ideas and suggestions.
Clarifier:	Interprets ideas or suggestions. Defines terms and clears up any confusion. Indicates alternatives and issues before group. Listens and perceives. Option seeker.
Elaborator:	Gives examples and develops meanings. Makes generalizations and indicates how proposals may work out.
Summarizer:	Pulls together related ideas. Restates suggestions after discussion. Offers a decision or conclusion for group to accept or reject.

Suggestion for Course Participants

Ask each course participant to evaluate themselves as to the leadership role they have most often assumed in the club.

Section 4

Club Organization..... (75 min.)

Objective

To introduce basic procedures and policies relevant to the establishment and maintenance of a Pathfinder Club.

Explanation

Participants will give study to two main areas:

1. Committees and Staff (35 min.)
 - a. How to Organize a Pathfinder Club (20 min.)
 - b. Pathfinder Committees (15 min.)
2. Operating Policies (40 min.)
 - a. Uniforms (8 min.)
 - b. Finance (8 min.)
 - c. Reporting (8 min.)
 - d. Membership (8 min.)
 - e. Insurance (8 min.)

Teaching Resources

1. Committees and Staff (35 min.)

A. How to Organize a Pathfinder Club

- 1) Counsel with the conference Youth Ministries personnel.
- 2) Meet with the Pastor and conference Youth Ministries personnel.
- 3) Present your plans to the Church Board.
Church Board authorizes the organization of the Pathfinder Club. Familiarize Board members with the Pathfinder philosophy, aims, and objectives.
- 4) Second meeting of the Church Board (or Nominating Committee) with conference Youth Ministries personnel or Pathfinder area coordinator present, to elect Pathfinder director and deputies.
- 5) Inform congregation during Divine Service about Pathfinder Club, its objectives and program.
- 6) Pathfinder officers elect remaining Executive Committee members.
- 7) First meeting of Pathfinder Executive Committee to elect remaining Pathfinder staff as needed.

- 8) Pathfinder officers and staff attend conference Pathfinder Basic Staff Training Course.
- 9) Call Pathfinder Executive Committee meeting to plan yearly program.
- 10) Present all plans at a Pathfinder Staff Meeting.
- 11) Advertise the program at least six weeks before opening night.
- 12) Write letters or personally contact the potential Pathfinder families.
- 13) Enrollment night — completion of Pathfinder Passport applications.
- 14) Home visitation by Pathfinder counselors.
- 15) Induction Ceremony — Pathfinder Passports given out.
- 16) Establishing church and community interest.
- 17) Evaluation.

Further Resource Material:

STEPS IN ORGANIZING A PATHFINDER CLUB

1. Counsel With the Conference Youth Ministries Leader

The conference youth director is responsible for all Pathfinder Clubs in the conference. Any person in a local church who sees the need for a Pathfinder Club should counsel with that person before making further plans.

2. Meet With the Pastor and Conference Youth Ministries Leader

The request should come from the church to the conference youth director who should then spend time with the church pastor explaining the ministry of the Pathfinder Club and its operation, detailing what assistance the conference is able to give the church. Should the conference youth ministries leader be unable, through circumstances, to arrange such a meeting, and then he may delegate the responsibility to the Pathfinder area coordinator.

3. Present the Plan to the Church Board

The conference youth ministries leader should request a meeting with the church board. It is necessary that the church board authorize the organization of the Pathfinder program. The board should be fully familiar with all the aims, the objectives, concepts and financial needs of the Pathfinder organization, and the role it can play in youth evangelism within the church.

At this time the church board should be given questionnaires and information sheets with relevant details to be completed and submitted to the conference youth ministries leader, who will assist in the detailed planning and organization of the club. Such information will include names and addresses of all juniors and teens within the church, both active and inactive; names of junior and teen Sabbath School members; names of qualified adults and Master Guides; names of persons able to assist as instructors. Following authorization of the church board at this meeting, the intention to form a Pathfinder Club should be announced to the church.

4. Inform the Congregation During the Worship Service

It is important that all church members be informed about the Pathfinder Club, its objectives, and its program. Someone qualified by experience to speak in behalf of the Pathfinder Club and the needs of junior youth should bring this information to the entire church, preferably during the worship hour on Sabbath. It might be the Union youth ministries leader, the local conference youth ministries leader, the local church pastor, or some other qualified conference worker who is invited by the pastor as a guest speaker. At this time a call should be made for interested people to assist and support the Pathfinder Club.

5. Call a Special Meeting on Sabbath Afternoon

This special meeting should bring together those who will be involved in the organization of a Pathfinder Club. Invite all Master Guides, all parents of junior age children, all school teachers (either public or church school), all teachers in the primary or junior Sabbath School division, all adults who have hobbies and skills that would be of interest to the boys and girls, and others interested in junior youth. During this special meeting more details in regard to the Pathfinder organization could be explained. A few Pathfinders visiting from some neighboring club might demonstrate some of their accomplishments and display the uniform. An appeal should be made for volunteers to prepare for leadership in the Pathfinder Club, and a questionnaire should be circulated.

6. Teach the Basics of Pathfinding

A Basic Pathfinder Staff Training Course as outlined in this manual should be presented either in the church community or near enough so that interested people can attend. One of the conditions upon which the successful operation of the Pathfinder Club depends is an adequate number of trained leaders. The conference youth ministries leader should conduct this course and bring in as many instructors as

possible.

7. Elect Director and Deputy Directors

At the close of the training course the church board/nominating committee should be familiar with those who are best qualified to lead out in the Pathfinder Club and should recommend to the church the director and deputy directors. After the church has duly elected these persons, a Pathfinder Club executive committee can be held.

8. Choose Counselors and Instructors (Executive Committee)

The Pathfinder Club executive committee consists of the pastor, senior AY leader, church school teachers of the upper grades, club director, and deputy directors. The director chairs this group. This committee sets major policies for the operation of the club and selects the club staff, counselors, and instructors.

9. Call Pathfinder Executive Committee to Plan a Yearly Program

Now that the officers and staff have been trained and are familiar with procedures and have decided which model they will follow, the Pathfinder executive committee should begin to plan its yearly program. A timetable of events, including class work, meeting times, special days, conference events, bi-monthly programs, Pathfinder fairs, and Camporees should be established.

10. Build the Program Six Weeks Before Enrollment Night

This may be the most important step in the entire organization. Program building consists of long-range planning. This means that the objectives of the club over a period of months and years should be brought into focus. The club activities should conform to those overall objectives. Each meeting should be planned in detail weeks in advance. Recognition of the characteristics of junior youth will lead the staff to break the year's program into three or four segments, each with distinct activities and objectives. These segments give flexibility to the year's program, allowing new ideas and features to be introduced from period to period.

11. Send Letter to Potential Pathfinder Family Four Weeks Before Enrollment Night

12. Advertise Pathfinder Program

- 4 weeks** before enrollment night — start church bulletin
announcements
- 3 weeks** before enrollment night — attractive bulletin board
- 2 weeks** before enrollment night — junior and earliteen Sabbath School
program
- 2 weeks** before enrollment night — church missionary period
- 2 weeks** before enrollment night — director's letter to parent of
potential Pathfinder
- 1 week** before enrollment night — church service, emphasizing
program

13. Train and Uniform Staff Before Enrollment Night

The director, deputy directors, counselors, and instructors form the staff of the club. There should be a number of occasions when the newly formed staff comes together for training before the club starts. Thus each person becomes familiar with his or her duties and the overall scope of club activity. These staff members should secure uniforms and place insignia on them properly. It would be well to have four Pathfinders in uniform, also.

14. Enrollment Night

The enrollment night program should be the first Pathfinder meeting of the year. It should introduce all parents and juniors to the year's program planned for your Pathfinder Club— its goals and objectives, its activities and meetings, both secular and religious. Careful planning of the enrollment program is necessary. It should begin on time and stay within club hours, and may be held during what will be a regular club night.

SUGGESTED PROGRAM

Welcome and Introduction to Pathfinder Club

1. Uniform needs and requirements explained
2. Dues explained—what they are used for
3. Program highlights shared
4. Staff organization explained and staff members introduced
5. Pathfinder membership applications filled out, signed and handed
in

6. Pathfinder Passport application form filled in and photograph taken

Pathfinder Organization

1. All Pathfinders are placed in units
2. The unit counselor introduces the year's plans and program
3. Unit members choose captain, scribe, and unit name
4. May begin the year's curriculum. e.g. Week 1 from the teaching plan at the beginning of each class, introduces Book Club selections, Pledge and Law, etc.
5. Deputy director may take charge of Pathfinders for a games period

Parents' Meeting (with Director, while Pathfinder organization takes place)

1. Give parents rules-and-regulations sheet and explain
2. Discuss responsibilities
3. Serve refreshments if desired

Closing

1. All Pathfinders and parents reassemble for director's minute
2. Induction ceremony, if desired (See item 16 below.)
3. Benediction

15. Home Visitation Program — Counselors Should Visit Unit Members Immediately

It is very important for the Pathfinder counselor to go to the home of each new Pathfinder assigned to his or her unit and get acquainted with the family and the Pathfinder.

- a. If application blank is not completely filled out, do so then.
- b. Remind the family of the regular night for the club meetings.
- c. Answer all questions concerning uniforms, campouts, club program, et cetera. Before leaving emphasize the fact that as a counselor, you want to work with the parent in any way you can.

16. Induction Program Approximately Three Weeks After Enrollment Night

At the first opportunity and just as soon as the club membership cards have been returned from the conference office, an induction ceremony should be organized with all parents and church members in attendance. This is a very special ceremony, and the Pathfinders should understand its significance. Pathfinders are presented with their membership cards and passports, allocated to units, and are introduced to their classes, counselors and instructors.

17. Guest Night

Guest night takes place during a regularly scheduled club meeting approximately two or three weeks before enrollment night. Each Pathfinder may invite one of his special community friends to this "guest night" club meeting. The director should get acquainted with each visiting young person. During the conversation, the director should ask, "Would you like to join our Pathfinder Club?" If the answer is "Yes," the director or other officer should visit the home the very next week and explain the complete program, showing a willingness to work with the family about their Sunday or Sabbath feelings.

18. Community and Church Interest

Once a Pathfinder Club is established, you can appeal to church and community interests that have not previously been involved. The director should make friends with every Pathfinder family and help each Pathfinder family become acquainted with the pastor. Families can then be invited to hear what the church has to offer them. The Pathfinder Club can truly be evangelistic.

19. Evaluation

Once the club has been in operation 10 to 12 weeks, the conference youth ministries leader or the Pathfinder district coordinator should be called in to meet with the Pathfinder executive committee to evaluate the club to ensure smooth operation and a balance of activities and programs.

B. Pathfinder Committees

1) Coordinating Committee

(Where there is a Junior and Teen Club operating separately under the guidance of an Administrative Director.)

Administrative Director (Chairman)

Club Directors (Junior and Teen)

Deputy Directors (Junior and Teen)

The Coordinating Committee consists of the Administrative Director, Deputy Directors, Pastor, Secretary, Treasurer, and Chaplain. The committee, chaired by the Administrative Director, is responsible for all joint Pathfinder activities.

2) Pathfinder Executive Committee

Club Director (Chairperson)

Deputy Directors

Secretary

Treasurer

Chaplain

Pastor (ex officio)

Youth Sponsor/Elder (ex officio) Administrative Director
(ex officio)

The Executive Committee consists of the Club Director, Deputy Directors, Pastor, Secretary, Treasurer, and Chaplain. The committee, chaired by the Club Director, is responsible for all Pathfinder activities.

3) Pathfinder Staff Committee

Pathfinder Executive Committee members, plus Counselors

Junior Counselors

Teachers

Instructors

Unit Captains may be invited to meet with the Staff Committee

The Staff Committee consists of the Executive Committee, plus Counselors, Junior Counselors and Instructors. Unit Captains may be invited to meet with this committee.

Further Resource Material:

DUTIES OF OFFICERS AND STAFF

Club Director

The Pathfinder Club director should be a mature person who is a Seventh-day Adventist Church member in good and regular standing. He or she should be a Master Guide and should have successfully completed the Pathfinder Basic Staff Training Course. If not a Master Guide, he or she should become one as soon as possible.

The success and morale of any club will depend largely upon the leadership of the club director. That person must be an example of spirituality, neatness, promptness, good sportsmanship, amiability, and self-control, and should set an example by wearing a neat and complete uniform regularly.

The club director must be vitally interested in young people and sympathetically understand the problems of juniors and teens. His or her life should demonstrate what God can do in the lives of youth.

The director must be resourceful and enthusiastic, carry responsibility, possess an eagerness to recognize new ideas, and show initiative in their implementation. He or she must be able to work well with people, especially the club, staff, and assist counselors and teachers with any problems that may arise with their units and classes.

The director's duties are as follows:

1. Be a member of the church board.
2. Maintain liaison with the church pastor, youth pastor, and sponsor elder and invite them to participate in programs and events.
3. Keep in touch with the youth leader at the conference office and renders reports as required.
4. Chair the Pathfinder executive committee.
5. Preside at the club staff meeting or appoint a deputy director to take charge.
6. Supervise all activities of the club, and call, organize, and arrange for each club meeting.
7. Lead in planning the total program for the year and produces a calendar of events, which is issued to all staff, Pathfinders, and parents.
8. Be responsible, through the executive committee, for providing an overall program for the club, including the following activities:
 - a. Meeting times and places
 - b. Bi-monthly outings
 - c. Campouts
 - d. Field trips and outreach projects
 - e. Investiture
 - f. Finance/budget/membership fees/dues
 - g. Discipline
 - h. News sheets and bulletins
9. Be responsible, through the staff meetings, for planning regular club meetings, including the following activities, and ensure that various committees and people are assigned to implement each activity.
 - a. Drill and opening and closing ceremonies
 - b. Worships
 - c. Games/fair practice

- d. Classwork/honors/creative skills
- e. Arrangement of units/counselors and teachers, and their duties

Deputy Directors

Deputy Directors shall accept the assignments of the director and share in the leadership responsibilities of the club. Two or more deputy directors should be selected, according to the local club needs.

A deputy director designated by the director takes charge of club meetings in the absence of the director. A deputy director may also be asked by the director to preside at staff meetings.

The deputy directors should possess the same high qualities of leadership as outlined for the director. The highest respect and regard should be shown to the director and all should work in close harmony with one another.

The following duties are to be cared for by the deputies:

1. Pathfinder classes
2. Secretary
3. Treasurer
4. Games
5. Camping activities
6. Honors and creative skills
7. Music
8. Pathfinder equipment
9. Nature
10. Chaplain/worships
11. Transportation
12. Special events/bimonthly events/field trips, etc.
13. Outreach activities
14. Public relations

Club Secretary

The Pathfinder Club secretary is generally a deputy director, but may also be selected from other staff members. The secretary will be responsible for keeping all club records other than those kept by the treasurer. In small clubs the work of the secretary and treasurer may be cared for by one individual.

A well-organized and efficient secretary will be invaluable to a Pathfinder Club program.

The duties of the secretary are:

1. Check the unit records taken by the scribes and transfer them to the Pathfinders' individual record sheets.
2. Record all points and demerits on the permanent record sheet.
3. Post the list of accumulated points by units on the bulletin board at least once a month.
4. Fill out the conference report and mail it to the office by the tenth of each month.
5. Keep the director informed of the achievement of the club in the conference scoring plan.
6. Notify the director if a Pathfinder is habitually absent (especially without excuse), or negligent in wearing uniform.
7. Be responsible for keeping up an attractive bulletin board display, which should be changed often.
8. Order supplies and all club record forms from the conference office as needed.
9. Be responsible for caring for all correspondence and type letters for the director as necessary.
10. Be responsible for the club library and keep a record of all books or magazines taken or returned by staff members and Pathfinders.

Club Treasurer

The Pathfinder Club treasurer is generally a deputy director, however he or she may be chosen from staff members. It is important that the treasurer work closely with the club director and the church treasurer, keeping both well informed as to club expenses and funds on hand. In smaller clubs the duties of the treasurer and secretary may be cared for by the same individual, although a more efficient program can be carried on if they are separate. The treasurer needs to be an individual who will handle the club funds with accuracy and great care. It is most ideal if a treasurer can be selected who has had some experience in accounting.

A conscientious and dependable treasurer can help the Pathfinder Club use its funds wisely. He or she can keep the church board officers well informed as to income and expenses, and also the needs of the Pathfinder Club. This in turn will guarantee a more favorable response on the part of the church in time of need.

The duties of the treasurer are:

1. Count and record all funds such as membership fees, dues, offerings, craft charges, donations, fund raising, etc.

2. Transfer funds to the church treasurer to be kept in reserve for Pathfinder Club use.
3. Keep an accurate income-and-expense journal sheet, listing all income and expense funds, describing each briefly and recording the dates.
4. Keep all receipts, bills, and invoices associated with expense and carefully file them by months in envelopes or folders.
5. Have the record books and all receipts, bills, and invoices ready for inspection and presentation to the director, church treasurer, Pathfinder executive committee, and church board upon request.
6. Work with the church treasurer to disburse funds as directed by the Pathfinder executive committee through the director or whoever may be assigned to give authorization, and be sure that all accounts are promptly cared for.
7. Withdraw funds for petty cash from the Pathfinder reserve fund kept by the church treasurer. Keep records and receipts for use of all petty cash funds.
8. Be on hand to collect funds at fund-raising projects and keep an accurate record of all such funds.
9. Keep a record of fund-raising items checked out and of items or funds returned. (This applies to items Pathfinders may sell as part of a fund-raising project.)
10. Collect funds for uniforms and equipment and apply them to the appropriate account.
11. Collect fees for campouts, field trips, etc.
12. Be sure that all who ask for reimbursement of funds have an invoice or paid statement that can be filed and kept on record.

Club Chaplain

The chaplain plays a very important role within the club by leading out and providing opportunities for the spiritual development and cooperation and caring among Pathfinders and staff. The chaplain must be a baptized member of the Seventh-day Adventist Church in good and regular standing with the church where the club is organized. He or she may be a deputy director or other staff member, or the church or youth pastor or elder and should have the ability to organize as well as lead out effectively in spiritual activities of the club.

The duties of the chaplain are:

1. Counsel and work closely with club director in preparation of spiritual activities.
2. Arrange for devotional periods and speakers, and periodic prayer

bands.

3. Organize and lead out in missionary outreach in cooperation with director.
4. Select individuals to offer prayer at meetings and club activities.
5. Arrange for devotions, Sabbath School activities, Sabbath worship service, and afternoon programs for campouts and other outings.
6. Work closely with director and pastor in making and implementing plans for the annual Pathfinder Day and Investiture worship service.
7. Act as a special spiritual counselor working closely with unit counselors.
8. Know each Pathfinder and staff member personally, and encourage them in their relationship with the Lord.
9. Show a balanced Christian experience by participating in the club's secular activities.
10. Set an example in club participation by wearing a complete uniform.

Unit Counselor

The counselor is the leader of a unit of six to eight boys or girls. Men should lead boys and women should lead girls. Counselors hold a key position in the Pathfinder Club, for they have the closest contact with the Pathfinders.

Counselors are selected from baptized members of the Seventh-day Adventist church where the club is organized. They must be converted and dedicated Christians and should set a good example in spirit and behavior. They must be willing to learn and grow, and should broaden their knowledge of arts, crafts, and nature, so that they may help to expand the knowledge of their unit members.

Counselors must always be with their unit when it is functioning as a Pathfinder unit unless an assistant counselor is caring for it. During activity periods the unit might be dispersed among several groups, and at that time unit members are under the supervision of the activity instructor.

Counselors are to become well acquainted with their unit members and should enter into all the various activities with them and thus win their confidence. They should become acquainted with the parents and home conditions. It is well for counselors to plan an occasional unit activity

outside of the club period, but they should secure the approval of the club director before making plans.

Counselors should exemplify and defend the standards and principles of the club at all times. They should also work in complete harmony with other club officers, and be willing to serve whenever called upon to perform duties. The duties of a counselor are:

1. Take charge and lead/teach a unit or class of Pathfinders, working and staying with them during all programs.
2. Encourage, teach, and test necessary classwork for successful investiture of members.
3. Set a good example in neatness, attendance, punctuality, uniform, etcetera.
4. March and drill with units.
5. Develop understanding and friendship within the unit.
6. Help members with any problems that may arise and keep leaders informed (respect confidentiality).
7. Encourage all members to participate in all activities.
8. Participate in campouts, arranging all details with deputy director and members.
9. Attend staff committee meetings.
10. Notify the director in advance if unable to attend a meeting.

Junior Counselor

The junior counselor is often a Master Guide-in-training (16 years or older) or other young person who has finished the Pathfinder Classes but who wishes to stay and assist in the club. Junior counselors should possess the same qualities as unit counselors and have a desire to learn to become leaders. The duties of the junior counselors are:

1. Work under the supervision of an adult counselor.
2. Assist in all unit and club activities.
3. Accept responsibilities as delegated by the counselor.
4. Take charge of the unit when the counselor is absent.
5. Attend staff committee meetings.
6. Set a good example in neatness, attendance, punctuality, uniform, etc.
7. March and drill with units.
8. Participate in campouts and outings.

Instructor

Instructors are persons who teach specific skills or subjects such as Bible, personal growth, outdoor skills, Honors, or crafts.

Instructors may be drawn from the regular Pathfinder Club staff. On the other hand, specialists may be selected from the church or community to teach specific subjects. Such instructors may or may not be members of the church and should be considered as temporary staff.

Instructors should carefully study the class curriculum and requirements of the subject, Honor, or craft to be taught before introducing it to the Pathfinders. An instructor must work in close cooperation with the Pathfinder Classes coordinator or Honors/craft coordinator to ensure all requirements are covered before the Pathfinders are to be invested.

Unit Captain

The unit captain is the club member chosen by the unit to encourage his or her group toward achievement and success by setting an example and using personal influence to inspire each member to do his or her best. The term of service varies from a three-month rotation to one year, depending on the time approved by the staff. During all club activities the captain wears a badge indicating his or her office.

The position of captain is an important one, and a captain should not only reveal the ability to lead and direct, but should also set forth a true Christian spirit of understanding and respect.

The duties of the unit captain are:

1. Assist the counselors and take charge of the unit when required.
2. Carry and handle the unit guidon in the proper manner.
3. See that the unit guidon is properly posted in front of the unit at all campouts.
4. Carry the national or Pathfinder flag during the club's flag ceremony when the unit is chosen to do so.
5. Report unit attendance at roll-call time.
6. Drill the unit as assigned by counselor.

Unit Scribe

The unit scribe is the member chosen by the other unit members to fulfill a variety of special duties. The term of service varies from a three-month rotation to one year, depending on the policy approved by the staff committee. During all club activities the scribe wears a badge indicating his or her office.

The duties of the unit scribe are:

1. Fulfill the captain's duties in his or her absence.
2. Check to see that all unit equipment is returned following a campout (work with unit captain/counselor/deputy director). Needed repairs should be noted.
3. Serve as messenger between the unit and director as requested by the unit counselor.
4. Give an excuse blank to any Pathfinder in the unit who has been absent, check with the absentee at the next meeting to be sure that the excuse has been received, and correct the records as instructed.
5. Keep all unit records and, by invitation of the club secretary, help fill out the monthly report to the conference.

Administrative Director

(Only where desired for churches with both junior and teen clubs)

1. The administrative director is the liaison between the teen and junior club directors.
2. The administrative director will be the member of the church board representing the clubs.
3. When the teen and junior Pathfinder Clubs meet together, the administrative director may direct the joint activities. At this time the directors will act as deputies.
4. The administrative director's counsel and guidance should be sought by the teen and junior club directors. They and their clubs will benefit from his or her willing and ready assistance.
5. The administrative director is the executive officer and advisor for the teen and junior Pathfinder Clubs, and should be recognized and given due respect by the director of each club.
6. The administrative director should not feel that with the position comes the right to take the program out of the hands of the teen and junior directors. He or she will stand ready to help with any need or event and in case of emergencies.
7. It will be the administrative director's responsibility to help recruit new and additional staff members for the teen and junior clubs in counsel with the directors.
8. The administrative director should attend as many meetings of both clubs as possible. Such interest and presence will strengthen the club.
9. Conference policies and recommendations may be channeled

through the administrative director to the teen and junior directors, who in turn will pass information on to their staffs. It is important that the administrative director pass on all information promptly.

10. The administrative director is to conduct a regular Pathfinder coordinating committee meeting with all directors (directors and deputy directors of the junior and teen clubs) to:
 - a. Give study to each club's program of activities
 - b. Consider improvements and adjust accordingly
 - c. Coordinate programs so as not to overlap major programs of either club
 - d. Build a positive relationship between the two clubs
 - e. Plan a training program for the staff of each club (The administrative director will work and plan in cooperation with each director for the self-improvement of their staff by carrying on a regular training program for all staff members. A staff training program is available from the youth department of the conference.)
 - f. Coordinate all events that include both clubs, such as Investiture, Pathfinder Day, camporees, fairs, etc.

PATHFINDER AREA/DISTRICT COODINATOR

Conference/missions may be divided into geographical segments with a Pathfinder area/district coordinator serving in each area. The following qualifications, procedures, and duties are to guide in the selection of a person to fill this post and to serve as a working outline for the person chosen. The coordinator should be approved by the conference committee if he or she is to have authority.

Qualification for a Pathfinder Coordinator

1. Be a Master Guide.
2. Have at least five years of Pathfinder experience, including three years of administrative responsibilities.
3. Live in the Pathfinder area he or she is serving.
4. Does not hold office in a local Pathfinder Club.
5. Any exception to the above qualifications must be approved by the Pathfinder club directors of the area involved and the conference/ mission youth leader.

Election of the Pathfinder Area/District Coordinator

1. The term of office shall be two years, but the coordinator may be

re-elected.

2. Each local club nominating committee should be made up of the local club staff with the club director acting as the club's committee chairperson and representative. Each club's nomination will be presented by the club's director to the conference/mission youth department at least 30 days before the election.
3. Election committees made up of area club directors, the conference/mission youth ministries director, his or her associate or appointee as chairman, will meet and elect the Pathfinder area/district coordinator for the election committee's area.
4. The elected Pathfinder area/district coordinator's name will be submitted to the conference/mission committee for approval.
5. The newly elected Pathfinder area/district coordinator will assume responsibilities immediately following the approval of the conference/mission committee.

Duties of the Pathfinder Area/District Coordinator

1. Basic required duties:

The conference/mission committee authorizes the Pathfinder coordinator to serve in the following functions:

- a. Be available to give assistance to the local pastor and/or club leadership in promoting and supporting local, Union, and General Conference Pathfinder policies and programs.
 - b. Visit each club in his or her area often enough to become familiar with its program.
 - c. Attend Pathfinder coordinators' area/district meetings to assist in the planning of conference functions, as well as the overall Pathfinder program. These meetings will be held at least quarterly.
 - d. Assist the conference/mission youth ministries leader at camporees, fairs, training courses, and other conference/mission Pathfinder functions.
2. Other functions as requested by local clubs and/or pastors:
 - a. Assist local clubs with such activities as Pathfinder Day programs, investitures, inductions, and inspections.
 - b. Encourage churches without Pathfinder Clubs and help them get clubs started.
 - c. Promote and direct area activities such as camping trips, athletic events, leaders' training courses, and leaders' meetings.

3. Optional suggestions:
 - a. Promote participation in community activities such as parades and fairs.
 - b. Promote and direct area-wide mission projects.
 - c. Publish an area bulletin.
 - d. Participate in any other activities desired by the directors of the local clubs in area.

Chairman of Pathfinder Area/District Coordinators

1. The conference/mission youth ministries director or associate shall chair the Pathfinder area/district coordinator's meeting.
2. A vice-chairperson of the Pathfinder coordinators may also be appointed from among and by the Pathfinder coordinators.

Duties of the Vice-chairman

1. In the absence of the chairperson, the vice-chairperson is to chair the coordinators' meetings and report to the appropriate individuals decisions reached at each meeting.
2. In an emergency and in the absence of the chairperson, the vice-chairperson has the responsibility of organizing the coordinators to ensure the continued operation of the Pathfinder program.

2. Operating Policies..... 40 min.

1. Uniforms(8 min.)
2. Finances(8 min.)
3. Reporting(8 min.)
4. Membership(8 min.)
5. .. Insurance(8 min.)

1. Uniforms
 - a. Purpose of the uniform
 - b. When it should be worn
 - c. When it should not be worn
 - d. Uniform for directors and counselors; also parade uniforms, and field uniforms
 - e. Insignia and placement on uniform

Further Resource Material:

1. UNIFORMS

The Pathfinder uniform helps make the Pathfinder program real and visible. It is emblematic and representative of the worldwide club's ideals and standards. Each individual member becomes a very vital representative of the organization, and wearing the uniform will help to provide a consciousness of belonging to a club that rightly represents the Adventist youth of today. If the uniform is worn as so much clothing it will have failed in its purpose.

The uniform should always be neat and clean. To wear it commonly for ordinary play or work lowers its dignity. The Pathfinder Club program should be so valuable to each member that the uniform will be acquired and worn with enthusiasm.

It is recommended that uniforms be worn on the following occasions:

- At all Pathfinder meetings
- At any public gathering when any or all act as:
 - Messengers
 - Ushers
 - Guard of honor
 - Color guards
- On occasions as specified by Pathfinder director
- At special Pathfinder services
- While engaging in a witnessing activity, or community service such as Ingathering, distributing food baskets, flowers, literature, et cetera.

Uniforms should NOT be worn:

- By nonmembers
- When engaged in selling or solicitation for personal profit, or for commercial or political purposes
- At any time or place when its wearing discounts the organization or casts reflection upon the uniform, lowers its dignity and esteem, and makes it commonplace

Ordering Uniforms

Pathfinder uniforms are ordered from your division distribution center. The club secretary may be responsible for ordering both the recognition and identification insignia.

The Uniform

Each division describes current policy, specifications or procedures for the basic uniform. Military combat/fatigue/camouflage styles are not permitted. See Pathfinder Administration Manual for further details.

The Insignia

While the uniform of the Pathfinder Club varies in regions or even countries around the world, the insignia and where they are placed are almost universally the same. Designing and setting the position of the insignia and/or making any changes or additions is the responsibility of the World Pathfinder Director and the General Conference in consultation with the divisions. Clubs, conferences, unions and divisions may make no exceptions or variations without specific permission from the World Pathfinder Headquarters.

The insignia are divided into two categories:

1. Identification insignia (ID) are the group of emblems that signify the organization to which the person belongs.
2. Recognition/award insignia (Rec) are emblems indicating class achievement, position, or special achievements in conduct or service.

The following is a description and position of official Pathfinder Club insignia:

Pathfinder Triangle Emblem (ID) — This is the symbol that represents the Pathfinder Club. The 2-inch (5-cm) triangle is worn on the cap or beret. The Pathfinder Club emblem 3-inch (7.5-cm) triangle is centered 1/4 inch (.08-cm) below the staff-office strip on the right-hand sleeve. For Pathfinder youth who do not wear a staff-office sleeve strip, the 3-inch (7.5-cm) triangle emblem is placed 1/2-inch (1.2-cm) below the club-name strip. A Pathfinder triangle is also engraved on the belt buckle and appears on the oval world emblem.

Pathfinder Club Name (ID) — These are worn on the right sleeve of the shirt or blouse and dress uniform jacket 1/2-inch (1.2-cm) below the shoulder seam. It is worn above the staff name strip and Pathfinder triangle on the right-hand sleeve.

Staff-Office Sleeve Strips (ID) — Area/district director/coordinator, club director, deputy director, instructor, counselor, and junior counselor wear a strip designating their position; it is centered below the club name 2-inches (5-cm) below the shoulder seam and 1/4-inch (.08-cm.) above the Pathfinder triangle on the right-hand sleeve.

Pathfinder World Emblem (ID) — This oval symbol, containing the Pathfinder triangle, represents the worldwide organization of Pathfinder Clubs of the Seventh-day Adventist Church. This symbol is worn on the left-hand sleeve of shirt or blouse, and dress uniform jacket. It is positioned 1/2-inch (1.2-cm) below the shoulder seam.

Pathfinder Class Individual Chevrons (Rec) — Must be located on the left sleeve with the highest class centered 1/2-inch (1.2-cm) below the Pathfinder world emblem and spaced 1/8-inch (.016-cm) apart. The order from top to bottom is Master Guide, Guide, Voyager, Ranger, Explorer, Companion, and Friend. Master Guides should wear only the class insignia in which they have been invested.

Master Guide Star (Rec) — An embroidered gold star on a green background is worn on the left-hand sleeve. When all Pathfinder classes and the Master Guide course have been completed, the Master Guide Star and all the individual chevrons or the combination chevron may be worn.

Pathfinder Class Pins (Rec) — Upon investiture for each class, the Pathfinder obtains a pin of recognition to be worn on the uniform. These are to be worn centered across the top of the left pocket. The order from the wearer's left is: Guide, Voyager, Ranger, Explorer, Companion, Friend. The Master Guide pin would be placed in the center at the top of the left pocket with pins of other classes in which the Master Guide has been invested centered in a row below, or the Master Guide may choose to wear only the Master Guide pin. In this case it should be worn on the right-hand side of the pocket. When completed, the wearing of the advanced class bars may substitute the class pins which may be transferred to the sash.

Class Pocket Strip (Rec) — Centered just above the left pocket of the shirt or blouse is the Pathfinder class pocket strip for the highest Pathfinder class in which the individual has been invested. It should be level with the top of the uniform shirt-pocket. It is positioned the same on the dress uniform jacket.

Advanced Pathfinder Class Ribbon Bar (Rec) — This is worn only by those completing the requirements, and is to be placed on the left side of the shirt or blouse just above the Pathfinder Class pocket strip.

Pathfinder Good Conduct Ribbon (Rec) — This is worn on the left side of the shirt or blouse above the pocket. It is always above the Pathfinder Class pocket strip or Advanced Pathfinder Class Ribbon.

Captain and Scribe Badges (Rec) — To be worn by captain and scribe on the sash, or positioned above the right pocket on the

shirt or blouse.

Neckerchief, Pathfinder (ID) — This neckerchief is yellow in color with the World Pathfinder emblem as the logo on the back.

Neckerchief, Master Guide (ID) — This neckerchief is yellow in color with the Master Guide crest printed on the tip of the triangle. The distinctive Master Guide slide with the Master Guide crest is used with the neckerchief.

Slide (ID)— The slide is worn to hold the scarf in place.

Pathfinder Honor Sash (ID) —The honor sash is worn over the right shoulder (under neckerchief) and under the left arm, with the lower point of the sash resting against the left side of the body.

Pathfinder Staff Service Stars(Rec) —Service stars are obtained from the conference/mission director. Embroidered fabric stars may be worn on the right sleeve centered 1/4-inch (.08-cm) below the point of the 3-inch (7.5-cm) Pathfinder triangle emblem. The metal star may be worn on the left side of the left pocket. Only one star with the numeral indicating the accumulated years of verifiable service should be worn. Service stars are awarded annually by the conference/mission that keeps a record of the years of service.

2. FINANCES

- a. Need of Finances
- b. Sources of Income
- c. Pathfinder Club
- d. Financial Budgets

a. Need of Finances

If Pathfindering is to provide the right kind of training for the youth of the church, it must have equipment, supplies, and club facilities that will make the program attractive.

Naturally there is a great deal of expense involved in operating a successful Pathfinder Club. A club cannot survive without careful management of funds and adequate planning for the year. A budget should be carefully prepared, with staff assistance, and submitted to the Pathfinder executive committee and church board for approval. Competent fund raising and consistent church promotion are essential to maintain financial support and enthusiasm. Particular care should be given to the distribution and handling of funds.

Clubs should elect a treasurer, usually a deputy director. The treasurer should deposit any money the club receives with the church treasurer. The club will receive a receipt and the church books will be audited, which will provide a protection to the officers of the club.

The club treasurer should ask the church treasurer for an amount of spending money in the form of petty cash. This money should be accounted for with supporting receipts.

In areas where several churches form a single Pathfinder Club, they elect a treasurer to serve the large club. This elected treasurer holds all club funds. The treasurers of the contributing churches forward all Pathfinder funds to the club treasurer. The club books are then audited once a year, and thus protection is offered to the club officers.

b. Club Sources of Income

1. Annual Membership Fees. Each member should be expected to pay a moderate amount per Pathfinder year as part of his or her membership obligation. This fee should not be large. It should not cause any prospective member to forgo the privilege of membership, but each member must realize that everything worthwhile costs something.
2. Church Subsidy - Stewardship. Churches must include the Pathfinder Club in the church budget. Churches that realize that the operation of a good club is of great importance to the total church program will be willing to contribute a regular amount toward the club's expenses. All club leaders should urge that this matter be considered on the church board.
3. Offerings. Part of the Pathfinder Club philosophy is the acceptance of its missionary ideal in outreach. An offering is often taken at Pathfinder meetings, which is used for missionary outreach. This offering is evangelistic in nature and should not be considered as a local club expense offering.
4. Sponsorship by Church Members. Here is a valid way to finance special projects and to raise money. Church members can be persuaded to sponsor a club or some of the activities and needs of the club. Many members have helped the cause of Pathfinders, especially if they have children in the club.
5. Special Projects. While it is not the duty of Pathfinders to spend too much time in fund raising projects, some time can be used each year in raising funds for special projects such as new equipment, new club house, etc. This can capture the enthusiasm and imagination of every member. The new club house or the new equipment will then mean much more to the Pathfinders.
6. Fund-raising Campaigns. As one plans these fund raising adventures, it is well to remember that all fund raising should have some guidelines. The following instructions should be kept in

mind:

- a. All fund-raising projects should have the approval both of the Pathfinder executive committee and of the church board, and the local government when necessary.
- b. Clubs should be encouraged to sell products that are in accordance with the health principles of the Seventh-day Adventist Church.
- c. When engaged in a public campaign in the community, opportunities arise for the Pathfinders to witness. Literature left with each contact leaves a lasting influence.
- d. It is good to provide some incentive for the Pathfinders in the form of small prizes, ribbons, awards, etc.
- e. Set goals and work toward them. It is better to set attainable goals so the Pathfinders will have the satisfaction of reaching or going beyond their goal, rather than being disappointed.

FUND-RAISING POLICY

Here are some general guidelines to aid in determining whether or not the proposed project meets the standards outlined for fund-raising programs:

1. Has the fund-raising program been approved by the local church board and the conference **YOUTH MINISTRIES DEPARTMENT**.
2. Is the plan in harmony with ordinances the local community may have in effect?
3. Does it refrain from appearing to have any resemblance to gambling?
4. Will the product to be sold, if this is the case, be sold on its own merit and without reference to the needs of the Pathfinder or the club?
5. Will those purchasing get their money's worth?
6. Are any other Pathfinder Clubs covering the same territory during the same time as your fund-raising program?
7. Are you reasonably assured of the fact that no one who needs work will lose it because of the fund-raising program?
8. Will the fund-raising program protect the character of Pathfinding and the Seventh-day Adventist Church and leave the conference free from any agreement or financial responsibility?

Pathfinder Income and Expense Journal

DATE	CASH RECEIVED	DESCRIPTION	CASH DISBURSED	BALANCE
Dec. 7	100.00	PF Day Offering		100.00
Dec. 19		Emblems	5.00	95.00
Jan. 6		Craft expense	15.00	80.00
Jan. 7	25.00	Donation		105.00
Jan. 17		Workbench	20.00	85.00
Feb. 8	21.00	Club dues		106.00
Feb. 16		First-aid kit	8.00	98.00
Feb. 26	200.00	Church subsidy (convention)		298.00
Mar. 12		PF Convention	200.00	98.00
Mar. 14	12.00	Club dues		110.00
Mar. 21		Craft expense	9.00	101.00
Mar. 24		4 Pup tents	60.00	81.00
Mar. 31		Uniforms	51.00	30.00
Apr. 4	18.00	Club dues		48.00
Apr. 11		Supplies from conference	22.00	26.00
Apr. 14	132.00	Campout fees		158.50
Apr. 21		Campout exp.	92.00	66.50
Apr. 26		PF Fair exp.	39.50	26.00

SAMPLE OF PATHFINDER CLUB BUDGET*

Objectives

1. Teach salvation through Pathfinder activities
2. Minister to our church and community

Club Income

Dues	600.00	(\$10.00 per member per year)
Sponsors	500.00	
Pathfinder Offerings	750.00	
Club Projects	1,000.00	
Church Subsidy	1,000.00	(Based on \$1.45 per month per club member)

\$3,850.00

Club Expenses

Crafts	600.00	
Clerical	65.00	Stamps, et cetera
Public Relations	250.00	Camera, Bulletin Board
Induction	50.00	Candles, Refreshments
Campouts	150.00	
Travel	600.00	Field Trips, Expenses to
Auto Maintenance	1,000.00	and from Campouts, etc. Chuckwagon and Bus Repair
Pathfinder Insurance	60.00	\$1.00 per person per year RMS
Administration Exp.	250.00	Outside — Merit Program
Staff Orientation	200.00	Training
Library	250.00	
Camping Equipment	200.00	Tents, Stoves, Ice Chest
Awards	175.00	Investiture Pins, Badges, etc.

\$3,850.00 Year Total

*Based on a common Pathfinder Club. Budget should be set according to the monetary values of each country.

3. REPORTING

- a. Purpose — Scoring
- b. Report Blanks

The worldwide Pathfinder program operates on a special scoring plan, adapted to suit the particular needs of each division, union, and conference. This scoring plan is based on a variety of basic Pathfinder activities that are common to all clubs. This scheme enables clubs to operate in a systematic fashion following a regular pattern over a given period.

The scoring plan presented here outlines the particular areas in the club program that need to be cared for on a regular basis, and allocates point for the fulfillment of each of the listed requirements.

Special reporting forms are to be used for recording the club's activities. They are divided into three areas — monthly, bimonthly, and annually. These forms are available from the local conference Youth Ministries Department. The club secretary will need to complete the form for each month the club operates. These forms are used to calculate the total points scored during the year, and each Pathfinder Club will receive a special award in accordance with its attainment.

SAMPLE

SCORING PLAN

Points will be issued to clubs monthly, bi-monthly, and annually based on the criteria noted below.

NOTE: Pathfinder Administrative Manual has several other suggested point systems.

Monthly

1. At least two regular meetings (Model A or B) each month
2. Average attendance of at least 75%
3. An adult counselor for each 6 - 8 Pathfinders
4. All members have uniforms and wear them at meetings (A three-month grace period is allowed for new members.)
5. Pathfinder Classes conducted regularly.
6. Monthly report to conference by 10th of the next month.
(THIS GIVES 6 POINTS EACH MONTH.)

Bi-Monthly

During the year five special bi-monthly events must be held, no more than two of which may be conference events, such as a rally, expedition, or camporee, but excluding the fair.

(THIS GIVES 4 POINTS EVERY TWO MONTHS.)

Annually

1. At least one two-night club campout (THIS GIVES 10 POINTS ONCE EACH YEAR.)
2. At least one Investiture in the Pathfinder year, with at least 50% of membership invested (THIS GIVES 20 POINTS EACH YEAR.)
3. Participation in Pathfinder fair (THIS GIVES 10 POINTS EACH YEAR.) Total points for the year could be:

• 9 months at 6 points	54
• 5 bimonthly at 4 points	20
• Campout	10
• Investiture	20
• Pathfinder Fair	10
• TOTAL:	114

GRADES: A = 105-114 B = 95-104 C = 85-94 D = Less than 85

PATHFINDERS MONTHLY REPORT BLANK

NOTE: Fill in all blanks. Mail one copy to conference Department of Church Ministries by 10th of each month. Keep a copy on file.

Name Of Club _____ **Month of** _____

Monthly

1. Did you hold 2 meetings this month? Yes _____ No _____
2. Did you average 75% attendance? Yes _____ No _____
 - A. How many are signed up as Pathfinder members? _____
 - B. How many new members? (First three months) _____
3. Does your club have at least one adult or junior counselor for every 6 - 8 members?
Yes _____ No _____
4. Did all your members have full uniform and wear them at meetings
Yes _____ No _____
5. Indicate which Pathfinder classes are being conducted this month:
Friend _____ Advanced Friend _____ Companion _____
Advanced Companion _____ Explorer _____ Advanced Explorer _____
Ranger _____ Advanced Ranger _____ Voyager _____
Advanced Voyager _____ Guide _____ Advanced Guide _____

Bimonthly

Did your club engage in a special bimonthly activity this month? (Describe briefly, using back of page if necessary.)

Outreach activity _____ Conference Rally Day _____

Recreational only _____ Conference camporee _____

Field trip _____ Conference expedition _____

Camping trip _____ Other _____

Pathfinder Sabbath (local church) _____

Annually

1. Has club participated in a two-night campout? Yes _____ No _____
2. Has your club had an Investiture this month? Yes _____ No _____
Date _____. Percentage of group invested? _____
3. Did your club attend the conference fair? Yes _____ No _____

GENERAL

1. Did you hold an executive committee/staff meeting this month?

Yes _____ No _____

2. What Honors and creative skills are being taught? List number of members doing Honors.

a. _____

b. _____

c. _____

d. _____

3. Number of Pathfinders involved in outreach:

a. Junior Voice of Youth _____

b. Other (specify) _____

4. Number of Pathfinders baptized this month _____

Please fill in the following information if any changes have occurred:

Name of director: _____

Address _____

Phone _____

Where do you meet? _____

What day(s) do you meet? _____ Time _____

Name of deputy director/secretary filling out this report:

Address:

Signature: _____

Date: _____

4. MEMBERSHIP

- a. Requirements for Membership
- b. Pathfinder Club Application Forms
- c. Approval by Parents/Guardians

Requirements for Club Membership

1. To be considered for Pathfinder Club membership the applicant must be in the fifth year of school and/or at least 10 years of age and no more than 15 years of age. Where two clubs exist, children aged 10, 11 and 12 will join the junior club, and those aged 13, 14, and 15 will join the teen club.
2. Application forms for membership (available from the club director or secretary) must be completed and returned to the club executive committee for consideration and approval before the applicant may be inducted as a club member.
3. A Pathfinder Passport is available upon application to the club director or secretary after the Pathfinder has been accepted into membership.
4. All members must pay membership and insurance fees as required by the club executive committee.
5. Each Pathfinder is to own and regularly wear the complete Pathfinder dress uniform and a club field uniform where applicable. Pathfinders must come to meetings and club-sponsored events in the uniform unless otherwise indicated by the club director.
6. Members must be faithful in attendance. Many clubs establish limits on absences and tardinesses, and Pathfinders who do not comply with these regulations may be placed on probation or be asked to withdraw from club membership.
7. Pathfinders must learn and keep the Pledge and Law.
8. Club activities include crafts, outings, regular club meetings and Classwork, fund raising, campouts, outreach activities, Honors, and other activities. The Pathfinder must agree before joining the club to participate and cooperate in these activities.
9. The Pathfinder's parents must be willing to cooperate with the club staff in supporting regulations and activities of the club. At times they will be asked to supply money and time to support their child's membership.
10. All elected directors and regular staff are members of the club by virtue of their office.

Pathfinder Club Application (To Be Filled Out By Applicant)

NAME _____ Phone _____

ADDRESS _____

SCHOOL _____ Grade _____

Church _____

Age _____ Birthdate _____

I would like to join the _____ Pathfinder Club.

I will attend meetings, hikes, camping and field trips, outreach activities, and other activities as required. I agree to be guided by the rules of the club and the Pledge and Law.

Pathfinder's signature: _____

THE 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.

**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.

I have been a Pathfinder. Yes _____ (Where?) _____ No _____

I have completed the following classes: Friend _____ Companion _____
Explorer _____ Ranger _____ Voyager _____ Guide _____

I wish to join the following class: Friend _____ Companion _____
Explorer _____ Ranger _____ Voyager _____ Guide _____

I have completed the following honors: (List) _____

I have a full dress uniform. Yes _____ No _____

I have a full field uniform. Yes _____ No _____

Approval by Parents/Guardians

We have read the requirements for membership in the Pathfinder Club and hereby clarify that _____ (child's name) has reached the age of 10 years or over. We are willing and desirous that he/she becomes a Pathfinder.

In consideration of the benefits derived from membership, we hereby voluntarily waive any claim against the club or the _____ Conference of Seventh-day Adventists for any accidents that may arise in connection with the activities of the Pathfinder Club.

As parents/guardians, we understand that the Pathfinder Club program is an active one for the applicant. It includes many opportunities for service, adventure, and fun. We will cooperate by:

1. Learning how we can assist the applicant and club leaders.
2. Encouraging the applicant to take an active part in all activities.
3. Attending events to which parents are invited.
4. Assisting club leaders and by serving as leaders if called upon.
5. By purchasing Pathfinder uniforms and insurance through the club treasurer.

(Signature of parent/guardian)

(Occupation)

I am a Master Guide. Father: Yes _____ No _____

Mother: Yes _____ No _____

I have worked with Pathfinders in the following activities: _____

I am willing to assist the Pathfinder Club by teaching or helping in the following ways:

PRE-ENROLLMENT LETTER Club Director to Pathfinder

(Use church letterhead)

_____ (Date)

Dear _____

(Name of potential Pathfinder)

Your name has been considered for membership in our _____
_____ (name of club).

We will enroll new club members at _____
_____ (time, date, place).

As you consider the enclosed information concerning our club program, I think you will be happy to be one of our club members. Here are a few things you need to know:

1. Club membership is open for new members only once every three months.
2. To apply for membership you will need to appear in person with your Pathfinder application and your parent(s) or guardian on enrollment night.
3. You are encouraged to invite your friends to become members of our _____ Club (name of club).

I am happy to tell you we have Pathfinder Club counselors who like to have a good time with youth like yourself. If I can be of help to you in answering any questions, please feel free to call me. Phone number _____

We hope to see you on enrollment night.

Your friend and director, Club

Director

Note: Enclose the following:

1. Club program for next three months and highlights of the following six months
2. Application blank for club membership
3. Uniform information
4. Club policies and standards
5. Insurance coverage
6. Club fees:
 - a. Dues: \$ _____ per year, to be paid weekly, monthly, or quarterly.
 - b. Registration fee: \$ _____
 - c. Insurance: \$ _____

PRE-ENROLLMENT LETTER

Church Pastor to Parent of Pathfinder

(Use church letterhead)

_____ (Date)

_____ (Name)

_____ (Address)

_____ (City, State, Code)

Dear _____

It is a privilege to pastor a church that feels a responsibility to help you prepare your son/daughter for a home with our heavenly Father. Our Pathfinder Club's director and associates have one purpose in working with our children. They desire to help lead them into a deeper experience with Jesus Christ. By involving the youth in a fourfold program of spiritual, mental, recreational, and social activities, these leaders will help guide our children in their character growth. They need your prayers and loving cooperation as parents to achieve this goal.

Enrollment night will be next _____
(day) evening, _____ (date) at _____ (time)
in/at the _____ (place).

You will plan to enroll _____ (child's name) then, won't you? I will be looking for both of you.

Let us remember God's promise, "Train up a child in the way he should go: and when he is old, he will not depart from it" (Proverbs 22:6).

Sincerely your brother in Christ,

Pastor

5. INSURANCE

- a. Safety—Accident and loss prevention
- b. Check safety of premises
- c. Adequacy and safety of equipment
- d. Adequate qualified supervision
- e. Types of activity
- f. Insurance covered by conference
- g. What to do in case of accident
- h. Incident Report Forms

While the spiritual welfare of our youth is the prime motivation of all who engage in youth leadership, the physical welfare of our boys and girls is also very important. Leaders or counselors at whatever level of organization must accept the moral obligation of protecting from physical injury those who are under their care. This moral duty of care is reinforced by a legal liability and, while a moral obligation may be shrugged off, leaders cannot escape legal liability for injuries resulting from their actions or omissions.

What standard of care is required of leaders and counselors? There is no easy answer, for the duty of care to a junior will vary in degree from that which is due to a youth of more mature years. The aim must always be to operate an injury-free program and consideration needs to be given to the following:

1. **Premises.** Are the premises, camping places, halls, etc. free of physical hazards? If not, existing hazards should be immediately removed.
2. **Equipment.** Is all equipment in good repair? Is it safe? Is safety equipment always suited to the activity provided?
3. **Supervision.** The required degree of supervision will vary according to the ages of those being supervised. Naturally a 10-year-old will require closer supervision than a youth of 20 years, who must accept a greater degree of responsibility for his or her own actions, *but* supervision must always be provided.
4. **Types of activities.** High risk activities such as the use of trampolines should be avoided. Consideration should be given to:
 - a. suitability of the activity to the age group involved
 - b. the personal ability and experience of supervisors (For example, the gymnastic program should be operated only if there is a skilled, qualified, gymnast available to supervise.)
 - c. the provision of appropriate safety equipment, such as life jackets for boating, hard caps for horseback riding, etc.

The division should arrange full legal liability insurance that is extended to

cover leaders and counselors, whether they are paid employees or volunteers. But this provision of insurance must never result in relaxation of the care owed to our children and youth. No level of insurance can satisfactorily compensate for death or injury.

Youth leaders must educate themselves to observe and recognize potential hazards. If you are a youth leader or counselor you are in a position of trust to the children under your care and you cannot delegate that legal or moral duty.

Accidents will happen; injuries will be sustained. But don't let them happen through your negligence in allowing the use of dangerous premises, faulty equipment, or lack of skilled and adequate supervision. You have accepted the role of leader or counselor because you are interested in the spiritual welfare of the children of our church. Their physical well-being is also very important.

Questions to Consider Relative to Activities

You cannot side-step your personal responsibility for the safety of children involved in your club activities. It is therefore recommended that the following questions be considered before introducing any activity into your club program:

- | | |
|-----------------------------------|--|
| Is the proposed activity: | essential?
desirable?
of no practical benefit? |
| If essential or desirable, is it: | of low risk?
of reasonable risk?
of high risk? |
| Is the risk factor: | acceptable?
unacceptable? |
| Is the supervision available: | adequate in number?
sufficiently skilled? |
| Is the necessary equipment: | in good order?
unsafe in any way? |
| Is adequate safety equipment: | available?
unavailable? |

The Duty of Care

All are subject to "A Duty of Care," but none more so than those who are engaged in youth leadership. This duty has two aspects for those who work with children: MORAL and LEGAL.

The moral duty is paramount and should be the basic motivating force in youth

programs. Unfortunately there have been occasions when leaders have not appreciated the moral duty they have to care for the physical well-being of the children under their control. Consideration therefore needs to be given to the legal "Duty of Care."

Lord Atkin, in delivering judgment in the case of *Grant v. Australian Mills* (1936) stated the principle this way:

"The rule that you are to love your neighbor becomes in law, you just not injure your neighbor; and the lawyer's question, Who is my neighbor? receives a restricted reply. You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbor. Who then in law is my neighbor? The answer seems to be — persons who are so closely and directly affected by my act that I ought reasonably to have them in contemplation as being so affected when I am directing my mind to the acts or omissions which are called in question." Failure to fulfill the "Duty of Care" will be classified as negligence and can result in legal action for damages, should resulting injury be attributed to such failure.

Negligence

To determine whether negligence exists there are three questions that are usually asked:

1. Was there a duty or obligation owed to the injured person?
2. If a duty existed was there a breach of that duty? To determine if there was a breach, it is usual to ask:
 - a. Was due care exercised?
 - b. Was the injury foreseeable?
3. Was the action or omission of the person accused of negligence the proximate cause of the injury or would the injury have occurred regardless of the actions of the accused?

What Constitutes Negligence?

Of many attempts to define negligence, probably the most widely accepted is that of Alderson B, in *Blythe v. Birmingham Waterworks Co.* (1856).

"Negligence is the omission to do something which a reasonable man, guided upon those considerations which ordinarily regulate the conduct of human affairs, would do, or doing something which a prudent and reasonable man would not do."

Negligence can take many forms. Some of the most common are:

- Faulty or dangerous premises or equipment
- Activities that are inherently dangerous
- Failure to supply adequate safety equipment or to ensure that

when such equipment is supplied it is always used

- Inadequate supervision
- Injury occurring when the cause should have been foreseeable

Premises (or Locations)

Examples of negligence may include:

- Slippery, polished floors
- Worn carpets or mats
- Broken edges of paths or steps
- Inadequate lighting
- Dangerous beaches, etc.

Dangerous Activities

Some activities, because of their nature, have a greater potential for in-jury than others, and consequently the "Duty of Care" becomes more significant. Examples are:

- Water skiing
- Horseback riding
- Gymnastics
- Trampolining

Safety Equipment

Allowing participation in any activity that is obviously dangerous without providing suitable safety equipment and ensuring that it is always used, is definitely inviting a charge of negligence should injury result. To detail safety standards for all youth activities would take considerable time and space. All that can be done here is to refer to some basic equipment that should be mandatory.

- **Water Skiing**

Life jackets to be worn at all times

Buoys to indicate skiing areas closed to swimmers

Drivers should be experienced and licensed by the appropriate authority

Observer should be of the required age and ability

Boat should have current registration and carry comprehensive insurance

- **Horse Riding**

Docile horses
Protective headwear

- **Gymnastics**
Well-maintained equipment
Adequate gym mats
Suitable footwear
- **Trampolines**
Padded frames
Padded floor mats

Note: Most countries have already discontinued the use of trampolines because of the high cost of insurance as well as safety factors.

Supervision

Adequacy of supervision is the factor upon which the majority of actions for negligence will be determined. It must be:

ADEQUATE	Younger age groups will call for closer supervision.
CONTINUING	Activity groups must be kept together and under constant supervision.
SKILLED	Water skiing supervisors should be skilled and experienced water skiers who also are trained in life-saving techniques.
SKILLED	Swimming supervisors should be strong swimmers skilled in life-saving techniques.

Horseback riding should be supervised by persons skilled in the handling of horses.

Gymnastics should be taught and supervised by skilled gymnasts.

Trampolines should not be a part of denominational activity. If used they should be rigidly controlled and the utmost safeguards must be applied.

If you do not have adequate skilled supervision CANCEL the activity.

Who Can Be Sued?

Some, or all, of the following may be personally joined in a legal action claiming damages for injury resulting from negligence:

- The person directly responsible for the injury
- Youth leaders at all levels —
 - Pathfinder Directors
 - Pathfinder Counselors
 - Camp directors
 - Conference youth directors
 - The Church

Owners of faulty equipment or premises

In short, anyone who may have contributed in some way to the incident involving injury, whether by direct act or by the omission of some act or control that should have been exercised, is liable.

Insurance Protection

In most world divisions the Seventh-day Adventist church is protected by legal liability insurance. This insurance has been extended to include employees and volunteers while they are engaged in the denominational program and thus all those who can be sued for injury occurring during denominational activity are covered.

This insurance covers "legal liability". *It is not accident insurance.* It does not automatically pay if injury occurs. It protects the denomination and its servants — not the injured person. It will only respond where a claim is made by the injured party and then only if there is proof of legal responsibility. Please check with your conference office.

What to Do in Case of Injury

1. Render first aid as may be necessary, but limit first-aid activities to the essentials.
2. Obtain skilled professional care as quickly as possible.
3. If the injured party must be transported, call for ambulance assistance where such is available.
4. Inform parents or guardians as soon as possible.
5. Complete an incident report covering each and every injury and obtain eye-witness statements.
6. Send incident reports and eye-witness statements to the Risk Management Service through your conference secretary or treasurer. Failure to notify the insurers can result in a later claim being refused.
7. In the event of serious injury or death, notify Risk Management Service immediately by telephone.
8. If any claims are made, report such claims immediately, and if they are in writing, make a copy and forward the originals to Risk Management Service.
9. Cooperate fully with the Risk Management Service and any loss investigator appointed by the insurers.
10. Immediately forward the originals of the correspondence you receive in connection with a claim.
11. Always provide the utmost sympathy and support for the person injured and his or her relatives, but PLEASE TAKE CAREFUL NOTICE OF THE INFORMATION IN THE NEXT SECTION.

What Not to Do in Case of Injury

1. DO NOT ADMIT LIABILITY FOR THE INJURY.
This is of the utmost importance. If you admit liability the insurers may consider that a breach of the policy conditions and refuse to be involved. If this happens each of the individuals named in the claim will be personally liable for any damages that are awarded.
2. DO NOT EXPRESS OPINIONS IN THE INCIDENT REPORT.
Deal with the facts only and encourage eye witnesses to do the same in their statements.
3. MAKE NO OFFERS OR PROMISES TO THE INJURED PARTY.
To do so could cancel the insurer's responsibility.

Section Five

<h3>Club Programming and Planning</h3> <p>..... (75 Min.)</p>

Objectives

To develop familiarity with activities and features that form the Pathfinder program.

To provide a background for leaders that will enable them to plan and coordinate a successful ministry within the local Pathfinder club.

Explanation

1. Yearly Program (15 min.)
2. Weekly Club Meetings (15 min.)
3. Record Cards and Passports (15 min.)
4. Conference Events: Fairs, Camporees (20 min.)
5. Investitures (5 min.)
6. Church Rallies (5 min.)

Teaching Resources

1. **Yearly Program** (15 min.)
Based on a 10-month calendar (or one school year)
Regular meetings, bi-monthly events, campouts, conference activities
Pathfinder Classes — outline of program development

Further Resource Material:

YEARLY PROGRAM

The Pathfinder director and staff need a clear understanding of the objectives to be reached during the Pathfinder year. The general aim is to help meet the growing needs of junior youth. Leading the Pathfinders through a course of study toward final recognition in an Investiture service is the means to reach many of the objectives (see pp. 2-3). It is in a well-planned yearly program in which all facets are included that the objectives may be reached. The normal Pathfinder year is based on a ten-month calendar. (See sample that follows.)

Pathfinder Program (Sample)

September	1	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	8	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	11-13	Leaders Convention	6 P.M.	Dress Uniform Fri.-Sun.
	15	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	22	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
October	26	Pathfinder Day	9:30 A.M.	Dress Uniform Sabbath
	6	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	13	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	16- 18	Camporee	12 noon	Dress Uniform Fri.-Sun.
	20	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
November	27	Can Collecting	6-8 P.M.	Dress Uniform Tuesday
	3	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	10	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	17	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	24	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
December	1	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	8	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	15	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	18- 21	Campout	3 P.M.	Field Uniform Fri.-Sun.
	23	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
January	5	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	12	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	19	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	26	Club Inspection	6-8 P.M.	Dress Uniform Tuesday
February	2	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	9	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	16	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	23	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
March	2	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	9	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	13	Field Trip	1-5 P.M.	Dress Uniform Sabbath
	23	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
April	30	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	6	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	11	Field Trip	1-6 P.M.	Field Uniform Sunday
	9	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
May	16	Investiture	6-8 P.M.	Dress Uniform Tuesday
	23	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	4	Regular Meeting	6-8 P.M.	Field Uniform Tuesday

	9	Pathfinder Fair	6 A.M.	Field & Dress Sunday
	11	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	18	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	25	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
June	1	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	15	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	29	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
July	13	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	27	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
August	3	Regular Meeting	6-8 P.M.	Dress Uniform Tuesday
	17	Regular Meeting	6-8 P.M.	Field Uniform Tuesday
	29	Pathfinder Picnic	12 Noon	Uniform Sunday

STAFF MEETING held monthly— times and places to be announced. Check with your local conference Youth Ministries Department for dates relative to conference bimonthly events.

SCORING—The conference youth department has designed a yearly scoring plan with a variety of requirements that highlight basic Pathfinder activities and thus lead to a balanced program. Awards are presented to each club at the conference fair.

Record of Classwork

There are two places where record is made of completed classwork.

1. The Pathfinder Class record card, which lists the requirements and provides room for the authorized signature of verification. The card is preferably kept by the secretary in the club file by unit or alphabetically. Cards are distributed to the counselor or unit scribe when classwork is being signed off. In the event that the passport is not being used, two cards may be used for each Pathfinder — one for the club records and the other for the club member.
2. The Pathfinder Passport* has two pages designated for each class. Either a system of stamps or listed requirements like those on the record card will be the Pathfinder's personal permanent Pathfinder Club history.

*To be instituted by division.

2. Weekly Club Meetings(15 min.)

1. Program Model A or Model B
2. Sample meeting timetable
3. Steps in planning a weekly meeting

Further Resource Material:

TEACHING PLAN

A detailed teaching plan for each model is outlined at the beginning of each class section in the Teacher's Resource Manuals. If these teaching plans are followed, every requirement will be completed in the ten-month period, including campouts and bi-monthly events.

MEETINGS

The Pathfinder can achieve the aim of the program only if regular meetings are conducted. These meetings can be conducted according to the needs of the local club.

There are two models suggested, from which the local church can choose. It is possible for a church to change from model to model each year, and also during the year. For example, model B leaves little time in the evenings when sunset is late or daylight saving time is in effect. The church can use model A the first weekend of each month, and model B the third weekend of the month. All these choices, and more, are yours.

MODEL A.—This is conducted in one three-hour session with opening and closing ceremonies, marching, games, curriculum and crafts, all integrated into one program. Here is a sample program, showing the basic structure. You may vary this without limit to suit your situation and add variety to your program.

Minutes	Activity
15	Opening ceremony —flags, prayer, inspection
10	Drill (club or unit)
15	Speaker/devotional
30	Classwork (indoor or outdoor activity)
30	Games or fair practice
30	Classwork (indoor or outdoor activity)
45	Honors/hobbies/crafts
5	Announcements and benediction
<hr/>	
180	

MODEL B—This is a three-hour program, but it is conducted in two separate segments.

Segment 1: One hour of Pathfinding on Sabbath, featuring fellowship and curriculum activities

Segment 2: Two hours of Pathfinding, including marching, games, curriculum, crafts, and opening and closing ceremonies

Following is a sample program, showing the basic structure. You may vary this without limit to suit your situation and add variety to your program.

Segment 1—1 hour

Segment 2—2 hours

Minutes	Activity	Minutes	Activity
10	Opening ceremony	10	Opening ceremony
10	Object lesson/quiz	15	Devotional/Guest
30	Curriculum	15	Games/fair practice
7	Special Feature	30	Curriculum
3	Announcements/benediction	40	Honors/hobbies/crafts
		10	Closing ceremonies/ benediction
<hr/>		<hr/>	
60		120	

The following planning guide shows the Pathfinder staff how to use available resources in planning the details for the club program.

PLANNING GUIDE

Activity	Committee Action	Source Material
Opening Ceremony	Decide the formation of the Pathfinders for parade; position and duties for each staff member during parade.	<i>Pathfinder Drill Manual</i>
Drill	Elect drill instructor and assistant	<i>Pathfinder Drill Manual</i>
Devotionals	Elect a club chaplain or vote on a worship-duty list, making a staff member responsible for this segment.	People who can take devotionals are: staff, members, church pastors, school teachers, conference leaders, visiting pastors, missionaries, Pathfinders, etc.
Curriculum	Give careful study to the appointment of class teachers. They carry the responsibility of leading the Pathfinders to Investiture.	Manuals for all the Pathfinder Class requirements are available from your Division covering the Friend, Companion, Explorer; Ranger, Voyager, Guide and their advanced levels.
Games/Fair /Practice	Elect a staff member to be responsible for recreational activities such as games, camping, fair practice, hiking, picnics, etc.	Check church library for source material on games. Check with State and local authorities for regulations as to camping, hiking and picnic areas.
Hobbies/Honors /Crafts	Ascertain number of craft teachers in your church. Plan questionnaire to Pathfinders relative to their choice of crafts/honors/ hobbies. Elect one of your staff to be responsible for these activities. Elect an assistant or assistants who could care for either girl's crafts or boy's crafts.	All Honor requirements are listed in The Pathfinder Honors Handbook available from your Youth Ministries Department.. Arts and crafts centers, libraries, etc., will have books, ideas, and supplies.
Closing Ceremony	As above for Opening Ceremony	

3. Record Cards And Passports(5 min.)

1. Purpose of Record Cards and Passports
2. How to obtain them
3. How to use Record Cards and Passports

(Further Resource Material: Pathfinder
Administrative Manual)

4. Conference Events(20 min.)

1. Pathfinder Fairs
 - a. Format — events
 - b. Preparation
2. Pathfinder Camporee
 - a. Purpose — frequency
 - b. Participation — who may attend
 - c. Club organizational requirements

Further Resource Material:

PATHFINDER FAIR

The Pathfinder Fair is a special day for the Pathfinder Clubs of a conference or designated territory. Usually these occasions take place on Sunday and extend from ten o'clock in the morning until four or five o'clock in the afternoon.

Club members are invited to come in uniform, bring hobbies and exhibits, prepare various demonstrations, be prepared to march in a parade, and participate in various skill events. (See *Pathfinder Camporee and Fair Manual* for details on events.) Members exchange ideas and get a sense of the strength of the Pathfinder movement within the area. Another great advantage of this special occasion is the opportunity for the adult leadership to become acquainted and deepen fellowship in service for our junior youth. The Pathfinder Fair, like the camporee, furnishes the opportunity and motivation for the Pathfinders to do their best and be well prepared for the different activities.

The conference youth ministries director is in charge of the whole program and determines the events, floats, parade, booths, judges, and location of the Pathfinder Fair.

SUGGESTIONS FOR PATHFINDER FAIRS

1. Theme. The Pathfinder Fair should have a theme. All the activities including booths, parade, floats, events, et cetera, should be built around the theme.
2. Registration. Clubs should arrive at 8:00 A.M. and report to the Fair directors for registration and allocation of sites.
3. New clubs. Many new clubs are discouraged at times because they do not have all the equipment and uniforms. By just being at a fair they will gain a great deal of inspiration and a host of new ideas to take back and start implementing in their clubs.
4. Uniforms. All Pathfinders and staff members are required to wear full uniforms for the opening and closing ceremony. Casual clothing or field uniforms may be worn during events.
5. Awards. All clubs present should receive their annual awards. As mentioned in the camporee events, participants should strive toward a personal standard and not be competing against one another.
6. Flags and guidons. Clubs should bring their club flag and unit guidons. The club flag should be carried in the parade and posted in the flag stand during events.
7. Food booths. Space will be provided for clubs' food booths. Clubs will furnish food and all necessary equipment such as hot plates, extension cords, et cetera. Food should be available at reasonable prices, and each club should notify the conference youth ministries director in advance of the food they choose to sell.
8. Parade. The parade is usually the first item of the program and is followed by events and activities. Participating Pathfinder Clubs should have specific instructions as to all the formality and commands to be given at the fair, including the march.
9. Club booths. Each club may wish to have a club booth in which to display the finest examples of their skills. The judges will take into consideration several things as they judge the booths:
 - a. Appearance of the booth. Overall appearance as to its appropriateness, attractiveness, the motif, whether it emphasizes the general theme of the fair. Adult leaders may assist the Pathfinders in arranging and preparing the booth, but should not do the whole thing.
 - b. Pathfinder display in the booth. This relates to the collections, hobbies, handicrafts, honors, or other exhibits made by the Pathfinders that emphasize the theme of the booth. These collections are to be the work of the Pathfinders.
 - c. Demonstrations. This refers to the actual working

demonstrations by the Pathfinders in the booth. They should be related to the theme of the booth, and adults should not be obvious in participating in the demonstrations.

d. Ideas for booths

- Arts and crafts — leathercraft, screen printing, textile painting, etc.
- Household arts—display of pressure-cooked or baked foods, dressmaking, needlecraft
- Mechanics — radio, model trains
- Health and Science — home nursing, first aid
- Nature —butterfly and insect displays, shell collections
- Outdoor industries — display of different kinds of honey, with glass display case of live bees
- Recreational pursuits — a camping display with someone setting up a camp kitchen

These are only a few of the many things that could be done.

10. Judging. This is a very important aspect of a fair. The fair director should select judges, present them with a complete sheet of instructions, and meet with them to decide how to handle the different activities.

11. Suggested schedule of events for a Pathfinder Fair

6:00 - 8:00	Setting up of club booths
8:00	Booth and float registration
9:15	Registration of clubs
9:30	Grand parade
10:00 - 12:00	Fair Events
	Meeting of Club Directors
	Judging of Booths
12:00	Lunch
1:30	Fair events
3:30	Special event
4:00	Assembly
	Presentation of awards

PATHFINDER CAMPOREE

The Pathfinder Camporee is an occasion when clubs from an entire conference or a given district come together for a period of two or more days, for fellowship, inspiration, for the exchange of ideas and experiences in developing camping skills and other activities of junior youth ministry. Each club should have complete equipment to take care of themselves over the designated period—tent, sleeping gear, cooking utensils, other equipment and food that they need. This is the culmination of training that progresses to the point where a club becomes able to take care of itself independently.

The area for a camporee should be clear ground with access to water and the

possibility of sanitary facilities and garbage disposal that can be set up quickly by the campers. The club should bring everything they will need. Each club will be assigned a space of ground upon which to place their camp equipment. Demonstrations of fire building, cooking, signaling, first aid, knot tying, marching and drill may be enjoyed. Good campfire fellowship will be a highlight, and religious services will bind the group together spiritually. This is probably the high point of the Pathfinder activities. Every unit of every club should be prepared to participate in a Pathfinder Camporee. Any honors being taught must be taught in their entirety if a patch is to be presented.

The conference youth ministries director is responsible for organizing a camporee and determining the place, events, and activities. Instructions will come from the church ministries office as to the location, events, and what the units can expect to do in order to participate in the program.

Every camporee should have a theme, and all activities should be built around this theme so that each Pathfinder will remember the spiritual lessons from the Bible, from nature, history of the church, et cetera.

A Pathfinder Club ought to build its program, keeping in mind the events and skills needed to participate in a Pathfinder Camporee.

One of the highlights of the camporee is the events. Each Pathfinder wants to do his or her best for the club. Competition should be against a personal standard and not between clubs or club members. To instill a sense of participation where each one will strive toward a standard instead of against a fellow Pathfinder or another club, the youth ministries director will establish personal standards that will avoid situations where only one club or one person can take first place. This makes it possible for several persons or clubs to achieve whatever award is given by the conference.

In most cases the camporee is conducted over a weekend. Where possible clubs should be set up before Sabbath and the camporee should be concluded in time to allow safe return home.

A Pathfinder Camporee provides:

- A time for camping, cooking, and sleeping out in the great out-of-doors
- A time for fun, adventure and exploration
- A time for hikes and nature walks into the realms of God's natural world
- A time to learn skills and thrills of working, playing, and fellowshiping together
- A time to draw near to God, the Great Creator of all that surrounds us

Camporee Requirements

Sending out camporee attendance requirements well in advance by a special Pathfinder Camporee bulletin eliminates most organizational problems. The following is a typical set of detailed instructions and requirements. They may be adapted to fit each camporee environment.

Club Organization Requirements

1. In most cases a registration fee for each Pathfinder and staff member is charged to help defray expenses of renting the camp with its facilities.
2. All Pathfinders must camp by units.
3. Each unit must have at least one adult counselor.
4. A complete unit should consist of not more than eight Pathfinders.
5. Units must be made up all of one gender, with no mixing of the sexes. The male and female camps must be separated.
6. Each of these units must belong to a club that has been active from the beginning of the current year. (Isolated Pathfinders may be attached to a club for the camporee or formed into conference/mission units.)
7. Each club is self-sustaining. This means that each club will have its own food, cooking equipment, bedding, tents, tables, and everything needed for the camporee. Campers and trailers are allowed only for staff and for cooking facilities.
8. Food preparation can be done by units or by club.
9. Camping is allocated by clubs. Each club is responsible for arranging separate areas for males and females within the allocated space.
10. A counselor must assume full responsibility for the Pathfinders in his or her unit and should be with them at all times.
11. It is the responsibility of the conference youth ministries director to supply detailed instructions and camping-area assignments to the clubs upon their arrival at the camporee.
12. Inspection should be made of the camping areas at a designated time on the day the camporee begins and each day thereafter. Tents and all equipment must be aligned in a neat and satisfactory manner and the grounds should be kept clean and orderly.
13. Each club must be covered by accident insurance so that each Pathfinder and staff member is protected.
14. Clubs should bring their own Pathfinder and national flags.
15. Clubs are responsible for transportation to and from the camporee sight. Utmost caution should be exercised in selecting drivers who are mature and responsible. Equipment should be in good condition and overloading should be avoided. All vehicles and Pathfinders should be covered by adequate insurance.

16. Clubs may not bring pets or animals, motor bikes, motorcycles, buggies, et cetera, to the camporee.

REQUIREMENTS FOR EACH UNIT

1. Bring your unit guidon.
2. Bring one shovel.
3. Bring ax and hatchets if appropriate.
4. Provide adequate shelter for each Pathfinder—may be pup tents, tepee-type tents, trail tents, et cetera.
5. Properly prepare a fire area for unit cooking.
 - a. Types of wood fire
 - b. Propane
 - c. Coleman
6. Bring a Fire Extinguisher.
7. Bring a First aid kit and know safety rules. Have medical personnel designated and know who they are.
8. Have a table lashed together and made by the Pathfinders. This could be prepared prior to the camporee. (optional)
9. Provide an adequate supply of food for the entire unit. Food should be planned and prepared to supply well-balanced meals. No flesh foods will be allowed in camporees. Meals should be cooked by unit groups or club. The unit counselor should plan early with unit members on what they will eat and how they will prepare food and do the cooking. Pathfinders should be given definite responsibilities and kept within the time schedule for meals and camp duties.

Individual Pathfinder Requirements

1. Be a Pathfinder in good and regular standing, and be a regular member of a Pathfinder Club for at least three months.
2. Have a complete uniform, including all insignia appropriately placed.
3. Be a part of a complete unit.
4. Maintain satisfactory standard of work and conduct at home, school, Sabbath School and Pathfinder Club. Have this duly certified by parents, schoolteacher, Sabbath School teacher, and Pathfinder Club counselor.
5. There will be times when girls may wear Pathfinder field uniforms or slacks. Shorts should not be allowed.
6. Have appropriate warm sleeping gear.
7. Bring a pocket knife.
8. Have a flashlight.
9. Bring your Bible and Sabbath School quarterly.
10. Bring toilet articles, including toilet tissue, washcloth, towel, comb, toothbrush and paste, et cetera.
11. Have adequate underclothes and coats according to the local

- climate, such as rain-coat, rain hat, rubbers, boots, et cetera.
12. Bring mess gear such as knife, fork, spoon, cup, plate, et cetera.
 13. Include a plastic ground cover for sleeping bag.

ADDITIONAL CAMPOREE ITEMS OF IMPORTANCE

Fires

1. Fires (when applicable) may be built only in designated sections of camping areas.
2. Care must be given that Pathfinders strike matches only at campfire site and only to ignite a cooking or camp fire.
3. A ten-foot (3 meter) circle should be cleared down to mineral earth before building a fire.
4. All refuse must be burned or placed in garbage cans.
5. All fires must be extinguished before leaving the campsite.

Nature Conservation

1. Pathfinders should leave the camp with no trace of having been there.
2. The following is recommended for waste disposal:
 - a. Select a suitable spot at least 50 feet from *any* open water.
 - b. Dig a hole 8-10 inches (25cm) in diameter and no more than 6-8 inches (20 cm) deep, to stay within the biological disposal layer of soil. Save the sod or dirt.
 - c. After use fill the hole with loose soil and tramp the sod back in place. Nature will do the rest in a few days.
3. Pathfinder directors should give consideration as to how campfire wood is obtained and should instruct Pathfinders not to destroy trees and camping area.
4. All Pathfinders should be instructed in environmental conservation and ecology. AY Honors in these areas are recommended as a means of instruction.

Sabbathkeeping

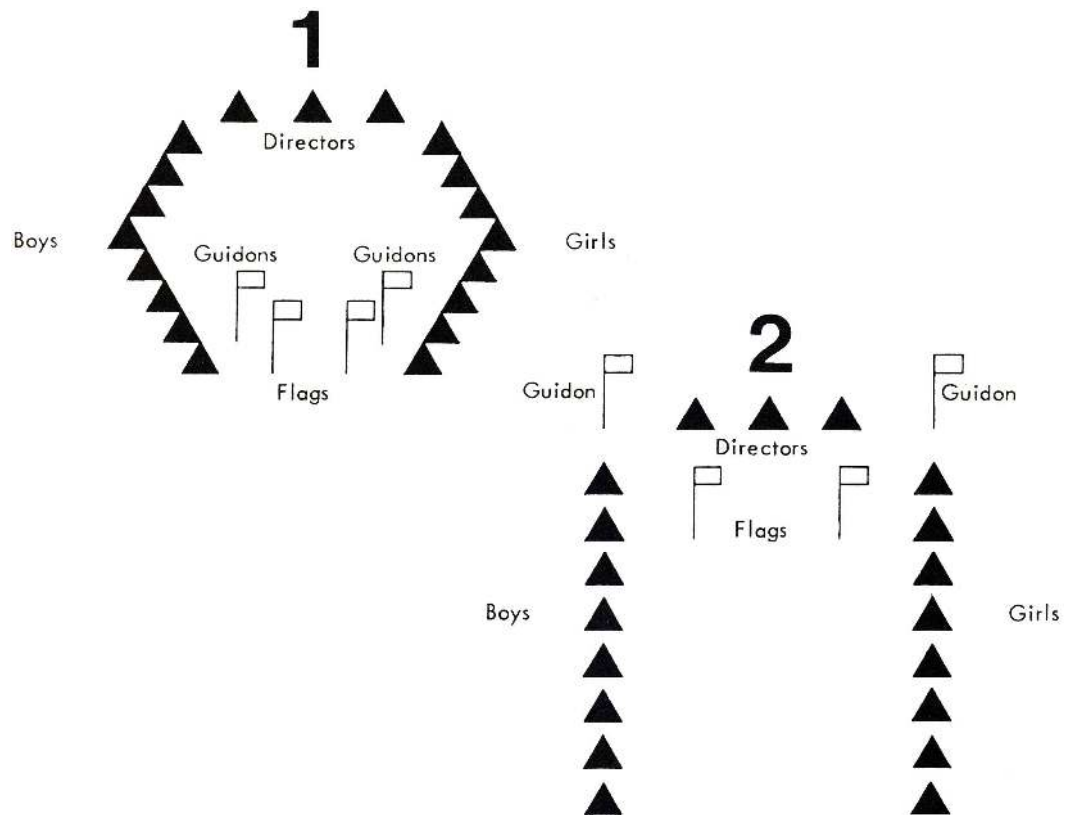
1. Leaders should know that the young people will look to them and will try to copy every word and action. They should not lead the youth to break the Sabbath by actions, words, or example.
2. Care should be given to guarding the edges of the Sabbath, which are very important to Sabbathkeeping as the Lord has directed. Before the sun goes down on Friday all tents ought to be set up and everything ready for Sabbath.
3. During the Sabbath hours the youth should refrain from rock throwing, knife throwing, secular songs, certain improper games, et cetera.
4. Activities should be planned to include Friday evening campfire,

Sabbath School, church service, afternoon program, Sabbath evening campfire, et cetera. The program may be varied to include nature events and activities.

5. The club and units should plan for spare time—Friday and Sabbath sunset worships, Sabbath afternoon club activity such as a nature hike, story time, or some other interesting Sabbath activity. A special effort should be made to use creative worship ideas to make the Sabbath the highlight of the camporee.
6. All Pathfinders and staff members should be encouraged to participate in all meetings and activities.
7. Counselors must be with their units at all times, including all meetings and activities.

Suggested Camp Layouts

These are only suggested ways of making your camp look neat and uniform. Develop your own plan and use it.



5. Investitures (5 min.)

1. Selecting the meeting place
2. Setting the date
3. Ordering requirements
4. Outlining the program
5. Planning the program
6. Investiture —procedure

Further Resource Material:

THE INVESTITURE SERVICE

Preparation

Usually the Pathfinder/AJY leader will notify the conference/mission youth ministries director that the candidates are ready for investiture and a date is set for the meeting. The investiture service will be conducted by the conference/mission youth ministries director or a designated and qualified person, preferably a Master Guide.

Before the investiture all the requirements must have been completed and the permanent (with signatures confirming completion) Pathfinder/AJY Class record card, where applicable, should be presented to the investing official when requested. To maintain a high standard of achievement, spot testing of candidates is useful, especially in the case of Master Guides.

Personnel who may be involved in the Investiture and their responsibilities

1. Investiture Sponsor

This is a person designated by the conference youth ministries director, usually the area/district coordinator, who represents the local conference. Where there is no coordinator a Master Guide or another responsible person such as a pastor or teacher is appointed. The sponsor is expected to function as outlined below.

- a. Support the church or the school in leading the students into an inspiring program of Pathfinder/AJY activity that includes completing the Pathfinder/AJY Classwork according to the grade level of the student.
- b. Follow the progress of those doing Pathfinder/AJY Classes in the designated church or institution until complete.
- c. Promote the Investiture program among the parents of the youth involved and the total local church membership.
- d. Assist the local church-school teacher in planning the program for the Investiture service (where Pathfinder/AJY Classwork is done only in the school).

- e. Arrange with the church pastor or school principal for a place, date, and time of the Investiture program.
 - f. Order and receive all materials required for the Investiture service by completing the Investiture requisition order blank supplied by the local conference/ mission Youth Ministries Department and sending it to the appropriate person at the conference office.
2. Pathfinder/AJY Club Director
- a. Promote Pathfinder/AJY Classwork: Friend, Companion, Explorer, Ranger, Voyager, Guide, and also the Advanced Pathfinder Classes.
 - b. Involve the Pathfinder staff and club membership in the Investiture program.
 - c. Promote the Investiture program among the parents of the Pathfinders and the sponsoring church members.
 - d. Cooperate with the schoolteachers in the completion of *any* specific Pathfinder/AJY Class requirement, helping to keep a record on the Pathfinder/AJY Class record card.
 - e. Have school teachers assist with investiture..
 - f. Order all necessary Investiture materials needed for the Pathfinders. Use the Investiture requisition order blank.
3. Schoolteacher Responsibilities:
- In some places the Pathfinder Classwork is integrated into the school curriculum. Teachers prepare their students for receiving their insignia at an Investiture.
- a. Work with the Investiture sponsor and Pathfinder Club where applicable in scheduling the Investiture program.
 - b. Prepare those being invested—students, schoolteachers, and Pathfinder members—when appropriate, by obtaining Pathfinder Class record cards, et cetera, according to the following recommended class schedule.

Adventurer Classes

- Eager Beaver — (Kindergarten to age 5)
- Busy Bee — (age 6 or grade 1)
- Sunbeam— (age 7 or grade 2)
- Builder — (age 8 or grade 3)
- Helping Hand— (age 9 or grade 4)

Pathfinder Classes

- Friend — (age 10 or grade 5)
- Companion— (age 11 or grade 6)
- Explorer — (age 12 or grade 7)
- Ranger— (age 13 or grade 8)

- Voyager — (age 14 or grade 9)
 - Guide — (age 15 or grade 10)
 - Master Guide— (age 16 and beyond)
- c. In cooperation with the Pathfinder director, order Investiture materials using the Investiture requisition form. Where no club exists, materials are ordered directly from the conference for the school.
 - d. Involve the Pathfinder Club director, MY and AY leaders in planning and conducting the program.
4. Pathfinder Club Counselors
 - a. Assist the Pathfinder director and Investiture sponsor in planning for the Investiture program.
 - b. Lead Pathfinders, especially those NOT attending church school into an inspiring program of junior youth activity and in completion of the Pathfinder requirements.
 5. Local Conference Personnel

The conference youth ministries leader designates personnel such as the superintendent of education, pastor, school principal, or an area coordinator to be present at the Investiture program. These individuals usually serve as follows:

- a. Represent the local conference/mission
- b. Promote youth evangelism and the conference/mission youth program, such as youth camps, camporees, rally days, evangelism
- c. Participate in the program

Perhaps nothing in connection with the Pathfinder/AJY Classwork affords a greater opportunity to demonstrate to church members what is being done, than the Investiture service. It is important, therefore, that the program be conducted in the most dignified manner and in a way that will stir in every heart a desire to do more for the encouragement and salvation of our youth. The purpose of the Investiture program is to provide an opportunity to:

- (1) Recognize those who have completed their Pathfinder/AJY Classwork
- (2) Inspire youth not involved in Pathfinding to join the club
- (3) Inspire adults not involved in the club to volunteer their services
- (4) Inform the church and community what the Pathfinder Club is all about
- (5) Communicate plans for future events to the youth

Beyond the actual insignia presentation, program content is left largely to the creativity of those responsible. An action oriented,

inspirational content works best. For instance, include skits showing community service and witnessing, recitation of memory work, and demonstration of skills related to class requirements.

Since the Pledge and Law are central to the training involved in the club, stress them whenever possible.

Standard program features should include satisfactory evidence of understanding and completed work by the candidates; a challenge to loyalty to the church, to the class group and to the worldwide circle of Pathfinders; a charge for responsibility to be loyal; and a word and handclasp of welcome by Master Guides who may be present. Be original, creative, spiritual, and impressive.

Program Format Suggestion

Prelude

Song Service

Special Music

Scripture

Welcome

Prayer

Pathfinder/AJY Pledge: Given by all candidates
(Have one child give his or her interpretation.)

Pathfinder/AJY Law: Given by all candidates
(Have eight candidates give their interpretations, each candidate presenting one of the eight parts of the law.)

Special Music: Candidates

Memory Work: Any or all classes

Practical Demonstrations: Skits, Charades, Play, et cetera

1. Favorite Bible story
2. Knot tying
3. Nature nuggets
4. First aid
5. Story of favorite pet
6. Hiking and camping
7. Honors earned
8. National flag demonstration
9. Famous countrymen
10. Physical fitness

Certification of Candidates: Principal, Area Coordinator,
Pathfinder/AJY director, or pastor

Challenge of Junior Youth: Conference youth director, pastor, or qualified
Master Guide

The Charge and Presentation of Insignia:	Conference youth director
Consecration and Prayer of Dedication:	Pastor
Announcements:	Summer camp, camp meeting, et cetera
Benediction:	Pathfinder/AJY director

NOTE: These are only suggestions to help in planning a short program (20-30 minutes) in which all those being invested can have a part. (A song, for example, can include everyone!)

6. Church Rallies (5 min.)

1. Purpose
2. Date on Pathfinder calendar
3. Organization
4. Procedure

Further Resource Material:

PATHFINDER RALLY

Pathfinder rallies are times when clubs in a district or conference come together on a Sabbath afternoon and/or evening for fellowship and spiritual inspiration. The rally is conducted once each year, and is usually held in a large public hall, church, or auditorium. All Pathfinders and leaders should be in full uniform and bring their club flag, which is to be presented in the opening ceremony. This is an ideal time for parents, friends, and church members to share the inspiration of Pathfinders. Clubs should travel to the meeting place after the normal church services have been completed. However, in remote country areas, travel could take place on Friday afternoon and the host church could provide accommodation for these clubs. The rally is organized by the Area Pathfinder Coordinator, who works with the conference youth ministries director in making plans for the event. The conference youth ministries director should be present, and when possible union or division youth ministries personnel should be invited as guests.

Suggested Program for a Rally

1. Preparation. All clubs should be notified in advance of the date, place, and time of rally. Usually the program will begin at 3:00 P.M. on Sabbath afternoon.
2. On arrival. Clubs will assemble outside the hall—ideally in a park nearby—at the directions of the district director. The clubs will then

march into the hall and take up their positions in the assigned areas. The club flag bearer should be seated near an aisle so as to be ready for the flag ceremony.

3. The opening ceremony. The official party should be on stage as the clubs enter. The National and conference flags should be in position.

The Area Pathfinder Coordinator (Parade Marshall) joins the platform party and hands over the clubs to the conference youth ministries director.

At the command of the director, club flag bearers march to the front of the rostrum then about-face (facing the audience). At this time Pathfinders sing the Pathfinder Song, and repeat the Pledge and Law, and prayer is offered. Flag bearers then turn about and place flags in holders at either side of the stage — at floor level.

4. Singing and music. After the official welcome all join in a sing time. Pathfinder musicians can be encouraged to provide a youth orchestra as backing. The use of an overhead projector or power point aids the song leader in providing words for songs.
5. Meet the directors. This segment provides an opportunity to get to know club directors from around the district. Each director is called to the stage and announces the number of Pathfinders from his or her club in attendance. Other interesting information can be shared, e.g. newest director, oldest, the most interesting club they have directed, the most unique Pathfinder they have known, et cetera.
6. Secret sound and quiz. Pathfinders enjoy quizzes, which are good teaching tools. Have each club present a girl and a boy to come to the front and participate in this fun, learning activity.
7. Interviews and items. Now we come to a very special time, an opportunity for the youth ministries director to interview Pathfinders (youngest, those baptized in previous year, junior counselors, et cetera) about the spiritual value of Pathfinding to them. This can also be a time when Pathfinders can make decisions to commit their lives to Jesus Christ. These short interviews can be interspersed with sacred items from individuals or small groups of Pathfinders.
8. Story. The afternoon program climaxes with a story in which some of the ideals of Pathfinding can be upheld. This can also coincide with closing Sabbath.
9. Fellowship potluck supper. On some occasions the rally continues on into the evening. If so, clubs should be encouraged to bring food for a potluck supper and eat together as clubs or as a total group. This meal should be conducted in an orderly manner.
10. Club reports. Perhaps the real highlight of a rally program is the club reports. Each club should come prepared to give a ten-to-fifteen-minute report of the club activities. These reports should be given in a creative way including music, as well as slides, movies, videos, audiovisuals, or skits. The club director introduces his or her report.

11. Conference promotion. At the conclusion of the club reports, the conference youth director and district director can share either a report of some outstanding event in the area, such as camporee or fair slides, or promote coming events.
12. Closing ceremony. The rally concludes with the closing ceremony. Club flag bearers move to the front, take up their flags, and present them for the closing prayer. Clubs are then dismissed.

CONFERENCE PATHFINDER RALLIES

Suggested Program

3:00 P.M.	Assemble in clubs in front of meeting place
3:30	At director's command, march into hall Sit in allocated seats Club flag bearers present flags Pledge and Law
3:40	Welcome, Prayer Singing Meet the directors Secret Sound and Quiz Interviews and items Story
5:30	Close Sabbath
5:45	Potluck supper
6:30	Evening program
	A 10-minute report from each club interspersed with items from Pathfinders or leaders Benediction

Section Six

Teaching the Pathfinder

Curriculum (120 Min.)

Objective

To discover the importance and value of creative approaches to teaching and to learn ways of developing one's own creative style of teaching.

To provide information on ways to teach the Pathfinder curriculum in a creative manner.

Explanation

Course participants will give study to two main areas in this segment.

1. Understanding Creativity(45 min.)
2. Teaching the Pathfinder Curriculum Creatively.....(75 min.)

Teaching Resource

1. Understanding Creativity (45 min.)

- a. Some of the purposes and values in the use of creative activities are as follows:
 - 1) It makes learning more enjoyable, lasting, and meaningful.
 - 2) It provides opportunity for self-expression and development of creativity.
 - 3) It instills pride in accomplishment and builds self-confidence.
 - 4) It contributes to the development of proper self-concepts.
 - 5) It provides for participation in group situations and reaction to established group approval and behavior.
 - 6) It fulfills a Pathfinder's need for individual expression.
 - 7) It relieves periods of physical restlessness with meaningful activity, coordinating mind and muscle.
 - 8) It prompts respect for both adults and peer leadership.
 - 9) It affords opportunity to practice principles of Christian living.
 - 10) It helps the Pathfinder respect the property of others.
 - 11) It teaches cooperation, sharing, and taking turns.
 - 12) It can emphasize a Bible concept or illustrate a truth.
 - 13) It provides opportunities for the Pathfinder to express his or her relationship to God and a response to Bible teaching.

Keeping these purposes and values in mind, teachers and leaders will have opportunity to observe the Pathfinder's developing theological concepts and behavioral responses. This will help guide the leaders in their teaching, in their relationships with the Pathfinders, and in the selection of creative activities to effect successful learning experiences.

- b. What are the steps in a creative process?
 - 1) Preparation (Orientation)
 - (a) What is the problem and what are the approaches?
Ask questions: Why is it necessary? Where should it be done? When should it be done? Who should do it? What should be done? How should it be done?

Seek parallels: What is there like this from which I might get an idea?
Is there something similar I could partially copy?

Modify: What if this were changed? How can this be altered for
the better?

Magnify: What about making it bigger? What strength can we add?
Could this be multiplied?

Subtract and divide: What if this were smaller? What could I omit?
How about dividing?

Substitution: What else instead? Who else? Where else?

Rearrange: Change the pattern. What about sequence? Another layout?
Cause and effect (transpose). Timing?

Vice-versa: What about the opposite? Can we “topsy-turvy”?

Surprises: How about doing the unexpected?

Combine: What if this and that were put together?

(b) Some errors

- Serviceable errors
- Blind errors
- Errors of incompetence

2) Frustration — adapted by

- (a) Repression—forget it
- (b) Regression—retreat (flight from “reality”)
- (c) Compensation—let's substitute!
- (d) Emotional excess (anger vs. resignation)

"Once profitable orientation toward creative work is lost and frustration begins to mount, there is no sure technique of recovery but change and rest, difficult as it may be to give one's self up to these things. Sleep, travel, quiet relaxation, leisurely walking or not too strenuous muscular exercise, shutting one's self in silence in a room, lively social participation, any non-habitual or non-routine response — all may be alternation of interest in one form or another" *How to Think Creatively* by Hutchinson, p. 83.

3) Achievement

- (a) Intimation—"It's coming!"
- (b) Occasion — "It's here!"

4) Verification

- (a) Developing a critical attitude

- (b) Developing an attitude toward the work
- 5) Evaluation
 - Repeat the process
- c. What Are Some Creativity "tools"?
 - 1) The program computer
 - 2) Story telling
 - 3) Brain storming
 - 4) Listing
 - 5) Sculpturing (people, paper cups)
 - 6) Topjects (objects illustrating specified topics)

2. Teaching the Pathfinder Curriculum Creatively
(75 min.)

The Pathfinder Curriculum will be taught to the Pathfinders when they meet together as a whole club, or as they work together as a unit or in classes. There will also be times when Pathfinders will need to study material by themselves.

Teachers will therefore recognize that it will be important to assess each Pathfinder, each group of Pathfinders, each requirement, the physical surroundings where teaching takes place, and a whole range of further factors that lead to the successful transfer of knowledge.

It is important to remember that the overall aim of teaching the curriculum is to allow the Pathfinders to develop an appropriate attitude toward further learning. This will take place best when teachers make efforts to bring about the right atmosphere for learning in the place of teaching. Learning takes place best when:

- a. It's a time for fun

Pathfinders will learn to love the things they enjoy doing, and enjoyment stems from happy surroundings. If the teacher is overly stern and demanding, or constantly finding fault, learning will become a burden. If there's no place for humor and laughter; if the Pathfinders are always being told to remain quiet, to sit and listen, and there is no sense of adventure and learning, the experience will be of little value.
- b. It's a time for acceptance and understanding

Pathfinders will be more ready to show interest in information and learn values from the instructor if they feel accepted and understood. Acceptance stems from recognition of the Pathfinders' worth and value, and the knowledge that their behavior is their best attempt to deal with their current thoughts, feelings, and situation. This may not mean that their behavior is acceptable, but that they are accepted as people. Nothing can take away the value of each person to God, and all people will respond best when they are accepted as important and worthwhile. Likewise, it is important to understand each Pathfinder. Become familiar with why the youth does behave in a certain way, and while you may not approve of his or her lifestyle, you can at least attempt to understand. It is important to convey to all Pathfinders a genuine acceptance and understanding.

c. It's a time for recognition and creativity

Pathfinders will be encouraged in their learning when instructors take the time to give genuine praise and affirmation. Pathfinders need recognition for their best efforts, and instructors can do much to lead them on in their search for knowledge by sincere and honest rewards.

d. It's a time for imagination and creativity

Instructors need to give urgent study to this aspect of teaching. So many good classes fail because of lack of imagination and variety. Creativity is really essential in teaching Pathfinders. In an age where much information is transferred through the medium of TV, any straight talk may well appear slow, boring, and unattractive. Successful instructors will put time and energy into discovering a whole range of ways of doing some task differently. They may choose film and discussion, role play, drama, puppetry, collage, anything other than what is expected! Pathfinders enjoy surprises; they enjoy change; they enjoy variety. Call on all the resources you have at hand. Then have another look, and find some more. Go all out to make every class the most interesting one you have attempted.

e. It's a time for effective communication

Learning will also take place best if the Pathfinders recognize that they are being listened to. They will learn to appreciate their worth as they discover that their instructor considers their answers worthwhile — that the instructor shows approval of their attempts at understanding the material. The Pathfinders will feel more accepted where there's no sarcasm or put-down, and where there is a sense of honesty and trust.

f. It's a time for fairness and justice

Pathfinders are quick to notice partiality, unfairness, or favoritism. Instructors will need to be conscious of the need to be equal in praise and discipline.

g. It's a time for involvement

Instructors should seek to involve the class as much as possible. View the class as the teachers: allow them to lead out in different segments — get them doing something! Seek dialogue with the class to see how they are enjoying working on a particular requirement, and review with them what they have learned.

h. It's time for constant assessment

Constantly evaluate the work you are doing and check to see if you are reaching and achieving the goals you set for yourself and the class. There are many factors that will affect the success of your class, including simple details such as the physical setting for the place of learning. Are there too many distractions? Is the seating arrangement too restrictive? Is the room too hot or too cold? Is there not enough light, or too much noise? Have they just come in from loud, fast-moving games, and haven't yet settled down? Keep an eye on all these things — they are worth checking.

i. It's a time for cooperation

Teaching a particular class will best happen when done in association with the overall plans of the club. A coordinated program will be needed for each Pathfinder event, and instructors, staff members, and the director will work well together when all are aware of what the program times are.

Special Teaching Arrangements

In special cases, provision can be made for isolated Pathfinders to participate in the program apart from the Pathfinder organization. Likewise, provision can be made for the physically handicapped and the disadvantaged. Contact your local conference youth ministries personnel to work out details for exceptions.

Teaching Methods

No attempt has been made here to set out every detail of teaching methods. Each class requirement will require a different approach, depending on factors such as time of day, place, number of participants, availability of resources, and similar factors. Wherever possible, instructors should plan several alternative teaching methods for each requirement, and use the one best suited to the group and the occasion. Before setting out to teach a class, teachers would do well to consider the following:

1. Study the class curriculum

Teachers are encouraged to be familiar with the overall direction of the Pathfinder curriculum. Study the flow chart found in the training manuals, which outline the development of the selected areas of study. Become very aware of the place your particular class has in the overall scheme of the program.

Then become familiar with the particular class requirements for the class of Pathfinders that you will have under your care (Friend, Companion etc.). Become aware of what is expected of the Pathfinders; know what

the requirement is asking for. Make sure you understand the stated objective for the requirement, and then familiarize yourself with the resource material.

2. Assess the number and needs of your class

Get to know details about the members of your Pathfinder class. Who are they, what are their learning abilities, and what are their attitudes to the particular subjects? Are there any Pathfinders in your group who require extra help in learning information? Could there be problems in the particular methods you choose to teach the class?

3. Work out your teaching plan

Instructors will need to develop a suitable teaching plan based on the following:

- a. The total number of 30-minute periods required to teach the class
- b. The number of 30-minute periods required to teach each section of the Classwork (Bible search, camping etc.)
- c. The alternative teaching methods available for teaching each requirement
- d. The particular time and place when you will be teaching the requirement
- e. The availability of additional resources and background material
- f. The method of evaluation to be used when the requirement is completed

Further Resource Material:

PATHFINDER CLASSES

In considering the Pathfinder program, there are many areas in which one should become involved in order to guide the development of a well-rounded Pathfinder.

Pathfinder Classwork

"The children are to be trained to become missionaries; they must be helped to understand distinctly what they must do to be saved" *Counsels to Parents, Teachers, and Students*, p. 168. And the best preparation is the "harmonious development of the physical, the mental, and the spiritual powers. It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come" (*Education*, p. 13).

"Since both men and women have a part in homemaking, boys as well as girls should gain a knowledge of household duties. To make a bed and put a room in order, to wash dishes, to prepare a meal, to wash and repair his own clothing, is a training that need not make any boy less manly; it will make him happier and more useful. And if girls, in turn, could learn . . . to

use the saw and the hammer, as well as the rake and the hoe, they would be better fitted to meet the emergencies of life" (*Education*, pp. 216-217).

It was from the study of this and other similar messages that the Pathfinder Classes were developed, and all the requirements for these classes are based on this instruction. They include, therefore, Bible and nature study, the learning of useful and helpful things to do about the home, out-of-door activities, first aid, personal and home hygiene, physical fitness, and service to others.

All of this helps the youth to find true happiness in witnessing and to become a member of a great army of Adventist youth whose talents and energies are committed to Christ. They will be those whose hands are ready to grasp *any* emergency and turn it to the glory of the great Master Guide. The Pathfinder Classes include Friend, Companion, Explorer, Ranger, Voyager, and Guide.

One of the main objectives of the Pathfinder Club is to prepare the youth for life with its emergencies and help the youth to become useful to both God and man. The Pathfinder class program has been established with this in mind. It therefore seems important to guide the Pathfinder into this program of self-improvement.

Pathfinder Classes and School

Since the club director has the responsibility to oversee the completion of all Pathfinder class requirements where the church operates a school, the director should go to the school and make arrangements to work with the teachers in the Glasswork, then continue to keep in touch with the teachers to confirm the Pathfinders' progress. All Investiture services are to be arranged by the Pathfinder Club director with the area coordinator/conference youth director.

Where there is a church and a school dealing with many of the same Pathfinder age children/youth, the Pathfinder Club and the schoolteacher should work closely together in helping the Pathfinders finish their class requirements. The school might sponsor memory work and reading the required books; the club could help with the skill requirements. The school can easily help the Pathfinder get a needed Honor in connection with regular Classwork. Then the club can help in getting other Honors that are hard for the school to complete. Among the most difficult requirements to complete are the swimming skills, important skills that all should enjoy. The ability to handle oneself in water in an emergency could be the means of saving a life. The club may take the initiative and arrange for swimming lessons during the year so that this requirement can be completed.

Pathfinder Advanced Classes

The Advanced Class levels are based on outdoor skills. These levels are best suited to the Pathfinder Club. To be able to enjoy the out-of-doors and to be

able to meet emergencies are good reasons why these skills should be taught by every club.

AY Honors

"As a rule, the exercise most beneficial to the youth will be found in useful employment. The little child finds both diversion and development in play; and his sports should be such as to promote not only physical, but mental and spiritual growth. As he gains strength and intelligence, the best recreation will be found in some line of effort that is useful. That which trains the hand to helpfulness, and teaches the young to bear their share of life's burdens, is most effective in promoting the growth of mind and character. ... it is essential for every youth to have a thorough acquaintance with everyday duties" (*Education*, pp. 215-216).

During the Pathfinder years youth love to work on AY Honors and to display them after they have been earned.

Tips for Maintaining Enthusiasm for Pathfinder Honors

1. Have a definite date for completion. When the class is started, plan to finish the work within that time period. This gives the student that enthusiasm needed to know that the class is moving along and going some place. If it goes over into the next period, interest will wane and it will be harder to complete.
2. Make the classwork worthwhile. If interest is to be kept at a high level the classwork must not only be fun but also informative and helpful. If requirements are glossed over lightly the student gets the idea that the Honor doesn't mean much. Before receiving the Honor a test should be given so that it can be *seen* that the person knows the answer to all questions. The Pathfinder must do all the requirements. A class notebook is helpful in keeping up interest, and it also gives the student something to take home that can be a source of reference in the work accomplished. It also helps parents feel that the child is really getting something worthwhile.
3. Waiving requirements. In some of the class requirements there may be something that cannot be done in your area. No club may decide that a certain requirement cannot be met and therefore unilaterally waive the requirement. The conference/mission youth director must be notified and approve of any change in the published requirements. When this approval has been given in writing, the club is then free to change or waive the requirement as instructed.
4. Meeting Pathfinder Honor requirements. The following guidelines will serve in checking Pathfinder Honor requirements.
 - a. The work must actually be performed. Each question must be answered correctly and each requirement must have been met. Honors should not be given on the idea that the person could easily do the

requirement.

- b. All Honors must be signed for by the instructor, conference youth director, Master Guide, Pathfinder Club director, or church-school teacher on the special form provided by the conference.
5. Encourage each Pathfinder to aim at Master Awards. Pathfinder Honors are categorized into the following groups:
- Arts and Crafts
 - Health and Science
 - Household Arts
 - Nature
 - Outdoor Industries
 - Outreach
 - Recreation
 - Vocation

A Pathfinder may earn a MASTER AWARD by completing seven Honors in a given category. After completion of the seven Honors in one category, the Pathfinder should inform the Pathfinder director, who will contact the conference youth ministries director to secure the Master Award patch. Like the Pathfinder Honors, the Master Award is presented *preferably* at a club meeting, campout, school, church, or Investiture. For additional information and a complete list of Honors see the Pathfinder Honor Handbook.

6. Investiture Services.

It is the responsibility of the Pathfinder Club director to ask the conference to conduct the Investiture service. Where there is no club, the church-school teacher places the request. All who are to be invested must be able to present their Pathfinder Class card to be signed by the conference youth ministries director prior to the Investiture service. Records are kept both by the Pathfinder Club secretary and the conference office of all who receive certificates, Honors, and pins.

Section Seven

Camping and Outdoor Education

..... (120 min.)

Objective

To develop an awareness of basic camping and outdoor skills necessary for outdoor leadership.

Explanation

Participants are required to give study to the following:

1. Philosophy of camping(20 min.)
2. Basic camp planning(30 min.)
3. Types of camping(20 min.)
4. Basic components of good camping(30 min.)
5. Nature study (20 min.)

Teaching Resource

1. Philosophy of Camping (20 min)

In this section we emphasize the importance of camping and outdoor education in the Pathfinder program. It must be emphasized that we are only discussing basic aspects in this session—the real learning takes place in the outdoors.

Outdoor living holds a tremendous potential in spiritual values and character-building elements. Campcraft offers great opportunity for practicing democratic group procedures; for building self-reliance, resourcefulness, self-discipline, and respect for other people; for practical application of nature lore and for its greatest appreciation; and best of all — Pathfinders like it. It is therefore recommended that, outdoor living with its multi-skilled requirements compose a large segment of the year's Pathfinder program.

This is especially true when one considers that familiarity with the wilderness may be a great asset in the days to come. The experience that is gained through fellowship in camping and the skills developed in outdoor survival will be very helpful to God's people in the time of trouble.

a. Recreation in the Open Air

In this age of artificial amusements and synthetic excitement, we should turn to outdoor recreation. God counsels in *Messages to Young People*, pages 380, 381 "There are modes of recreation which are highly beneficial to both body and mind. An enlightened, discriminating mind will find abundant means for entertainment and diversion, from sources not only innocent, but instructive. Recreation in the open air, the contemplation of the works of God in nature, will be of the highest benefit."

Camping provides many opportunities for individual and group development. Let us discuss these under two headings: Benefits to the Individual and The Camper's Lifestyle.

b. Benefits to the Individual

1. An intimate knowledge of nature with a love for all her facets which will never leave and will constantly bring back nostalgic memories and a longing to be outdoors again.
2. A perception of nature's blueprint for keeping all things in balance and interdependent upon each other, and one's place in the scheme of things.
3. A meaningful spiritual awakening that reveals God's presence and touch in everything as the camper views the majesty of a high mountain, the peace of a quiet valley, the glory of a colorful sunset, the glint of sun-light on the lake, or dewdrops glistening on an intricate spider web.
4. An understanding of the true meaning of conserving natural resources and the reasons that immediate action is necessary if we are to save any of the little that remains after so many years of neglect and destruction by our affluent society, which has assumed that the supply of natural resources is inexhaustible.
5. A new self-respect and self-confidence as one learns to manage for oneself and do things others may previously have done for him or her. Others are too busy with their own jobs to pamper or pick up after another camper.
6. A pride in one's ability to improvise and make do with what is available. At camp the Pathfinder cannot run to the store to replace something damaged or satisfy the whim of the moment.
7. A feeling of at-homeness in the out-of-doors as one learns to use natural materials, selecting and preparing those best suited to his or her needs with such simple tools as an axe, knife, or saw.
8. A respect for the dignity of work and the satisfaction that comes from sweating and struggling to cook over a smoky fire, construct a lean-to shelter, or build a bridge across a stream.
9. Pride in good health and physical fitness that vigorous outdoor life brings as it stimulates the camper's lungs and heart, exercises muscles, and produces an appetite for the simple, nutritious meals cooked outdoors or planned and served indoors.
10. A new and more realistic sense of values as one notes how unimportant such things as money, material possessions, IQ, and fine clothes are in assessing the true worth of an individual. In camp one finds that the happiest, best liked, and most respected counselors and campers have spurned outward appearances and material possessions.
11. A feeling of community, pride, and the satisfaction that comes from serving others, as one maintains the campsite for the benefit of present and future campers.

c. Benefits of Camping Activities

1. Developing lifetime hobbies and sometimes a vocation. Experience in a

wide variety of activities discloses the camper's interests as well as aptitudes and broadens his or her perspectives, building understanding and appreciation for the interests of others. Camping aims to develop all-around abilities rather than specialization in a few, as is so often done in school sports and other activities in which only a few are chosen to participate while the majority remain on the sidelines to cheer.

2. Encourages one to try to improve one's own performance. Although there is enough competition to give those with superior ability a chance to shine, most of the emphasis is on self-improvement. This is preferable to the situation in a highly competitive program where a few nearly always do well and may become smug and conceited, while others are usually well down the scale, become dejected, and have a "don't care" attitude.
3. Having just plain fun as well as the excitement and new experiences every normal child craves but doing it in a wholly safe and sane way. Youngsters who can find their thrills this way will never "need" to resort to stealing, fighting, or killing just for "kicks."
4. Developing a wholesome curiosity and desire to investigate and learn. The whole camp approach is "Let's go and find out."
5. Learning how to properly balance work, play, rest, and alternate periods of vigorous activity with those less active; observing regular hours for rest and sleep.
6. Education on the wise use of leisure time, choosing activities that recreate rather than kill time. This fulfills one of society's greatest needs as leisure time increases and working hours decrease. Many of the out-of-doors camp activities (canoeing, swimming, hiking, boating, fishing, camping out, nature study, horseback riding) provide the interests and skills necessary to take advantage of our rapidly expanding parks and other recreational facilities. Although football and basketball may be fine school sports, few will continue in them after school days are over.
7. Learning to enjoy simple pastimes that don't cost a lot of money as well as learning to entertain oneself instead of relying on others or on canned entertainment.
8. Developing appreciation for serious and thoughtful programs by participating in vespers, observing Sabbath, and enjoying campfire programs based on thought-provoking themes and rituals.

Spirit of Prophecy quotations:

"Those who sacrifice simplicity to fashion, and shut them-selves away from the beauties of nature, cannot be spiritually minded. They cannot understand the skill and power of God as revealed in His created works; therefore their hearts do not quicken and throb with new love and interest, and they are not filled with awe and reverence as they see God

in nature" (*Testimonies*, vol. 2, p. 584).

"As the works of God are studied, the Holy Spirit flashes conviction into the mind. It is not the conviction that logical reasoning produces; but unless the mind has become too dark to know God, the eye too dim to see Him, the ear too dull to hear His voice, a deeper meaning is grasped, and the sublime, spiritual truths of the written word are impressed on the heart" (*Christ's Object Lessons*, p. 24).

"Christ sharply reproved the men of His time because they had not learned from nature the spiritual lessons which they might have learned. All things, animate and inanimate, express to man the knowledge of God" (*Testimonies*, vol. 4, p. 580).

"The more quiet and simple the life of the child, — the more free from artificial excitement and the more in harmony with nature, — the more favorable it is to physical and mental vigor and to spiritual strength" (*Education*, p. 107).

"So far as possible, let the child from his earliest years be placed where this wonderful lesson-book [the book of nature] shall be open before him.... In no other way can the foundation of a true education be so firmly and surely laid" (*Education*, p. 100-101).

"From His earliest years He [Jesus] was possessed of one purpose; He lived to bless others. For this He found resources in nature; new ideas of ways and means flashed into His mind as He studied plant life and animal life.

". . . He was trying to understand the reason of things. Heavenly beings were His attendants, and the culture of holy thoughts and communings was His. From the first dawning of intelligence He was constantly growing in spiritual grace and knowledge of truth.

"... Every child may gain knowledge as Jesus did" (*Desire of Ages*, p. 70).

d. Spiritual Values in Camping

Never in the history of the world has so much depended on the spiritual orientation of youth. And no group of people—preachers, teachers, or parents — has a greater opportunity to direct that orientation than the people who live with children and adolescents through camping experiences of the summer months. Lives have been changed in summer camps. No one goes through a camping experience without its leaving some mark upon his or her spirit. Whether you know it, whether you desire it, you are going to affect, for good or ill, the spiritual lives of the young people with whom you deal.

In speaking of spiritual values in camping we are not dealing with the

teachings of any religious group — their doctrine or any form of worship —but rather with that which will lead us to an experience of orienting our souls toward God and toward our fellow men. Test the spiritual values of your camp life.

1. Closeness to nature

In camp you build your own shelter of native materials, and cook your own food over an open fire. As you do these things, you are close to nature and you come to know her as a friend. You climb hills, discover the treasures of the forest or meadow, make friends with trees, birds, animals, and even insects. Having this experience will call out a sense of wonder—the purest approach to the reality of God.

2. The Experience of harmony and order

The tragedy of today's living is that we have lived so long in the presence of the distorted and the abnormal that we actually mistake abnormality for normality and distortion for real. Think of the world to which these campers of ours belong —a world of blaring radios, television, gangster comics, torrid movies, wild music, and art without meaning. Then think of the world to which we are privileged to introduce them — a world of balanced harmony in light and shade, color variety, trees, and mountains. And all have beauty just in being themselves.

If we are to cure the sickness of a maddened world, we must return to nature for the greatest lessons that God would have us learn. In our camping experience we come into the presence of God's design.

3. God's great creativeness

As we finger clay, dabble with paint, or learn to weave, we do not set out just to imitate nature. There is within the human spirit that urge that makes us akin to God — the urge to create out of the deepest yearnings of our spirit.

4. Adaptability

Nature is inexorable. Rain falls in spite of our fond desires. But when we learn to live with nature, to adapt ourselves to her moods, we find that in every aspect she is beautiful. To a real camper the circumstances of life become a challenge, and in nature's every aspect appears the hand of God.

5. Cooperative fellowship

It is here that the camper will discover community. We are members of one another, and our world is going to disintegrate completely unless we recognize it. There is also discovered a democracy, the sharing of responsibility. Democracy also means a leveling process in which at times the camper may even be able to teach the counselor, and all artificial distinctions drop away.

CASE STUDIES

How would you solve these problems?

Below are four situations typical of those that could develop in your camp or during other type of outdoor activities. After studying the case description, decide which of the statements following it would be the best solution, and place a check mark before it.

Case One

A counselor and his Pathfinders make plans for a short hike and cookout. They plan the menu and divide the responsibilities. At the campsite, Jerry and Ben go to get firewood while the other boys cook the meal and tend to their duties. In the space of a few minutes there is a scream and Ben yells for help. The counselor hurriedly makes his way to Ben and finds that Jerry has badly cut his leg with the axe. He administers first aid, and the unit makes its way home with the wounded boy, their fun spoiled by an accident. What would have been the best method of preventing this misfortune?

- 1. The boys should not have been permitted to use the axe.
- 2. The counselor should have accompanied the boys who were getting the wood.
- 3. A project that would have been safer should have been planned.
- 4. The boys should have been given better training in the use of the axe.

Case Two

The Pathfinder unit decides to go horseback riding with their counselor, Anne. All of them have ridden horses before. Anne asks each of them to walk the horse whenever footing is unsure. All goes well until they start back to the stables. A short distance from the stables, on a rocky, downhill trail, Susie, who is riding at the head of the group, lets her horse break into a trot. The other Pathfinders follow Susie's example, but Anne who is the last rider, holds her horse to a walk and brings up the rear. When Anne arrives at the stables, she reprimands Susie and tells her she cannot ride with the group again. What would you have done?

- 1. Ignored the incident, since no one was injured.
- 2. Ridden at the head of the group.
- 3. Made the same decision that Anne made.
- 4. Reprimanded all the Pathfinders and deprived them of future riding.
- 5. Discussed the situation, explaining the reason for the safety precaution and warn that the infraction should not

occur again.

Case Three

A Pathfinder Club is having an overnight camp out by the lake. When the campfire is over, a movement starts among the group to go for a moonlight swim.

What should the counselor do?

- 1. Tell them moonlight swimming is against the rules.
- 2. Lecture the group on the dangers, then let them decide.
- 3. Tell them you wish it were possible, but the hazards outweigh the pleasure.
- 4. Say nothing, allow the group to swim, and do your best to ensure safety.

Comments on case: In case three, a situation is presented in which on the impulse of the moment, Pathfinders suggest an activity having some grave safety problems. It should be assumed here that the leadership has decided that the dangers outweigh the advantages. It is a question of the Club director and staff being able to present convincing and sound reasons for refusing the request. It would also be wise to substitute some other safe activity in place of the moonlight swim. It is a case in which the staff should carefully canvas the possibilities and anticipate such a turn of events, getting the group to agree to a program that did not include a moonlight swim.

Case Four

John is the counselor of a unit that has asked for an overnight hike, which will mean the preparation of two meals out-of-doors. Although most of the members have been on similar trips before, John does not feel that he is qualified to lead his group on the proposed trip.

What should he do?

- 1. Ask a more experienced counselor in campcraft to accompany him and his group?
- 2. Persuade his unit to take a less extensive trip that he is more capable of leading?
- 3. Refuse to consider the trip?
- 4. Go with the group and learn as he goes?

Comments on Case: Counselors need to have had experience in outdoor skills before leading a unit. In this case, John is unfortunate to have been caught in a situation in which he feels unqualified to lead his group on a proposed trip. A counselor's influence with his group is enhanced when he demonstrates skills that are applauded by the group. It would be well for him to go out into his

own backyard and cook a meal or two, and then go with the group and learn as he goes.

2. Basic Camp Planning(30 min.)

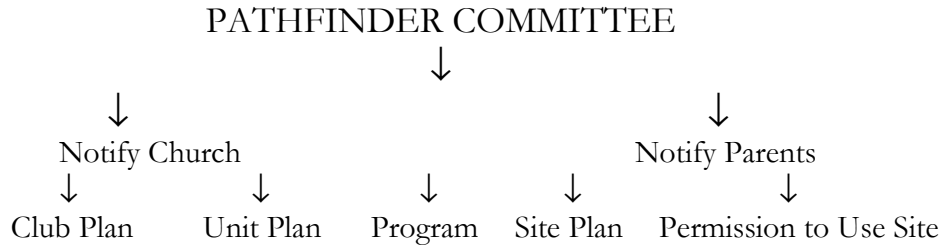
In this section we look at factors that relate to individual, unit, and club planning.

1. Planning a campout
2. Program planning
3. Guidelines for a good campout
4. Basic hiking List
5. Country Code

Planning a Camp

In Pathfinder Clubs, camping and outdoor activities are a necessity and are highly beneficial to both body and mind.

It is our aim to give you a sample of what is required of each leader in planning a campout. These suggestions will prove beneficial to all who plan and those who participate, making your camp not only successful but enjoyable.



a. Club Planning

1. Go for a reason
2. Transportation
3. Tents
4. General gear
5. First-aid kit
6. Camp personnel
7. Food
8. Plan meetings around a theme
9. Campsite inspected prior to campout

10. Secure permission from owner of land
11. Hygiene
12. Safety
13. Notification of parents and Pathfinders

b. Unit and Individual Planning

1. Menu
2. Correct wearing apparel
3. Sleeping bag and ground cover
4. Personal First-aid kit
5. Backpack packed properly
6. Cooking utensils
7. Arrange items for campfire
8. Chaplain's duties

Program Planning

Here is a suggestion for a weekend campout.

Friday

- | | |
|------------|---------------------------------------|
| 3:30 p.m. | Arrive at church |
| 4:00 p.m. | Leave for campsite |
| 5:00 p.m. | Set up camp (Campfire) |
| 6:30 p.m. | Open Sabbath (Deputy Director) |
| 7:30 p.m. | Campfire (Devotional and Sing-a-long) |
| 9:30 p.m. | Bedtime |
| 10:00 p.m. | Lights out |

Sabbath

- | | |
|------------|-----------------------------------|
| 6:00 a.m. | Rise, wash, dress |
| 6:15 a.m. | Morning worship (units) |
| 6:30 a.m. | Morning walk |
| 7:30 a.m. | Breakfast |
| 8:30 a.m. | Prepare camp for inspection |
| 9:00 a.m. | Sabbath School and Church Service |
| 12:15 p.m. | Lunch |
| 1:00 p.m. | Unit Activity |

- 2:00 p.m. Sabbath afternoon program
- 4:00 p.m. Nature Honor
- 5:00 p.m. Evening meal
- 6:30 p.m. Close Sabbath (Deputy Director)
- 7:00 p.m. Prepare for campfire
- 7:30 p.m. Campfire program
- 10:00 p.m. Bedtime and lights out

Sunday

- 6:00 a.m. Rise, wash, dress
- 6:15 a.m. Morning worship (as a camp or by units
- study SS Lesson)
- 6:30 a.m. Breakfast
- 7:30 a.m. Prepare campsite for inspection
- 8:00 a.m. Campcraft, knots, lashings, physical
requirements, games, and swimming
- 12:00 p.m. Lunch
- 1:00 p.m. Break camp
- 2:00 p.m. Leave campsite
- 5:00 p.m. Arrive at church

As leaders, you may think the above suggestions are too organized, but remember that young people like to be active; if they are not active they will get into mischief. Also remember that Satan finds something for idle hands to do.

Guidelines for a Good Campout

1. General rules for running the campout
 - a. Insist on absolute consideration for the other person. As a result there will be no practical jokes, the person and property of each will be out of bounds for all others; all camp chores will be shared; the nights will be quiet; sanitation and personal cleanliness are a must. Tents are not disturbed.
 - b. Everyone will take part in all the activities, including discussions, worship, instruction, and practical learning. Teaming up is half the fun.
 - c. Be sure that all campers and staff recognize that God is camped with us. This will show in our words and attitudes. Any Sabbath kept during

the campout will show our loyalty to God. We will all join in thoughtful worship, morning and evening. The natural surroundings will be cared for as His contribution to our pleasure.

2. What to bring
 - a. Hiking clothes, including boots and rain gear, suitable to enjoy water, mud, sun, rain, without worry of ruining them
 - b. Change of clothing for night wear or emergency; including an extra warm sweater
 - c. Food as listed, eating and cooking gear, cleaning up needs
 - d. Sleeping bag, ground cover, compass, flashlight (able to throw a good beam for several hours)
 - e. Bible, pamphlet, notebook, ball point pen, personal First-aid kit
 - f. Personal cleanliness needs, including toilet paper
 - g. Humor, patience, helpfulness, determination to make it a good trip for all
3. Cooking arrangements
 - a. Most easily done on a portable stove that may be used in a tent or under wet conditions.
 - b. Cook in pairs, sharing some utensils but campers should pack own food supplies
4. On the go
 - a. Time your hiking to arrive at suitable campsites (water, shelter, level ground) by Haismith's Rule.

Easy going	4.8 km/hr (3 mph/hr)
Easy scrambling	3 km/hr (2 mph/hr)
Rough country, deep sand, soft snow, thick bush	1.6 km/hr (1 mph/hr)

For every hour over five hours allow one hour for fatigue. For very fit and experienced walkers reduce time by one-third.
 - b. Train yourself mentally and physically to enjoy all types of weather and terrain. Practice coping safely with night walking, river crossing, exposure conditions, vertical climbs, and sleeping on the ground. Learn all you can from experienced hikers.
 - c. Keep a clear personal log, making your own map and compass readings to be responsible for your own safety. Do your own mapping where necessary. If conditions limit accuracy, state approximately how accurate your information is.
 - d. Fill in log books in huts you pass to facilitate any Search and Rescue operation, should such be necessary.
 - e. Notice the thrill of overcoming the unreasonable dislike of

- discomfort, wet clothes, muddy skins, darkness, solitude. You're tougher than you think.
- f. Get used to the weight of boots, the feel of wool next to the skin, the full pack on your back, and the sense of responsibility that goes with such freedom.
 - g. Develop the attitude that you are an invited visitor into God's world. He made it for you. Enjoy it!
5. When you come back
- a. Sort out your pack into:
 - (1) What you actually used
 - (2) What you could use from your observations
 - (3) What you now know you'll never use (discard it)
 - b. Next time look after the ounces (grams) and the pounds (kilos) will look after themselves.
 - c. Be thankful.
 - d. The benefits of such an experience will be felt long after the scars have healed!

Suggested Basic Hiking List

This is a supply for one hiker for one day.

FOOD

120g.....	Cereal, dry weight
120g.....	Raisins, dates, mixed fruit, nuts
3/4 cup	Powdered whole milk
1	Egg, fresh or powdered
6-8 sl.....	Wholemeal bread
60g.....	Margarine or butter
90g.....	Dried large fruits - apricots, apples
130g.....	White rice and lentil mixture, with some crushed nuts, 1/2 - 3/4 cup

Vegetarian soup powder, sufficient for 1 cup

Salt

1 cup Self-rising wholemeal flour

Fresh fruit

Home cooking, high calorie, high density, as a special Glucose barley sugar for emergency use only. Emergency supply of 130g rice-lentil mix.

If you want to bring some extras, do so, but be sure they can be shared around the group. You may want to bring a lunch to be eaten while traveling, or on arrival.

If you don't like something on the list, substitute a suitable quantity of something you do like, of equal food value and type to keep the diet balanced.

CLOTHING

One set of walking clothes suitable to the climate

Emergency set of clothing, including trousers or slacks, warm sweater, socks

An extra wool cardigan, if you think you will be cold

Windproof parka or jacket

Comfortable boots for walking, strong, good tread, worn with two pairs of thick woolen socks. Plan to wash and wear rather than carry extra underwear, etc.

Sleeping bag in weatherproof bag, groundsheet (waterproof, plastic)

Backpack

PERSONAL

Bible and Sabbath School quarterly

Hand towel, small soap, washer, comb, 2 yds toilet paper rolled small

Knife, fork, spoon, cup, bowl, frying pan, canteen, soaped steel wool

Water bottle, 1 liter, not glass, filled with clean water Maps and compass

Logbook (small notebook), hard cover, in plastic hag, waterproof

Ball-point pen that works

Money for emergencies

Your share of expenses

Flashlight with batteries to give at least 4 hours light, more on long trips

First-aid kit, small, band aids, triangular roll bandages, pain killer, antiseptic

Nylon cord, 4 yds.

Matches in water-proof container, half candle

Whistle

Hat

ABOVE ALL

A generous supply of kindly humor, friendly patience, willing help, and a determination to make it a good trip for everyone.

REMEMBER AND RECITE OFTEN

The benefits of such an experience are felt long after the scars are healed.

Check out the website: www.thru-hiker.com for new ultra-light ideas.

Country Code

When on a hike, participants should observe the following “Country Code.”

1. Contact the local police station if undertaking an expedition in unpopulated areas or for a lengthy period of time.
2. Guard against all risks of fire. Check on fire bans with local police.
3. Leave gates the same way you found them.
4. Keep dogs and/or horses under proper control.
5. Leave no litter. What goes out full can return empty.
6. Avoid damaging fences, gates, etc.
7. Ask permission to use private property BEFORE the expedition.
8. Check and safeguard water supplies.
9. Travel carefully on country roads.
10. Protect wildlife, plants, and trees.
11. Respect life of the countryside.

NOTE: Permission must be obtained from the owner BEFORE the expedition to camp on private property.

A Good Pathfinder Will

Be conservation-minded

I will help when and where I can to conserve our forests, waters, minerals, soil, grasslands, and wildlife.

Be careful with fire

I will build my fire in a safe place and keep it under control, and will be sure my fire is out before leaving it.

Be clean in the out-of-doors

I will not disturb the natural beauty by leaving my trash and garbage. I will not pollute rivers or streams.

Be considerate of property

I will respect public and private property and do no damage. I will take nothing but photographs. I will leave nothing but footprints.

3. Types of Camping20 (min.)

Let's look now at two basic types of camping.

- a. Site camps — "Static"
- b. Traveling camps

It is said, "Variety is the spice of life." While this is not always true, it is fairly true of camping. To do the same thing over and over becomes monotonous and boring. Pathfinders, while they enjoy camping and will stick with the program, like adventure, challenge, and development of new skills. This is especially applicable to the older age group. The harder the challenge the more enjoyment they seem to get, especially when the challenge can be accomplished. It is damaging to set before a young person a goal that you know cannot be achieved. Always set realistic goals.

The goals you set are determined by the type of camp you have. If you plan to teach your group abseiling or rappelling, then don't wear them out by having hiking, biking, canoeing, or other types of physically exhausting camps. Plan to concentrate your efforts in both theory and practice on achieving the goal. A site camp would be preferable for this goal, with transport readily available in an emergency. Try to achieve ONE major goal in a campout with subsidiary goals that point to the major goal.

Remember that your site must be checked out beforehand so that the goal you hope to achieve will be realized. Goals determine the site.

Don't always find a nice site then work your campouts around that site. Good sites are hard to come by and it is easy to plan a camp once you have a site, but invariably you will find that the type of camp you offer will become stereotyped. This is all right for a new Club or for new Pathfinders, but it is not satisfactory for older members or for you as a leader to continue to do this. Both your older Pathfinders and your own initiative will soon be in a rut and the excitement of new horizons will become lost. Have you ever wondered, "Why do kids enjoy camping so much when it seems such a lot of hard work and inconvenience?" It just might be that you are already experiencing this syndrome. Plan to do something exciting, something different, and your enthusiasm will challenge the older Pathfinders.

Let us list some of the types of camps that you could organize.

a. Site Camp

It is good to have at least one each year. A site camp is simply a camp to which you drive your vehicles, erect your tents, camp at the same place, then drive home at the conclusion of the camp. All activities focus around the site.

These campouts are really good in that they help you to achieve a whole variety of things such as:

- Pathfinder classwork
- Campercraft Honors

Swimming Honors	Bible camps
Rock Climbing	Axemanship
Hiking	Track and trail
Fire building	Lashings/knots
Nature Honors (trees, ferns, flowers, etc.)	Fire Building
Signaling	Orienteering

Make sure that there is a purpose to each campout you have, and that people are there with sufficient knowledge in particular areas to help you realize that purpose. Don't make your goal "to have a good time." This must be a by-product of your camp, rather than an end in itself. Meeting new challenges, seeing new horizons, and developing new skills (which is education) provides adventure that will ensure that everybody has a good time. The balance between what is done in 1) the theoretical way, and 2) a practical way, will largely determine the "great time" that was had.

Don't overburden with theory, but make sure that sufficient has been learned to avoid pitfalls. They say "a fool learns by his own mistakes but a wise man learns from the mistakes of fools."

b. Traveling Camps

These camps move from one location to another and are designed to bring out initiative, resourcefulness, courage, strength, and ability while putting into practice the things a Pathfinder has learned. Site camps can do this, too, but there is a challenge and a sense of achievement and adventure that can be gained on a traveling campout that cannot be achieved on a site campout. A Pathfinder has to learn to depend on his or her physical well being, knowledge and equipment to a far greater capacity, and in all these things sees the hand of God more clearly revealed. When you are halfway between point A and B, and are exhausted and feel that one more step will be your last, it is then that a person realizes his or her extremity and reaches out for help. At the conclusion of the campout that person has achieved the seemingly impossible but is determined to be more physically fit, have better equipment, and know more of what is to be done the next time.

It is important to encourage the ones who drift to the rear and slow those who race to the front. The first hour or two will usually indicate what the general pattern will be, and it is important to check it before it gets out of control. It is wise to make an announcement that "someone" (who knows the way) will lead and "someone" will bring up the rear. All Pathfinders must then be contained between these two leaders. This must be strictly enforced for the first day or two, depending on how long the group is going to travel. Nothing is more psychologically devastating to a traveling camper than to be always at the end of the line, and who

knows what trouble they could be in if left to struggle while everyone else tears ahead. Sometimes these campers need to be put to the front. It is amazing how much faster they travel when they take the lead. It is not wise to scold, for that will cause even more discouragement. It is better to play psychological games with everyone, thus encouraging all to be more helpful.

The person who consistently barges ahead in the lead must be held back. He or she can get into all sorts of difficulty, and may be involved in an accident or get lost by such foolhardiness. That person also needs encouragement in being helpful to the group. Maybe he or she could carry a bit of extra weight from the slower ones or help the slower ones by walking with them and thus encouraging them or ministering to their needs. Whatever happens, it is essential that the group be contained and move forward as a group.

It is important that all equipment taken on a travel campout be of good quality. Repairs along the way often make the poor quality article worse. Sometimes something can be rendered irreparable on the first day and you are then stuck without a necessary piece of equipment for the rest of the camp. Although the chances of having to do so are minimal, it is usually much easier to repair something of good quality.

The following are a few of the travel campouts that could be enjoyed by Pathfinders.

- | | |
|------------------|--------------------|
| a. Hiking Camps | e. Mini-Bus Safari |
| b. Canoe Camps | f. Car Safari |
| c. Bicycle Camps | g. Bus Tour |
| d. Ski Camps | |

The last three are almost relegated to site camps as the vehicle almost becomes the site. Pathfinders usually can only enjoy these as entertainment rather than as actual participants.

The first three travel campouts are within the scope of most Clubs. The fourth is great fun in proper climates.

Before undertaking any travel campout make sure that a reconnaissance trip has been made. Make sure that the leader of the trip knows exactly where to go, where water is available, and the sights to point out to the Pathfinders. A mixed group of fifteen or more will usually take twice the time that a leader will take. For example, if you can briskly walk, canoe, or cycle a distance in 2 hours, it will usually take the larger group 4 hours.

This can be reduced somewhat for a smaller group of people.

It would be a good thing to plan a traveling campout at least once a year. Keep Sabbaths as a rest day and generally use a long weekend.

This type of campout is especially needed by the older Pathfinders. Even the younger ones enjoy the challenge.

4. Basic Components of Good Camping (30 min.)

In order for campers and leaders to enjoy camping, one needs to be aware of quite a few factors.

In this section we will discuss seven of these factors (see the following headings) and complete a true-false test on camping.

- | | |
|---------------------|----------------------------|
| a. Selecting a site | e. Camps and Shelters |
| b. Water supply | f. Fire Building |
| c. Firewood | g. Outpost Cooking |
| d. Sanitation | True/False Test on Camping |

a. Selecting a Site

First among the absolute essentials is a desirable place to pitch your tents. High, dry ground is of paramount importance, with careful consideration given to natural drainage. Wet, or even damp beds, muggy clothing, and mildew in camp belong only to tenderfeet, and are responsible for all sorts of colds, sore throats, and other discomforts. Also, summer storms are often very sudden and severe in their nature. Select a spot that can never be "drowned out," no matter if it should rain all summer. Do not depend merely on your trenching, but locate so that the nature of the soil and the "lay" of the land will care for any oversupply of water quickly and efficiently.

Avoid gullies, or dry stream beds. Keep out in the open as much as possible, and on high, solid ground. Aside from storm danger, high, well-drained ground should be sought because such ground is always cooler, more healthful, and with fewer mosquitoes and other camp pests.

b. Water Supply

The second most important consideration is to locate reasonably near a sufficient supply of clear, cool, drinking water. You can carry fuel some distance and enjoy the task, but when every bucket of water has to be carried in, the arrangement is bad because 1) you never have the water when you want it, and 2) if it is hard to get, you will be entirely too sparing of its use.

You cannot be too careful about your water supply. Don't take anything for granted. Investigate its source thoroughly before using it. Generally speaking, a spring is safest at its source. Even if you are fortunate enough to have such a spring, look it over very carefully and give it a thorough cleaning before use. A tiny bit of seepage, or

surface water running in from above, may pollute even a mountain spring. There is on record, evidence that more than forty cases of typhoid fever, occurring in a certain camp, were traceable to a spring that SEEMED absolutely clean and safe.

Springs along stream-beds that may become flooded at times of high water are always dangerous, and should be most carefully cleaned before use, especially if the bottom is covered with mud, leaves, and litter.

Avoid wells unless they are on a farm property where they are in constant use. Abandoned or only occasionally used wells are dangerous.

Doctor Charles E. A. Winslow, the noted biologist, makes the following worthwhile suggestion about water:

"The source of danger in water is always human or animal pollution. Occasionally we find water which is bad to drink on account of its passage through the ground, or on account of its passage through lead pipes, but the danger is never from ordinary decomposing vegetable matter. If you have to choose between a bright clear stream which may be polluted at some point above, and a pond full of dead leaves and peaty matter, but which you can inspect all around and find free from contamination, choose the pond. Even in the bush it is not easy to find surface waters that are surely protected, and streams particularly are a dangerous source of water supply.

"We have got rid of the idea that running water purifies itself.

"It is standing water which purifies itself, if anything does, for in stagnation there is much more chance for the disease germs to die out. Better than either a pond or a stream, unless you can carry out a rather careful exploration of their surroundings, is ground water from a well or spring, though that again is not necessarily safe. If good water cannot be secured in any of these ways, it must in some way be purified. Boiling water will destroy disease germs."

There are numerous water filter/purifiers on the market today that are very good. Also very small amounts of bleach will purify water – always let it stand several minutes before drinking.

c. Firewood

Fuel supply also, is an important matter to consider in locating your camp. It is surprising how much wood it takes to supply a camp, even with reasonable economy. Before a permanent or even a long-term camp is finally located, the matter of quantity, quality, and accessibility of fuel should be looked into carefully. In this

connection, it is well to know what sorts of wood, native to your area, are most satisfactory for cooking and night fires. Generally speaking, the various sorts of hard wood burn more slowly and give a more satisfactory bed of hot coals for cooking. For a quick, hot fire, the soft woods will be better.

d. Sanitation

Your latrine should be far enough away that it cannot make your camping spot unpleasant, and yet close enough to be handy. Put lime on it every day, and use fresh earth generously. If it can be in a patch of trees or tall bushes, so much the better. Put the ashes from your kitchen stove or campfire into the pit daily as a disinfectant and deodorizer. Avoid placing the latrine so that the camp will be in line with it relative to the prevailing wind. Whenever possible, have the camp on the opposite side of a natural ridge. In any event, satisfy yourself that your water supply is absolutely protected.

e. Camps and Shelters

The best way to survive is to plan to do so, so the best shelter will probably be the one you take with you. If you know you are venturing into the forest, take a little care in planning your shelter. It might mean the difference between death and survival. Determine whether you need shelter from rain, cold, heat, sunshine or insects, or a combination of several of them, and plan accordingly.

Before you erect your tent, select your campsite carefully. Don't pitch your tent on a windswept ridge, a drafty gully, or on riverbanks and lakeshores likely to be subject to fog or mist. Don't pitch it under or near a dead tree as a limb may fall on it. Don't pitch it at the base of a steep slope or cliff where there may be a landslide. Avoid dry stream beds which might be flooded in a sudden storm. Don't pitch it near bee, wasp, or ant nests. Choose a site that is safe, well sheltered, and near fuel. An ideal place might be near a natural windbreak, such as a stand of trees with branches close to the ground, and on a slope which will provide natural drainage.

After you have selected the site, level it carefully. An uneven site can impose unnecessary strains on your tents, or cause it to sag. It can also be uncomfortable if you have to sleep on the ground. Clear the earth under and around the tent of loose sticks and stones. Chop away branches and roots which might prove a hazard when you are gathering firewood or walking from your fire to your tent. Sweep away dry leaves and debris that might harbor insects.

f. Fire Building

Fire has five main uses in survival.

- It keeps you warm.
- It cooks your food.

- It can help purify your water.
- It can dry you, your clothes, equipment, and food.
- It can be a signal for help.

Fire may also improve your morale and even protect you from wild animals. Knowing where and how to light fires, knowing the kinds to make and the hazards associated with making them are among the most important survival skills.

1) Fireplaces

The best place to light a fire is on bare ground. Within a radius of one meter of your fireplace clear the earth of bushes, leaves, twigs, grass, moss, and pine cones, otherwise you may be building not only a fire but a fire hazard. Indeed, bare earth itself may be a hazard if it is peaty earth because the peat may catch fire and smolder for long periods, even when the fire seems to be out.

Other potentially hazardous places in which to light fires are under a tree or against a tree stump. The fire may dry out the tree and ignite the branches which in turn may start a "top-fire," one of the most dreaded types of forest fire. A fire made under a snow-capped tree may melt the snow and the melting snow will put the fire out.

Good places to light fires are against rocks and boulders, on sand, and near the water's edge. In snow, marshlands, water or wet ground, build your fire on a platform of rocks or green logs. A layer of mud on the logs is sometimes useful.

If the materials are available, fence the fire with stones or green logs. This is especially important with cooking fires as the stones or logs provide a platform for your cooking pot. To increase the usable heat from your fire use a reflector: either build your fire against rocks or make a log reflector on the windward side of your fire.

Remember that the best fires are not necessarily the biggest ones. The bigger they are the harder they are to tend. Big fires use more fuel, are more difficult to extinguish, and are a greater potential hazard than a small fire. The best cooking fire is a small fire, fueled with small pieces of wood to provide quick heat. It need be no larger in diameter than the bottom of a frying pan or a camp oven. The most likely results of a big cooking fire are burnt food and fingers.

2) Firewood and Kindling

The best firewood is dry standing dead wood and dead branches

which have remained on trees. Wood found on the ground may be wet and difficult to light, although the inside of fallen tree trunks and branches may be dry even if the outside is wet. Wood gathered from ridges and high ground is generally better than that in gullies and swampy hollows.

Much dead wood will split easily when pounded on a rock. It may also be broken by placing one end of a branch on a rock and stamping on the branch. If you have an axe, cut nicks on either side of the branch, then bash the nick against a rock or log. If the axe wedges tightly in a block of wood, swing axe and wood into the air and strike the axe head against the ground with the wood uppermost.

Should you have a choice between softwood and hardwood, you will find the softwood easier to light. Pine, willow, and oak are easy to cut and easy to ignite. They burn quickly and make a hot fire, ideal for boiling a pan of water quickly, but they turn into ashes instead of embers. They also make good signal fires. Hardwoods, such as cherry, tend to burn more slowly and are ideal for campfires that have to last all night. They make good fires for roasting, broiling and baking and burn down to a bed of coals ideal for most cooking. If you have to use green wood, remember that it burns more easily when finely split.

There are two more things to remember about firewood. You will usually need more than you think you will, and you should keep some under cover in case it rains. Cut or gather plenty of it and stack it near your fire. Keep some in your tent or shelter in case it rains. A fire which burns out in the middle of the night because of lack of fuel may be more than a nuisance. A simple woodshed may be made by driving two forked branches into the ground, dropping a cross rail into the forks and using this as the support for the roof poles and rough thatching. A shed about three feet or one meter square on the ground and three feet or a meter high at the front should be adequate.

In treeless areas you will have to look for other natural fuels such as dry grass (which you can twist into bunches), bushes and animal dung.

To light most fuels you will need kindling, that is material which can easily be ignited. Fine light sticks of standing dead wood make good kindling, particularly if it is softwood. You may also split larger branches into finer pieces, using the dry inside parts if the wood is wet.

3) Lighting a Fire

The four steps in lighting a fire are: start a flame or spark, apply it to tinder, use the tinder to ignite kindling, and the kindling to set fire to heavier fuel.

Before you begin, prepare your fireplace; get your fire-starter, kindling and fuel together; ensure you have enough fuel to keep the fire alight; then build your fire. You build a simple fire by arranging sticks of kindling in the form of a low pyramid. The sticks must be laid close enough together for the flames to lick from one to another but far enough apart to allow air to circulate. A small opening should be left at the bottom for lighting. Once the light kindling is ablaze, lay heavier kindling across it, then add heavier fuel as the fire begins to burn more fiercely. Make sure that the air can circulate freely. Don't smother your fire by adding heavy wood too quickly or by adding too much heavy wood.

4) Starting a Fire (Match or lighter)

The easiest way to start a fire is with a match or cigarette lighter. If you know you are going into the woods or forest, you will probably carry matches with you, but you may forget that matches can get wet. Carry two or three supplies of safety matches in different parts of your clothing or pack. Keep them in a waterproof container such as a metal 35mm film container and seal the lid with waterproof tape. Coat the heads and sticks of the matches with candlewax or nail polish. Enclose the striking sides of a match box in the container. Many people prefer to use damp-proof matches rather than safety matches.

If you intend to use a cigarette lighter, get one with a hood and make sure you take an adequate supply of fuel and flints. You might also take matches to be doubly sure.

In some circumstances you can waste many matches trying to start a fire. It is therefore wise to carry a couple of candle ends. A candle is easily lit, it burns longer and more steadily than a match, and it may save matches if dampness or wind make fire lighting difficult.

To light your fire apply the flame of the match, lighter, or candle to tinder. Tinder is a highly flammable material used to catch a spark or flame. Newspaper is the most commonly used tinder in the home but plenty of other — and in many cases better — tinders may be found in nature. These include dry powdered wood, finely shredded bark, dry grass, birds' feathers or nests, fuzz scraped from bushes or trees, the fluffy pith of a dead palm frond or a handful of fine, dead twigs which are about the same thickness as a match.

To light a bundle of twigs you hold them in one hand and apply the flame to the ends furthest from your hand. Turn the bundle so that the wind blows the flame to the center. If you can't find dry twigs, take five sticks, each about 1 inch (25mm) thick, cut away the wet bark and wood on the outside, and make a fire-starter of them by shaving down curls of the dry inner wood. Leave the shavings attached to the sticks. Light these fuzz sticks with match, lighter, or candle.

Many people carry their own tinder. Strips of rubber from bicycle or car inner tubes, kerosene-soaked rags (carried in an airtight tin), lint, cotton waste, or a kerosene-soaked bandage (which may still be used as a bandage) are popular portable fire-starters.

Magnifying Lens

You can concentrate rays of sunlight on fibrous dry tinder through any convex lens 50mm or more in diameter. Lenses from cameras, telescopes or binoculars may be used.

Flint and Steel

If any hard, glassy stone such as quartz, agate, iron pyrites or flint is struck with a piece of steel, sparks will be produced. You can get a flame from the sparks by bringing the steel down against the side of the stone and allowing the sparks to fall into a nest of dry, fibrous tinder, then nursing the flame by fanning and blowing. A drop of fuel on the tinder will make it ignite more readily. If you have them, you will find synthetic flints made for cigarette lighters are better than natural flints.

Friction

This is the most difficult method of starting a fire. It involves rubbing wood together to produce a spark which ignites punk. In this context punk may be defined as a wood powder produced by the friction of wood against wood which will produce a spark.

A popular, but difficult method is the use of the firebow and drill. A wooden drill is rotated in a flat piece of wood so as to produce a fine powder of wood punk and a temperature at the drill point sufficient to start a spark.

The equipment required is a socket, a drill, a bow, a fireboard and tinder.

The socket, or headpiece, is made from a stone with a small hole in it or a piece of hardwood with a hole in it. As one of its

functions is to hold the drill steady, it should be large enough to be held comfortably in one hand. As the top end of the drill must revolve in its hole, the hole of the headpiece should be lubricated. Animal fat, wax, grease, oil, or graphite from a pencil will serve as a lubricant.

The drill consists of a straight, cylindrical stick about 1 foot (30cm) long and ½ inch (1.5cm) in diameter. One end is tapered so as to fit into the hole in the socket or head-piece, the other is sharpened to fit into a hole in the fireboard.

The drill is rotated by a bow about 20 inches (50cm) long. It is made from a strong stem cut from a fork. A piece of the main branch of the fork is left on the stem to become a handgrip which really should protrude at about 45 degrees from the stem. A thong of rawhide, leather, or shoelace is strung across the bow with sufficient slack to allow a turn or two to be thrown around the drill. It is important that this turn should be outside the drill, or to put it another way, the drill should remain on the outside of the thong. If it is gripped on the inside of the thong, the thong will be cut by friction against itself.

The fireboard or footpiece is a piece of flat wood with squared sides. It should be about 1 inch (2cm) thick and long enough to be held down by one foot while the bow is rotated at one edge. The board is prepared for drilling by cutting a drill pit about ½ inch (1.5cm) from one edge and an inverted V groove beneath it. The board is placed over the tinder so that the punk ground out by the drill falls on the tinder and any spark produced may fall there, too.

A right-handed person operates the firebow by kneeling on the right knee, placing the left foot on the fireboard, holding the socket with the left hand, bracing the left shoulder on the left knee and the left wrist against the left shin, then rotating the drill by drawing the bow back and forth. The point of the drill grinds out punk as it enlarges the hole. The punk falls into the inverted V groove and on to the tinder. The friction of the drill in the drill pit on the fireboard gradually generates a temperature high enough to make the punk smolder. When the first thread of smoke rises, press the drill more firmly into the pit and increase the speed of the bow strokes.

The sparks that fall on to the tinder then have to be nursed into flames by fanning and blowing. They are normally so small that they cannot be seen in daylight so the punk must be blown and fanned gently. Then the tinder may be wrapped around the little coal that results. Blow gently into the tinder ball to keep the coal glowing, stand, then whirl the ball at arm's length to set it alight. Place the ball in the fireplace and start the

fire.

Some wood produces punk which lights easily. The best test for useful wood is the feel of the punk. If it feels fine like talcum powder or only slightly gritty, it will light. If it is coarse or fibrous, it probably won't.

5) Types of Fires

Some general points about types of fires have already been made. For boiling water and most types of cooking, a small fire will suffice. A stone or green log fireguard makes a safer and more effective fire. If you have to heat several cooking utensils you can build a long small fire between two green logs or in a trench, or you can build two or three small fires. Cooking rates of different foods may be regulated by hanging the utensils at different heights over the fire.

For boiling water in a bucket-type container, use a forked stick supported by a log and held down by a stone. The container is hung over the fire from the fork.

More heat can be obtained from a fire by building a log reflector or by using a boulder to do the job.

A camp fire used in cold weather is a more substantial construction than a cooking fire. It may be built by crisscrossing three or four large logs in two or three layers and starting the fire with kindling on the top layer. It may also be made by crisscrossing two large logs in each of the lower layers and making the top layer of three or four smaller logs. The starting fire is built on the ground in the center of the construction.

A 'lazy man's' camp fire suitable for warmer weather may be made by making a starting fire at the junction of two large logs and pushing them together as they burn away, or by laying out more logs in a star shape and pushing them together as they burn away.

10) Extinguish Your Fire!

When you have finished with your fire, put it out. You don't put out a fire by kicking or scattering the embers. You douse it in water until it stops hissing and/or cover it thickly with earth. Then throw a bit more water and more earth on it to be doubly sure.

Do's and Don'ts of Fire Making

Do:

Clear a circle of one meter radius for your fireplace.
Light it against rocks or boulders or near water.

Keep it small for cooking.
Build it on a platform in wet conditions.
Use standing dead wood for fuel.
Use softwood to start it and hardwood to fuel it. Gather adequate supplies of fuel.
Keep some fuel under shelter.
Start it with a spark or flame applied to tinder.
Build it with kindling.
Fuel it with heavier hardwood.
Carry matches in waterproof containers.
Have some candle ends in your equipment.
Carry tinder with you.
Use a magnifying lens, flint and steel, or a firebow if you have no matches or lighter.
Extinguish your fire with water and earth.

Don't:

Light a fire on grass, moss, peat, or pine cones.
Light a fire under a tree or against a tree stump
Use wood picked up from the ground.
Build big fires or waste fuel.
Run out of firewood.
Smother your fire by adding logs before it is ablaze.
Waste matches.
Leave your equipment too close to the fire.
Leave a fire without putting it out—completely!

g. Outpost Cooking

The success of a campout depends largely on good food. If the Pathfinders enjoy the food, they will forget the other hardships and look back on the pack trip as being a successful and happy occasion.

Baking, Boiling, and Frying

Baking:

There are many different ways of baking food with camping equipment; in fact, you can bake almost anything on a campfire that you can bake at home in an oven. There are commercial camping ovens that are excellent, but bulky to carry. There are also commercial reflector ovens that fold up and are very light, fitting easily into a pack. These are used with a reflector fire that reflects the heat into the oven for baking.

Another method of baking is with a Dutch oven. To make a Dutch oven, place one of the larger camp pots on four stones over hot ashes and coals, and cover it with a frying pan for a lid. Then heap hot ashes and coals on top of the frying pan. This makes a good substitute for a Dutch oven. These ovens may also

be purchased commercially. The more things that Pathfinders can substitute or make themselves, rather than furnishing them with commercially made items, the more interesting and affordable the campout will be.

One rule about fires in baking is that very hot coals are needed. Coals give a much more even temperature than flame.

Boiling:

Little need be said about boiling, for this is one of the simple methods of cooking over a campfire. Any container that will hold liquid and will not burn may be used for boiling. The best fire is one that produces a hot flame. Remember that at high altitudes water boils at a much lower temperature, so cooking requires more time.

Frying:

Frying is another simple method of cooking over a campfire. Of all commercial utensils that campers usually carry, the most used is the frying pan. As one generally has to hold a frying pan to use it over an open fire, it is best to have a fire of hot coals rather than flames that will leap up and burn one's hand.

Cooking Without Utensils

To practice survival camping you will go into the woods with your Pathfinders and not take any manmade utensils. Forks and spoons can be whittled from wood or some other natural material. This is not difficult with a sharp pocketknife.

Bark Container:

To boil water a bark container can be made. Place the water in the container and heat stones in the fire. When the stones get hot, drop them into the container of water. As the stones cool off, remove them and drop in other hot ones. By continuing to do this, the hot rocks will cause the water to boil. A precaution: stand back when the rocks are dropped in. Some rocks will shatter when they hit the cold water. Avoid rocks such as granite that will explode.

Frying:

By using a flat rock over a hot fire one may fry different foods on the flat surface of the rock.

Green-leaf Method:

Many vegetables can be cooked by wrapping them in moist green leaves and placing them on hot coals.

Mud or Clay Method:

Mud or clay may be used to wrap some vegetables to be baked on hot coals. Eggs may be wrapped in this way and baked.

Orange and Onion-Shell Method:

The shell of an orange after it has been cleaned out, and an onion cut in two and hollowed out are excellent for cooking eggs. Break the egg into the hollowed-out area and put the orange shell or the onion shell on the hot coals.

Camp Bread:

Camp bread can be made by cutting biscuit or bread dough into strips, wrapping it around a stick, and baking it over hot coals.

Aluminum Foil Cooking

Aluminum foil is versatile for outdoor cooking. Be sure you get the heavier type foil.

Steaming:

Place the food on a double thickness of heavy foil. Fold the edges together firmly across the top and crimp foil and edges so that you have a tightly sealed package. If the food does not have much moisture in itself, sprinkle a little water into the foil before folding the edges. Place on hot coals.

Baking:

Lay the items on heavy foil, bringing the two sides up and folding firmly, leaving plenty of top room inside. Fold and seal the ends. Place near the coals. To brown, open end nearest the fire.

Frying:

Make a frying pan from heavy foil by turning up all the edges and pinching the corners to keep juices in. Place on a flat rock to keep it level. Cook over hot coals.

Roasting:

Place food on five layers of heavy foil. Bring all edges together to the top and twist, paper bag fashion. Bury with hot coals and cook slowly for several hours.

A Reflector Oven:

A reflector oven can be made in a jiffy with aluminum foil, making it possible for biscuits, pies, or cakes to be baked in a short period of time.

It would be well to have a model of a reflector oven to show the Pathfinders, or have the Pathfinders make one.

Damper:

Damper has been the camper's bread for a long time. It is made of flour, salt, sugar, and water. Use one teaspoon of salt and one teaspoon of sugar to each four cups of flour. Mix the dry ingredients and add just enough water to make a stiff dough. Roll out the dough to about one-quarter inch thickness and cut it into sections. Bake in a greased pan until the damper is bone dry.

Camp Bread:

Camp bread is a form of biscuit- or scone-dough bread and is made by taking a handful of flour for each scone. Add a two-finger pinch of salt, a three-finger pinch of baking powder and a one-finger pinch of butter or margarine. Mix in enough water or milk to make a stiff dough, stirring with your fingers. Flour your hands and shape the dough into twist or scone form. For the twist the dough is wound around a stick in a spiral, leaving ample space between for the heat to reach all parts of the dough and for the dough to rise. To bake evenly on all sides, turn the stick occasionally. If the dough is made into scones, it can be baked in a reflector oven.

True/False Test On Camping

1. Outdoor camping provides a favorable environment to influence young people. TRUE
2. The staff of the Pathfinder Club need not feel too concerned about the safety of the Pathfinders, since the parents have given their consent for them to join the club. FALSE
3. Accidents on camping trips are less likely to occur when Pathfinders are tired. FALSE
4. Meals for Pathfinders on camping trips should be planned and prepared by the staff because the members are not old enough to do it. FALSE
5. It is not important to be too particular about clothing on a campout. FALSE
6. In hiking, it is best to avoid frequent stops in mountains or hilly country because Pathfinders are eager to get to the top for the view. FALSE
7. Fuzz sticks are made from soft woods. TRUE
8. When bark from dead trees is used for tinder, it should be separated into thin strips and crumpled into a loose ball. TRUE

9. Pour on a lot of water quickly to put out a cooking fire. FALSE
10. To be safe when whittling, place thumb on back edge of knife blade. FALSE
11. To tighten loose head on hatchet temporarily, soak in water. TRUE
12. Water has to be boiled only five minutes for purification. FALSE
13. Bulky garbage should be buried in a fire. FALSE
14. Using a knife to poke at a hot fire will not hurt the blade. FALSE
15. If wind is coming from the east, it is best to apply the match to start the fire on the opposite (west) side. FALSE
16. If rain is coming, tent guy and peg ropes should be loosened. TRUE
17. If you are sitting in your pup tent during a rain-storm, it is all right to have your head or back against the canvas. FALSE
18. Resinous wood makes good coals for boiling. FALSE
19. A hatchet is safely worn back of hip with blade pointing toward the back. TRUE
20. Before starting to use an axe, underbrush and overhead obstructions should be removed. TRUE
21. When digging a trench around a tent, scatter the removed soil around, as you will not need it for any purpose. FALSE
22. When packing a knapsack, it is best to place the heaviest articles on top. FALSE
23. Rain caps and raincoats are packed on the top of pack for easy access and waterproofing purposes. TRUE
24. It is best to pitch tents in a nice grassy hollow if you can find one in the campsite. FALSE
25. When splitting wood, it is best to use another log for a chopping block to support the piece of wood being chopped. TRUE

5. Nature Study (20 min.)

Nature study is often referred to as "God's Second Book." In this section we will look at some factors that will help us prepare our Pathfinders to discover the excitement and thrill of nature study.

- a. The Importance of Nature Study
- b. Thoughts from the Spirit of Prophecy on Nature Study
- c. Objectives of Nature Study
- d. Nature Games Suitable for Sabbath
- e. Some Nature Study Methods

- f. Pointers on Leading a Nature Field Trip
- g. Notes on Running a Nature Walk
- h. Making Nature Hikes Interesting to Pathfinders

a. The Importance of Nature Study

"Go to the ant, . . . consider her ways . . ." (Proverbs 6:6).

"Behold the fowls of the air ..." (Matthew 6:26).

"Consider the lilies of the field, how they grow . . ." (Matthew 6:28).

"For the invisible things of Him . . . are clearly seen, being understood by the things that are made . . ." (Rom. 1:20).

What benefits come to the Christian from studying God's book of nature?

"... through the creation we are to become acquainted with the Creator. The book of nature is a great lesson book. . . . In these lessons direct from nature, there is a simplicity and purity that makes them of the highest value" (*Christ's Object Lessons*, p. 24).

How many need to study God's book of nature?

"All need the teaching to be derived from this source. In itself the beauty of nature leads the soul away from sin and worldly attractions, and toward purity, peace and God" (*Ibid*).

Is there any relationship between nature study and proper Sabbath observance?

"God designs that the Sabbath shall direct the minds of men to the contemplation of His created works. . . . The Sabbath, ever pointing to Him who made them all, bids men open the great book of nature . . ." (*Patriarchs and Prophets*, p. 48).

What was the Creator's objective in making the Sabbath?

"The object of the Sabbath was that all mankind might be benefited . . . the mind cannot be refreshed, enlivened, and elevated by being confined nearly all the Sabbath hours within walls, listening to long sermons and tedious, formal prayers. The Sabbath . . . is put to a wrong use if thus celebrated" (*Testimonies*, vol. 2, p. 582, 583).

How should all have the opportunity to spend a portion of the Sabbath?

"In order to keep the Sabbath holy, it is not necessary that we enclose ourselves in walls, shut away from the beautiful scenes of nature and

from the free, invigorating air of heaven. . . . During a portion of the day, all should have an opportunity to be out of doors" (*Ibid.*, p. 583).

How does Sabbath nature study concern the children?

"How can children receive a more correct knowledge of God, and their minds be better impressed, than in spending a portion of their time [on the Sabbath] out of doors, not in play, but in company with their parents? Let their young minds be associated with God in the beautiful scenery of nature, let their attention be called to the tokens of His love to man in His created works . . ." (*Ibid.*, pp. 583, 584).

What are some objectives to be kept in mind during our Sabbath contemplation of nature?

"The Sabbath, ever pointing to Him who made them all, bids men open the great book of nature and trace therein the wisdom, the power, and the love of the Creator" (*Patriarchs & Prophets*, p. 48).

"All these [the beauties and wonders of nature] proclaim the love and skill of the heavenly Artist, and show forth the glory of God" (*Testimonies*, vol. 2, p. 584).

How may the book of nature be used in the work of soul saving?

"The book of nature is a great lesson book, which in connection with the Scriptures we are to use in teaching others of His character, and guiding lost sheep back to the fold of God" (*Christ's Object Lessons*, p. 24).

b. Thoughts from the Spirit of Prophecy on Nature Study

"In His teaching from nature, Christ was speaking of the things which His own hands had made, and which had qualities and powers that He Himself had imparted. In their original perfection all created things were an expression of the thought of God. . . . The earth is now marred and defiled by sin. Yet even in its blighted state much that is beautiful remains. God's object lessons are not obliterated; rightly understood, nature speaks of her Creator. . . ." (*Christ's Object Lessons*, p. 18).

"Jesus plucked the beautiful lily, and placed it in the hands of children and youth, and as they looked at His own youthful face, fresh with the sunlight of His Father's countenance, He gave the lesson, 'Consider the lilies of the field, how they grow, they toil not, neither do they spin, and yet I say unto you, that even Solomon in all his glory was not arrayed like one of these. Wherefore, if God so clothe the grass of the field, which today is, and tomorrow is cast into the oven, shall He not much more clothe you, O, ye of little faith?' " (*Christ's Object Lessons*, p. 19).

"In the sermon on the mount, these words were spoken to others

besides children and youth. They were spoken to the multitude, among whom were men and women full of worries and perplexities and sore with disappointment and sorrow. Jesus continued. `Therefore, take no thought, saying, What shall we eat? or, What shall we drink or, Wherewithal shall we be clothed? for your heavenly Father knoweth that ye have need of all these things.' Then spreading out His hand to the surrounding multitude, He said, `But seek ye first the kingdom of God, and His righteousness, and all these things shall be added unto you' (Matt 6:28-33)" (*Christ's Object Lessons*, p. 19).

"So through the creation we are to become acquainted with the Creator. The book of nature is a great lesson book, which in connection with the Scriptures we are to use in teaching others of His character, and guiding lost sheep back to the fold of God. As the works of God are studied, the Holy Spirit flashes conviction into the mind. ... unless the mind has become too dark to know God, the eye too dim to see Him, the ear too dull to hear His voice, a deeper meaning is grasped, and the sublime, spiritual truths of the written word are impressed on the heart" (*Christ's Object Lessons*, p. 24).

c. Objectives of Nature Study

- 1) To interest the Pathfinders in the things of nature rather than to teach them, to arouse their curiosity so that they can make their own discoveries; this is something that God intends that each one of us will continue to do through all eternity.
- 2) To help the Pathfinders to develop inquiring minds, powers of accurate observation, and soundness of inference; to help them to discover the meaning of what they see, and to derive pleasure not only from the search, but from the resulting discoveries.
- 3) To give the Pathfinders the benefit of an education from "God's other book." "While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance" (*Counsels to Teachers*, p. 185).
- 4) To help the Pathfinders to develop the "Seeing Eye, the Hearing Ear and the Understanding Heart."
- 5) To help the Pathfinders to become acquainted with the Creator through the creation. "Through the creation we are to become acquainted with the Creator... . All need the teaching to be derived from this source" (*Christ's Object Lessons*, p. 24).
- 6) To develop character. "They need to be brought into close contact with nature.... Thus the mental powers will be strengthened, the character developed, the whole life ennobled" (*Christ's Object Lessons*, p. 25).
- 7) To help the Pathfinders to have a correct evaluation of the things of nature, not be like the man of whom the poet Wordsworth

wrote:

"A primrose by a river's brim
A yellow primrose was to
him,
And it was nothing more" (From "Peter Bell").

- 8) To help the Pathfinders to cultivate a sense of preservation and conservation rather than destruction. God carefully preserved all the animals in the ark.
- 9) To help the Pathfinder gain true wisdom such as Solomon had. "[H]e spake of trees . . . he spake also of beasts, and of fowl, and of creeping things, and of fishes" (1 Kings 4:34).
- 10) To help Pathfinders to have a real understanding of Sabbath observance (a time to remember God's creative power). "The Sabbath bids us behold in His created works the glory of the Creator" (*Christ's Object Lessons*, p. 25).
- 11) To help the Pathfinders to appreciate God's kindness and thoughtfulness in providing all the wonders of nature around us. (God spent six days carefully designing all natural objects, planning that we would enjoy them.)
- 12) To help Pathfinders to understand what it means to "Fear God and give glory to **Him**; and worship Him that made heaven, and earth, and the sea, and the fountains of waters" (Rev 14:7) in the midst of a generation that denies God's existence.

d. Nature Games Suitable for Sabbath

Sabbath Song Nature Hike

- 1) Divide the group into 2 to 4 sections depending on number participating.
- 2) Have each section appoint a leader and a scribe.
- 3) Designate the length of hiking time.
- 4) Upon a signal each group then takes a leisurely stroll leading out in various directions from the starting point.
- 5) On this hike all the members of the section are to look about them for nature items that remind them of a hymn or chorus. The scribe jots it down. (Nature item and hymn or chorus). No song books may be used.
- 6) Upon returning to starting point at agreed time, see which group listed the most hymns and choruses properly supported by a nature item.
- 7) Now have a good "song fest" using the songs listed. Each section is to have an opportunity in rotation to name the song to be sung.

Variation

Have a song leader and a naturalist go over the route of the hike some time in advance of the group, picking out songs suggested by nature items observed. On the hike itself the naturalist and the song leader point out the nature items and sing the song suggested by it. A relaxed atmosphere of a Sabbath afternoon stroll will really put this over.

Sabbath Bible Nature Hike

Same idea as the Sabbath Song Nature Hike — only at the conclusion of the hike, compare listing of Bible texts and objects in nature that brought the text to mind. Before starting this hike be certain the sections have agreed on whether Bibles are to be used.

Creation Week

It is played by dividing into 6 groups, each group representing one of the days of Creation. At a given signal the groups go out and collect specimens that were created on the day of Creation they are representing. At a given time all groups return and, beginning with the group representing the first day of creation, each group and shows specimens collected, telling as much as possible about them and how they fit into the week of Creation. For such days as the fourth, where one can-not bring the sun, moon, and stars, the group will have to bring in some of the things that are affected by the sun, etc. For instance, the sun is responsible for green grass. So that everyone has a part in the game, it is better if everyone in the group has a chance to speak and not just one person.

Nature Matching Game

To play this game the leader must first go out into the game area and collect specimens such as leaves, branches, flowers, seeds, etc. With these specimens hidden from the view of the player (a paper bag is good for the purpose) the game is ready to begin. To play the game take one of the specimens and show it to the group, then ask them to match it to the plant, tree, shrub, etc. from which it came. The first one to match it should be given one point. Repeat this by showing the second specimen and having them match that. This is continued until all the specimens have been used. The player with the most points wins.

Nature Identification

This is not really a game but a time when the group of players can go out and gather materials of nature to be brought back to an assembly area for an expert to identify and discuss.

e. Some Nature Study Methods

- 1) All nature study should be an adventure — and always there should be in it the element of the thrill of discovery. For this reason, leaders should endeavor to arouse the curiosity of the Pathfinders so that they will want to go out and make their own discoveries.
- 2) Nothing should ever pass as nature study that does not involve practical observation, investigation, or experimentation by the Pathfinders. Talks about nature should never be taken as a substitute for the study of nature, though they may stimulate interest.
- 3) The best place to study nature is in the out-of-doors.
- 4) The main function of the instructor is to guide and direct the activities of the Pathfinders, and to organize, encourage, and assist them in the pursuit of nature lore. If the Pathfinders fail to maintain interest in nature study, the fault lies with the instructor. It is not necessary for that person to be a Ph.D or a professor of science, but the instructor must have a love of, and a close contact with nature.
- 5) The collecting instinct is strong in Pathfinders, and collections of actual specimens should be a feature of most nature study courses. Each Pathfinder should be encouraged to make his or her own collection. It is a good idea to have a Club Museum to which everyone contributes.
- 6) Charts and graphs help keep track of nature study. Make charts of the flowering periods of plants; weather charts; plot the movements of the moon and planets, etc.
- 7) Keep lists. For example, make a list of the birds that you see and hear, and tell when. Keep a life list as well as a yearly and daily list.
- 8) Competitions and Games may be based on the recognition of tree leaves, flowers, shells, twigs of deciduous trees, fruits etc.
- 9) Nature hikes and field trips always appeal to Pathfinders.. Always have a specific objective and keep a record of whatever is seen on these trips; observe natural objects in their natural settings.
- 10) Make use of individual and group projects. Set up a series of cases illustrating with specimens the various requirements of the AY Honors in nature. If you have a club room, these glass cases could be hung on the wall.
- 11) Collecting and filing pictures and articles is a good way to learn about wild life. These can be arranged in books to illustrate the AY Honors. Make up a complete check-list of birds using colored illustrations. Wherever you travel you will have opportunities to see birds, and any new ones you see can be recorded on your check list.
- 12) Make use of books and nature films. Subscribe to magazines such

as Audubon, International Wildlife, National Geographic, and National Geographic World.

f. Pointers on Leading a Nature Field Trip

- 1) Why Have a Field Trip?
 - To promote love of God through nature
 - To enjoy the thrill that comes from experiencing the sights and sounds of nature
 - To develop a deeper respect for living things and acquire outdoor manners
 - To develop lifelong interest for outdoors, and discover a wholesome use of leisure time.
- 2) Before the Trip
 - Know the area and route thoroughly.
- 3) Conducting the Trip
 - Begin on time.
 - Start off briskly.
 - Stop where there is something to see.
 - Make sure everyone sees what you are looking at.
 - Encourage participation.
 - Help improve powers of observation.
 - Be alert.
 - Be enthusiastic.
 - Keep the group together.
 - Treat stops like episodes in a serial story.
 - Make use of quiet periods.
- 4) After the Trip
 - Show photos or videos taken on the trip.
 - Use videos on topics suggested by the trip.
 - Get reports from various individuals on points of interest seen on the trip.

Notes on Running a Nature Walk

- 1) Decide on the area of study.
- 2) Determine the best area and time of day for this particular study.
- 3) Visit the area of intended study before walk

- 4) While on the walk concentrate on area of study but be prepared for sidelights —nature study often brings up the unexpected.
- 5) Be sure you, as leader, have done your homework. Be prepared for questions, know where the answers can be found, give enough to maintain interest but let the Juniors find out what they can.
- 6) Be sure Juniors know the objective of the walk. Provide a means for them to fully participate in achieving objectives, for example, use a game, quiz sheet, etc.
- 7) Set a pace of the walk so that accurate observations can be made.
- 8) When an item is being discussed, make sure the whole group can see and appreciate what you are talking about.
- 9) Encourage accurate observation, sketching, note taking, and photographs. Do not allow reckless collecting of specimens.
- 10) Follow up a field trip with a talk, film, or display to summarize findings.

h. Making Nature Hikes Interesting to Pathfinders

The one golden rule for making nature hikes interesting is to have an objective. This will change an aimless walk into an adventure. It will change an otherwise idle trip into a treasure hunt. If you go out to find daisies, the most common little daisy will become a great prize, if you are looking for insects, the most ordinary beetle will assume great value to the collector.

A group of Pathfinders who are bent on fulfilling the requirements for one of the AY honors in nature are always keen to find specimens and make observations that will help them to achieve their objective. However, not all Pathfinders are interested in actually earning an honor. Even so, there are ways to interest them in nature.

- 1) Have a hunting party — (Cameras instead of guns). Photograph natural objects and have an exhibition later, with possibly a prize for the best photo, the most unusual one, or the one that required the most effort and patience.
- 2) Seek pitfalls for the unwary. Look for spider's webs, etc.
- 3) Look for accidents or untimely ends. This may suggest a search for a rock split by a tree root, a leaf partly eaten by insects (still on the leaf), some plant crushed by careless feet, or a tree blown over.
- 4) Search for remnants or discards. This is just another way to say the search this time is for such things as a lost feather, cast-off skin of an insect or snake, forsaken nest of bird or wasp, fallen leaf, etc.
- 5) Seek hitch-hikers and parasites, ticks on a dog, burrs on your cloths, barnacles on a shell, leaf parasites, etc.

- 6) Seek out scents — collect anything with a distinctive odor, and test blindfolded Pathfinders.
- 7) Feel it —guess what it is by its feel.
- 8) Visit nature's restaurants—bees or other insects getting nectar from flowers, ants milking aphids, birds eating wild fruits.
- 9) Locate woodland apartments —bird nests, wasp nests, ant-hills, rabbit dens.
- 10) Collect woodland babies —pupa or chrysalis of moths and butterflies, birds eggs, ant larvae, fern prothallus, seeds of all kinds.

Section Eight

Drill And Ceremonies..... (60 min.)

Objectives

1. To develop a theoretical and practical understanding of the benefits that a Pathfinder and Pathfinder Club can obtain through a program of drill and ceremonies.
2. To help Pathfinder leaders become confident in the ceremonial procedure connected with the Pathfinder Club.

Explanation

In this section participants will:

1. Discuss the philosophy for including drill and other ceremonies within Pathfindingering(10 min.)
2. Become familiar with club opening and closing ceremonies (25 min.)
3. Become familiar with basic drill commands. (25 min.)

Teaching Resource

1. Philosophy for Drill and Ceremonies ... (10 min.)

Some of the benefits and objectives that can be gained from "Drill" can be listed as follows:

Physically

- Recognized as an excellent fitness exercise
- Helps develop coordination of body movement

Mentally

- Develops confidence in leadership skills
- Stimulates the mind in the giving and receiving of commands

Psychologically

- Encourages a sense of teamwork
- Develops the inner quality of self-control and discipline
- Promotes automatic performance of duties under all circumstances
- Produces instinctive response to the control and stimulus of leaders

**2. Opening and Closing Ceremonies Familiarization
..... (25 min.)**

Resource Material: Refer to your Division Pathfinder Drill Manual.

3. Basic Drill Commands (25 min.)

Resource Material: Refer to your Division Pathfinder Drill Manual.

NOTE: Upon completion of all 8 sections, the participant is now eligible to receive the Pathfinder Basic Staff Training Certificate. Seminar instructors should enthusiastically encourage the recipients of the Basic Staff Training certificate to continue their study of Pathfinding by completing the Master Guide and Pathfinder Leadership Awards.