

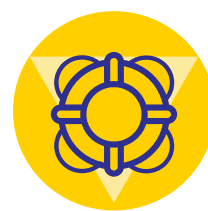


CLUB MINISTRY
TRAINING

CMT

CLUB MINISTRY TRAINING MANUAL

General Conference of Seventh-day Adventists
Adventist Youth Ministries



Workshop Resources for Presenters

General Conference 2022 Edition

Pathfinder Basic Staff Training
CMT Curriculum Manual

General Conference of Seventh-day Adventists,
Youth Ministries Department
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CMT (Club Ministries Training) is based on the AYMT curriculum (Adventist Youth Ministry Training) developed by the North American Division.

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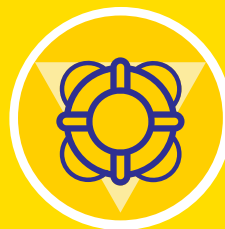


Pathfinder Club Secretary/Treasurer 165



Pathfinder Club Director 187

INTRODUCTION



Club Ministry Training



CLUB MINISTRY
TRAINING

Club Ministries Training (CMT) is a curriculum framework that provides in-depth training for club staff in specific roles. The certifications are designed to be completed within one year, and are meant to equip leaders of all varieties for the ministries in which they serve. They are not levels of Investiture Achievement such as Sunbeam, Friend, or Guide, but rather opportunities for individuals to learn more about being an effective director, instructor, counselor, etc. Certifications are earned by attending workshops, working with a mentor, doing fieldwork, and preparing a documentation Portfolio.

CMT is based on the Adventist Youth Ministry Training (AYMT) certifications, developed by the North American Division.

Optional

For Divisions that would like to recognize leaders that achieve these certifications, a pin with the achieved certification could be included in the official sash.

shops, the participant is eligible to receive an enameled pin and certificate of completion.

Notes

1. CMT certifications are replacing the Pathfinder Leadership Award (PLA) and Advanced Pathfinder Leadership Award (APLA)/Pathfinder Instructor Award (PIA).

2. Receiving a CMT pin is not considered investiture, but rather, awarding of a certificate. The highest investiture in Club Ministries continues to be Master Guide.

3. CMT certifications are connected to a club role or position, meaning that there is no point to achieve them all unless you are the only leader in a club. CMT certifications are intended for all members of a team.



CMT Pathfinder **Basic Staff Training**

Workshop Resources for Presenters
General Conference 2022 Edition

Pathfinder Basic Staff Certification

Prerequisites

1. Commit to the Youth/Children's Ministry Volunteer Code of Conduct
2. Be currently approved by the child protection screening verification of your Conference/ Mission

Overview of Workshops

Club Ministry: Purpose & History | PFAD 001

This workshop gives an overview of club ministry with an emphasis on Pathfinders. It compares the programs, uniforms, and insignia of Adventurers, Pathfinders, and Master Guide, and then discusses the role of club ministry in faith development. Finally, it provides a brief history of youth ministry in the Seventh-day Adventist church and illustrates God's leading and care.

Club Organization | PFAD 002

This workshop explores the structure of a club, from unit to executive committee. It outlines job descriptions for various roles and the qualities of a servant-leader. It also covers regulations on the operation of a club such as membership, records, finances, uniforms, and insurance.

Programming and Planning | PFAD 003

This workshop covers planning Pathfinder programs. It discusses the typical elements of a Pathfinder year including Induction, Pathfinder Sabbath, community service, Investiture, and conference events. It examines the components of regular meetings: opening ceremonies, Investiture Achievement, and honors.

Club Outreach | PFAD 004

Mentoring youth as evangelists to serve their community is a core goal of club ministry. This workshop explores faith development within the Investiture Achievement curriculum, particularly in the Personal Growth, Spiritual Discovery, and Serving Others sections. It discusses techniques for integrating outreach into all Pathfinder activities. Many honors from the Spiritual Growth, Outreach,



and Heritage categories provide opportunities for reaching your community.

Ceremonies & Drill | PFAD 005

This workshop provides a practical introduction to using ceremonies and drill in a Pathfinder club. Included topics are fundamental stationary and marching commands, lead opening ceremonies, and understand flag etiquette.

Developmental Growth | PYSO 104

This workshop investigates the stages of development in youth ages 10-15 and how to effectively relate to them. It will include methods for mentoring them as disciples of Jesus, nurturing them as they mature into the full stature of Christ.

Introduction to Teaching | EDUC 001

This seminar introduces teaching concepts and educational objectives. It covers learning styles and teaching styles. It gives a summary of Investiture Achievement objectives and

encourages the use of outdoor and experiential learning.

Medical, Risk Management, and Child Safety Issues | MEDI 100

This workshop covers introductory information on medical forms, release forms, abuse prevention, conference volunteer screening requirements, staffing levels, transportation guidelines, emergency plans, and supervision issues.

Required Fieldwork

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

Recognition of Completion

Upon completion of the required workshops, the participant is eligible to receive an enameled pin and certificate of completion.

Club Ministry: Purpose & History—PFAD 001

Description

This workshop gives an overview of club ministry with an emphasis on Pathfinders. It compares the programs, uniforms, and insignia of Adventurers, Pathfinders, and Master Guide, and then discusses the role of club ministry in faith development. Finally, it provides a brief history of youth ministry in the Seventh-day Adventist church and illustrates God's leading and care.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Resource Material

- The Pathfinder Story
- Pathfinder Administrative Manual (General Conference Youth Department website: <https://www.gcyouthministries.org/resources/resource-manuals/>)

What Your Participants Will Learn

1. The basics of Pathfinder club ministry including ages and goals
2. History of Pathfinder club ministry
3. Pathfinder Song, Pledge, Law and meaning of flag

Workshop Content

Club Ministries and Purposes

This workshop is about understanding how club ministries work to grow a child in Christ and keep them connected to the church. The focus of this training is Pathfinders.

- Adventurer Ministries includes children from ages four through nine. The focus of this ministry is strengthening the family in their faith in Jesus Christ.
- Pathfinder Ministries includes children from ages 10 through 15. The focus of this ministry is to develop the faith of children and teens in Jesus Christ and provide them with life-long mentors.
- Master Guide Ministries includes adults from age 18 and above. The focus of this ministry is to train adults for leadership in Adventurer, Pathfinder, Youth, and Young Adult ministries for nurture and outreach for Jesus Christ.



Pathfinder Club Ministry and Staff Roles

Review the philosophy, objectives and goals of Pathfinder club ministry. The strength and effectiveness of Pathfinder club ministry is directly proportional to the influence of the staff. How staff model the Pathfinder Pledge and Law, and their facilitation of the Pathfinder mission and goals will determine the strength of their club ministry.

Pathfinder Club Philosophy

The Seventh-day Adventist Church is committed to understanding young people and training its youth for leadership and service to humanity.

The Pathfinder Club is a church-centered spiritual-recreational-activity program designed for young people 10 to 15 years of age. Pathfinding appeals to this age group because its program features activities that meet their needs and interests. Much of the Pathfinder Club program is built around physical action. This is because youth from 10 to

15 years of age are in a fast-growing physical stage of development. It is filled with action, adventure, challenge, group activities, and provides opportunities for the development of new attitudes and skills that produce personal growth, team or community spirit and a sense of loyalty and respect for God, His creation, and His church.

While the Pathfinder Club exists primarily for youth, one of its basic purposes is to also bring together parents and church members through active involvement with the club and its members. Here the so-called generation gap disappears as young and old worship, work, and play together in a bond of common experience. Meaningful relationships are forged as leaders and counselors join with Pathfinders in sharing, building confidence, and working together.

The whole philosophy of Pathfinding is built on the premise that “children learn best by example, rather than by precept.” As they see leaders and parents model spiritual and social values, they too will aspire to develop



high moral principles, loving and caring attitudes, and determination to excel in all their various pursuits.

Young people learn most effectively in a positive, happy, and secure atmosphere. The attitude of the club leaders is therefore a vital ingredient in guaranteeing the success and effectiveness of this ministry to youth. A failure to listen to and to understand the needs

of the young people will erect barriers to real spiritual growth and development and may prove to be a contributing factor in making the church and its mission unattractive to the youth.

<https://www.gcyouthministries.org/ministries/pathfinders/philosophy-objectives/>

Objectives

1. Help the young people to understand that God and His church love them, care for them, and appreciate them. As Pathfinders are accepted and affirmed, they will appreciate the love of God revealed through the church and its ministry, and feel a need to be more committed to and involved with its program.
2. Encourage Pathfinders to discover their own God-given potential and to use their gifts and abilities to fulfill God's expectations for them and the part they can play in the great plan of salvation.
3. Inspire young people to give personal expression of their love for God by uniting them together in various outreach activities.
4. Make the number one priority of your club program the personal salvation of every Pathfinder. The Pathfinder age is a time when many decisions are being made that will affect the youth's future relationships and his or her own personal development. The peak time for discovering and making a relationship with God appears to be around 12 years of age.
5. Build into a Pathfinder's life a healthy appreciation and love for God's creation by enjoying outdoor activity (campouts, nature walks, nature honors, etc.). Pathfinders will be encouraged to experience a sense of wonder and worship as they observe and explore the beauty, the majesty, and the creative power in nature. Fellowship with God becoming more meaningful.
6. Teach Pathfinders specific skills and hobbies that will make their lives more meaningful and will occupy their time with profitable accomplishments. Young people experience satisfaction and delight as they use



their hands to fashion useful articles from wood, plastic, steel, clay, felt and yarn and as they discover how things work and operate.

7. Encourage the Pathfinder to keep physically fit. This is one important way to safeguard against idleness and boredom. Teach children to care for their body and to establish habits that will provide for their future happiness and usefulness (cf. 2Testimonies 536, 537; Education 195).

8. Give opportunity for the development of leadership by encouraging club members to work together and to share in leadership responsibility. This will teach them to learn the lessons of obedience, discipline, resourcefulness, patriotism and the process of group dynamics.

9. Seek to foster the harmonious development of the physical, social, intellectual, and spiritual life of the Pathfinder. The invigoration of mind and body, the fostering of an unselfish spirit, the attention to recreational and cultural activities, will provide stimulus for personal growth and act as an outlet for that restless energy, which is so often a destructive source of danger to the young person.

Mission Statement

Pathfinder Ministry is an organization of the Seventh-day Adventist Church, dedicated to meeting the mental, physical, social and spiritual developmental needs of youth ages 10-15 by challenging the Pathfinder to experience a personal relationship with Christ, have a sense of achievement and responsibility, develop respect for God's creation, and care for each member of God's family.

Goals

Pathfinder Ministries seeks to meet the Pathfinder's present and unfolding needs, to the

end that we bring them to self-fulfillment and maturity in Christian faith, characterized by their decision to:

- Accept Jesus Christ as a personal Savior and Lord
- Reflect internalized Christian values through mature decision making and behavior
- Exhibit the righteousness, true holiness, and fullness of stature of Christ
- Demonstrate leadership skills, enabled and empowered to become full partners in active, selfless service supporting the mission of the church



Activity

- Facilitate a group discussion of specific ways staff can meet the goals and objectives of Pathfinder club ministry. Look specifically at the verbs (action words) in the goals and objectives.
- Give time for participants to write at least three ways they plan to personally emulate the Pathfinder club ministry goals to their Pathfinders.

Pathfinder History

Groups began forming in the late 1800s, however, it wasn't until 1907 that groups became officially organized when the General Conference established its youth department under Elder M. E. Kern.

Suggest Dates to Include

- 1852** James White edited the first The Youth's Instructor magazine.
- 1879** First Young People's Society took place in Hazelton, Michigan, USA, by teenagers Luther Warren and Harry Fenner.
- 1907** A Young People's Department was created. Later that year the name "Seventh-day Adventist Young People's Society of Missionary Volunteers" was chosen, also known as Missionary Volunteers (MV).
- 1909** Junior Missionary Volunteer Societies were organized (JMV).
- 1916** First MV census results had 1,230 senior and junior societies with 24,638 members.
- 1919** Arthur W. Spalding organized a small group of boys in Tennessee, USA, into a club he called "Mission Scouts". Spalding also wrote a JMV Pledge and Law which became official GC 1921.
- 1922** JMV progressive classes involving outdoor activities were introduced by Spalding and Harriet M. Holt: Friend, Companion, Comrade, and Master Comrade.
- 1927** First Conference-sponsored Pathfinder club started, Anaheim, CA; directed by John McKim and Willa Steen, whom are believed to have introduced the "Pathfinder" name.



- 1928** Arthur Spalding and Harriet Holt with other professionals wrote the first 16 Vocational Merits (Honors) that were introduced (Automobile Repair, Bird Study, Christian Storytelling, Colportage, Cooking, Flower Study, Gardening, Health and Healing, Laundry Art, Needlecraft, Photography, Poultry Raising, Radio, Shoe Repair, Star Study, Tree Study).
- 1930** Pre-JMV/AJY classes, Busy Bee, Sunbeam, Builder and Helping Hand were developed.
- 1946** Pathfinder Club triangle emblem was designed by John H. Hancock.
- 1948** Henry T. Bergh, youth director for the Central California Conference, started 23 Pathfinder clubs. Bergh also appointed the first Area Pathfinder Coordinators.
- 1949** Henry T. Bergh wrote the Pathfinder Song.
- 1950** General Conference official authorized establishment of JMV Pathfinder Clubs for world field.
- 1951** Comrade class was changed to Guide, and Master Comrade was changed to Master Guide.
- 1953** First Conference Pathfinder Camporee, Southern New England Conference, was held in Camp Winnekeag, Ashburnham, Massachusetts.
- 1956** Explorer Class was added.
- 1958** Silver Award was developed by L. A. Skinner (challenges Adventist Youth to be the finest in physical fitness and have cultural and spiritual excellence).
- 1959** Gold Award was developed by L. A. Skinner (Advanced and challenging achievement standards for college-age young people).
- 1965** Eager Beaver program was instituted (later added to Adventurer Club).
- 1966** Pioneer class was added (Renamed Ranger 1970).
- 1971** First Division Pathfinder Camporee: Northern Europe-West Africa Division (today's Trans-Europe an Division) held this event in Vasterang, Sweden.
- 1979** MV was changed to AY, JMV to AJY, Pre-AJY to Adventurers.
- 1982** Voyager class was added between Ranger and Guide classes.
- 1985** First North American Division Pathfinder Camporee was held, Camp Hale, Colorado.
- 1989** Pathfinder Leadership Award curriculum was developed (P.L.A.) Pathfinder Instructors Award curriculum developed (P.I.A.)



- 1991** Pathfinder Basic Staff Training Course was developed
- 1992** Center of Youth Evangelism was established at Andrews University.
- 1994** Dare to Care—First NAD International Pathfinder Camporee, was held in Morrison, Colorado.
- 1999** Discover the Power—International Pathfinder Camporee, was held in Oshkosh, Wisconsin.
- 2004** Faith on Fire—International Pathfinder Camporee, was held in Oshkosh, WI.
- 2009** Courage to Stand—International Camporee, was held in Oshkosh, WI.
- 2014** Forever Faithful—International Pathfinder Camporee, was held in Oshkosh, WI.
- 2019** Chosen—International Pathfinder Camporee, was held in Oshkosh, WI. With around 57,000 participants together, it became one of the largest Camporees of all times for any scout organization. Two Guinness World Records were achieved in this event: The Largest Master Guide Scarf (2.204 m²) and the Largest Human Image of a Cross (13,309 people)
- 2019** South American Division Pathfinder Camporees—With around 95,000 participants divided into two events (47,000 in Alpha and 48,000 in Omega), it became one of the largest combined Camporees of all times, for any scout organization.
- 2020** Master Guide Club was voted by North American Division as an official ministry.
- 2020** World pandemic: Pathfinder Clubs from all around the world did amazing efforts to keep sharing The Advent Message to All the World in My Generation. This history continues because of you.
THANK YOU!

Today Pathfinders continues to evolve with honor and resource additions and revisions.

Revised and updated by Dixie L. Plata, Pathfinder Historian, based on the previous document created by Dr. David Trim (Office of Archives, Statistics, and Research).



Pathfinder Logo, Pledge, Law, and Song

Pathfinder Triangle Logo

The Pathfinder Triangle was designed by Elder John Hancock in 1946. Each of its components has significant meaning. Teach participants each of the components and its meaning.

Pathfinder Pledge and Law

The Pathfinder Pledge and Law are to be recited at every Pathfinder ceremony and are the standard to which all Pathfinders and staff are to live.

Pathfinder Song

The Pathfinder Song was written by Elder Henry T. Bergh in 1949. It has been translated into many languages and is sung around the world.

Activities

- Set up a timeline around your meeting room. You can adjust the size according to the space available. You can use paper or index cards. Print the date on one side and the event on the other. Hand them out to participants. As you go through the dates, have the participants read and then attach their date to the timeline. Also, share one or two interesting stories. You can also include dates of interest from your local conference.
- Practice the Pathfinder Pledge, Law, and Song with the participants. Demonstrate opening ceremonies of a club meeting. Use the meaning of the Pathfinder Logo as the worship thought.
- Use the meaning of the Pathfinder Logo as the worship thought. (Flag or graphic).
- Demonstrate opening ceremonies of a club meeting.

Club Organization—PFAD 002

Description

This workshop explores the structure of a club, from unit to executive committee. It outlines job descriptions for various roles and the qualities of a servant-leader. It also covers regulations on the operation of a club, such as membership, records, finances, uniforms, and insurance.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Resource Material

- Pathfinder Administrative Manual

What Your Participants Will Learn

1. Know what must be done to start or re-start a Pathfinder Club
2. Understand the club staff tasks and organize your staff accordingly
3. Know the pieces of the Pathfinder uniforms, where to purchase them, and what they cost
4. Learn the components of a club merit system and how it is used to determine awards

Workshop Content

Introduction to Club Organization

- Give each participant a handout based on the local Conference guidelines on how to start or re-start a Pathfinder Club.
- Encourage participants to meet with their pastor, conference Pathfinder director, and Pathfinder area coordinator on a regular basis for guidance and direction as they begin building their church's Pathfinder club ministry.

Get Church Board Approval to Start a Pathfinder Club Ministry

- Because having a Pathfinder Club is an outreach ministry of your local church, it is required that your church board approves it with recorded actions in the board minutes.
- Work with your pastor and put together a proposal to present to your church board.



- Get signatures from church board members as needed to obtain a Certificate of Operation from your conference Pathfinder office and mail or fax the completed form to your conference office.

Gather Your Club Leadership Team

- Get the support of your pastor and the church board, and recruit church members to become active as staff. Share the need, vision, and enthusiasm of what a Pathfinder club ministry can do for your youth and the larger community around your church.
- Ask your area coordinator to join you for staff organization meetings to help teach the fundamentals of Pathfinder club ministry and to build the vision of your staff.

Recruit Pathfinders

- Announce Pathfinder club ministry during the worship service. The church congregation can give support and enthusiasm for this ministry as you begin organizing.
- You and your staff should talk with poten-

tial Pathfinders and their parents. Tell them what Pathfinder club ministry is and the club's plans for the year.

- Gather names of individuals in your church who can support the club by sponsoring a uniform for a Pathfinder, instructing a specific honor, and helping with fundraising, etc.
- Give participants the forms needed to register their clubs with the conference. Let them know what specific guidelines the conference has for Pathfinder club ministry.

Staff Organization and Tasks

Pathfinder leaders are volunteers who receive no pay for their service to the church. In many cases, those who volunteer to be leaders are highly committed to Christian ideals. This is the way it should be, since the Pathfinder leader often plays a larger part in providing a Christian role model to young people than any other person in the church.

Activity

Review the flow charts in the Pathfinder Administrative Manual. Give each participant time to draw the flow chart for their club including the specific names of individuals in each position.

Staff Training and Approval

To understand Pathfinder club ministry, all staff should undergo basic training to help them minister to Pathfinders. To continue effective ministry, continuing education is available.

Because of the significant influence and responsibility that Pathfinder staff are given by parents, as well as church leaders, all volunteers working with minors must be approved by their conference prior to participating in Pathfinder club ministry. Let participants know what is required for volunteer approval in their conference.

Club Leadership Team

The Pathfinder Club leadership team consists of a director, at least one deputy director, unit counselors and instructors, and a

secretary and treasurer. These are the primary roles and each of them have specific tasks as organized by the club director.

Review the qualities of a good leader (Pathfinder Administrative Manual).

- Love God supremely
- Love children sincerely
- Serve with enthusiasm
- Possess emotional stability
- Enjoy being outdoors
- Know the essential characteristics of adolescents
- Learn a variety of skills
- Develop the ability to organize
- Maintain good relations with fellow workers
- Radiate a dignity of presence that assures order
- Have a sense of humor
- Be resourceful and creative



Activity

Review duties of specific club staff positions. (Pathfinder Administrative Manual)

If a participant has not been designated a specific role in his/her club, encourage that person to identify a role of interest and discuss it with the club director.

the Handout—Sample Weekly Club Meeting Outline. Demonstrate opening ceremonies with your participants.

Club Budget and Uniforms

Club Budget (Pathfinder Administrative Manual)

Every successful Pathfinder club operates within a financial budget. There are common components to a club budget. The finances that flow through the Pathfinder club are managed by the club treasurer in cooperation with the church treasurer. It is important for staff to be aware of how their club's finances work.

Activity

Review the sample budgets in the Pathfinder Administrative Manual as well as possible

sources of income. It is imperative that clubs operate with fiscal responsibility. Expenses should never exceed income.

Uniforms

- Review the purpose of the uniform and when it should and should not be worn.
- Review the uniform standards under the www.gcyouthministries.org website.
- Review specific uniform standards for your local conference.
- Calculate the cost for a uniform for a Pathfinder and an adult, including items specific to your conference.

Uniforms can have a major impact on a club budget. Each club should have a good plan for how they will manage uniform costs. Clubs have options when considering uniform expenses. They may require parents to purchase the uniform, the club may purchase the uniforms and operate an exchange or rental program, or the club may purchase certain pieces requiring the parents to purchase the remaining items. Clubs may also find sponsors willing to cover the cost of a uniform for a Pathfinder.



Merit System and Awards

A club merit system provides a club a process for fairly awarding their Pathfinders in participation, progress, and development. Good Conduct Award and Pathfinder of the Year Awards have requirements that are met by using the club's merit system. Use the Pathfinder Administrative Manual for each section below:

Merit System and Points

Each Pathfinder Club should have a Merit System for their Pathfinder Club and develop their own Merit System point values which are agreed upon by all Staff members and understood by all Pathfinders and parents. The club's Merit System will help Staff to fairly determine awards to be given to their Pathfinders throughout the Pathfinder year. Simplicity is the key to a good merit system. Review the guidelines in the Pathfinder Administrative Manual.

Good Conduct Award & Pathfinder of the Year Award

The Club's Investiture service is the place to reward club members for completing AY Investiture Achievement levels, honors, and special awards such as the Good Conduct Award and the Pathfinder of the Year Award.

Activity

Give each participant the guidelines for these awards from the Pathfinder Administrative Manual. Also include any guidelines and/or forms needed by the local conference office.

Programming & Planning— PFAD 003

Description

This workshop covers planning Pathfinder programs. It discusses the typical elements of a Pathfinder year including Induction, Pathfinder Sabbath, community service, Investiture, and conference events. It examines the components of regular meetings: opening ceremonies, Investiture Achievement, and honors.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide.

Resource Material

- Pathfinder Administrative Manual
- Achievement classes
- Pathfinder honors

Handouts to be prepared based on local Conference guidelines

1. Handout: Calendar of Conference Events (If available)
2. Handout: Sample of a Local Club Year Calendar
3. Handout: Investiture Achievement Record Card, Friend requirements which distinguishes between Friend and Trail Friend
4. Handout: Honor Requirement Sheets for

required Friend level honors (Camping Skills 1, Christian Citizenship, Red Alert, Seeds)

5. Handout: Sample Weekly Meeting Outline. (Samples available in this document)
6. Handout: Sample Staff Meeting Agenda
7. Handout: Investiture Achievement Overview Chart, instead of Investiture Achievement: A Director's Guide

What Your Participants Will Learn

1. Evaluate the club's mission and goals and relate it to your club planning
2. Build a yearly club calendar that incorporates your conference and school calendars
3. Incorporate aspects of Investiture Achievement into yearly club calendar
4. Plan weekly club meetings with opening and closing ceremonies



Workshop Content

Club Mission, Goals, and Planning

The purpose of the Pathfinder club is to introduce young people to Jesus Christ and to help them grow in Him. The Pathfinder club program will help them develop their body, mind and spirit. With these skills, our young people are able to carry on the work of the church and bring others to the feet of Jesus. More than just skills, we want young people to build a relationship with Christ as their Lord and Savior, thus giving them the relational experience with Jesus that they need to lead their friends to know Him too.

Review the Pathfinder mission statement and goals. Discuss how these are important to keep in mind when planning club meetings and activities.

Building a Club Calendar

It is challenging to develop the Pathfinder club yearly calendar. It takes time and effort to gather all the planning details and people together to make a plan, but it must be done if your club is going to succeed. Know that your club's calendar planning is crucial for the success of your club.

When planning your club's calendar, begin by gathering other calendars that you will need to coordinate with. These include church school and conference calendars. Distribute a copy of the Conference Pathfinder newsletter and review the yearly calendar specifying the events that are mandatory and those that are optional. Handout—Calendar of Conference Events.

Once you have gathered all necessary information, begin to set your meeting schedule, what day of the week you will meet at what time. Some clubs meet every week, and some meet twice a month. Determine what schedule works for your club. Once you know your weekly schedule, begin planning major programs such as Induction, Pathfinder Sabbath, club campouts, fundraisers, Investiture, etc. Go over a possible year calendar. Handout—Sample Club Year Calendar.

Weekly Club Meeting Programming

Most Pathfinder clubs meet on a weekly basis; however, some only meet twice a month. How often a club meets, when it meets, and where it meets should determine duration of a club meeting.



Activities

- Review the Handout—Sample Weekly Club Meeting Outline.
- Demonstrate opening ceremonies with your participants.

Church Board Approval

The church board must approve the Pathfinder Club's annual calendar. This provides two important advantages for the club. First, it builds board members' respect for the Pathfinder Club. When the board is aware of the club's plans, the club is in a better position to ask for monetary considerations when the board develops the annual church budget. Second, the church board must approve all Pathfinder activities in order for them to be covered by the church's insurance.

Investiture Achievement Planning

Investiture Achievement (IA) is the core curriculum for Pathfinder club ministry. Most activities and events can be developed and planned to fulfill the requirements throughout the Pathfinder year. Therefore, it is important that you spend time grasping the

scope and sequence of Investiture Achievement. Area Coordinators and other experienced Pathfinder staff are available to help you learn how to implement the many Investiture Achievement tasks into your club's planning and programming. Introduce the six basic Investiture Achievement titles and their corresponding grade level.

Activity

Give each participant the scope and sequence Friend and Trail Friend. Go over the Handout Friend Requirements which distinguishes between Friend and Trail Friend, and show how they can be incorporated into the weekly meetings. Note that some activities are seasonal.

Handout—Honor Requirement Sheets for Friend Honors (Camping Skills 1, Christian Citizenship, Red Alert, Seeds)



Staff Meetings

In addition to club meetings, Pathfinder Club Staff should meet at least once per month or more to plan all the details for club nights as well as other events and activities. Staff meetings are crucial to the success of a Pathfinder club! The club mission and goals should determine the regularity of staff meetings rather than the convenience of time.

Give each participant Handout—Sample Staff Meeting Agenda and Follow-up Minutes. Note the importance of an agenda, and the function of meeting minutes.

Staff meetings should include but are not limited to the following:

- Opening prayer
- Treasurer's report
- Investiture Achievement
- Honors
- Special programs (Induction, Pathfinder Sabbath, Investiture, etc.)
- Outreach projects
- Calendar events and changes
- Conference events
- Specific items of interest for your club
- Planning session for at least 3 to 6 months in advance
- Closing prayer Activities

- Build your yearly club calendar that incorporates your conference and school calendars.
- Incorporate aspects of Investiture Achievement into your yearly club calendar. Refer to Handout -Sample Year Calendar (which incorporates both Investiture Achievement and honors over a school year).
- Plan a weekly club meeting with opening and closing ceremonies. (Handout—Sample Weekly Meeting Outline).
- Outline the agenda for a single staff meeting preparing for a Friend honor, Camping Skills 1.

Simple Club Program 1

Time	Activity	Leader
10:00	Opening Ceremony	Director
	Fall in by units	
	Color Guard	
	Flag Salute (music background)	
	Pledge of Allegiance	
	Pathfinder Pledge	
	Inspection	
	Devotional and Prayer	Pathfinder
10:15	Attendance Record	Unit Captains
	Pathfinder Class levels (check)	Counselors
	Unit Programming	Counselors
10:30	Committee report on upcoming event	Deputy Director
10:35	Games: (Emphasize the importance of obeying the rules. Have one Pathfinder already chosen to break the rules and help him to be a good athlete and obey the rules)	
10:35	Guest Speaker:	Chief of Police
	“Importance of the Law” (Present examples of laws in nature, mechanics, etc. and why are so important)	
11:15	Announcements	Director
11:20	Closing Ceremony	Director
	Director’s Minute (Emphasizing the importance of keeping the law of the Pathfinder code)	
	Pathfinder Law	Pathfinder
	Prayer	Pathfinder
11:27	Club meeting dismissed	Director
11:30	Leave for home	

Notes

1. The Pathfinders are in full class A dress uniform because of the guest speaker.
2. Every program should have a purpose. Today’s program was to help us see we have to live by law (man’s law, recreational laws, God’s law and the Pathfinder law).
3. Keep on time according to schedule provided.
4. All adult staff members should have a copy of the program.
5. Where possible, mentor Pathfinder participation in leadership roles.

Simple Club Program 2

Time	Activity	Leader
10:00	Opening Ceremony	Director
	Fall in by units	
	Color Guard	
	Flag Salute (music background)	
	Pledge of Allegiance	
	Pathfinder Pledge	
	Inspection	
	Devotional and Prayer	Pathfinder
10:15	Attendance Record	Unit Captains
	Pathfinder Class levels (check)	Counselors
	Inspirational story	Spiritual Coordinator
10:25	Honor classes	Deputy Director
11:20	Closing Ceremony	Director
	Director's Announcements	Director
	Pathfinder Law	Pathfinder
	Prayer	Pathfinder Captain
11:27	Club meeting dismissed	Director
11:30	Leave for home	

Notes

1. The Pathfinder full class A dress uniform does not need to be worn at all club meetings.
2. This morning focused on honors.
3. Keep on time according to schedule provided.
4. All adult staff members should have a copy of the program.
5. When the weather permits, have the opening and closing ceremony outdoors.
6. Select an honorable Pathfinder to bring in the national flag.
7. File all program schedules for reference purposes.
8. Where possible, mentor Pathfinder participation in leadership roles.

Simple Club Program 3

Time	Activity	Leader
10:00	Opening Ceremony	Director
	Devotional and Prayer	Special Guest
10:15	Unit Meeting	Counselors
	Attendance Record	Unit Captains
	Pathfinder Class levels (check)	Counselors
	Unit Programming	Counselors
10:30	Committee Reports on Coming Field Trip	Deputy Director
10:35	Games	Led by Guides
10:50	Guest Speaker	Firefighter
11:15	Closing Ceremony	Director
	Director's Announcements	Director
	Pathfinder Pledge and Law	Pathfinder
	Prayer	Director
11:27	Club meeting dismissed	
11:30	Leave for home	

Simple Club Program 4

Time	Activity	Leader
10:00	Opening Ceremony	Director
	Fall in by units	
	Pathfinder Song	
	Prayer	Pathfinder
	Captains Report	Captains
	Flag Ceremony	
	Pledge and Law	Deputy Director
	Devotional	Guest
10:30	Unit Meeting	Counselor
	Pathfinder Class levels (check)	Counselors
10:40	Honors	Instructor
10:40	Fall in by Units	Director
	Drill or Inspection	Drill Instructor
11:55	Director's Announcements	Director
11:27	Benediction and Dismissal	Director
11:30	Leave for home	

Club Outreach—PFAD 004

Description

Mentoring youth as evangelists to serve their community is a core goal of club ministry. This workshop explores faith development within the Investiture Achievement curriculum, particularly in the Personal Growth, Spiritual Discovery, and Serving Others sections. Techniques will be discussed for integrating outreach into the Pathfinder calendar. Many honors from the Spiritual Growth, Outreach and Heritage category provide wonderful opportunities for reaching your community.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Key Texts

- Luke 10:25-37; Matthew 25:31-4

Resource Material

- Pathfinder Administrative Manual
- Serving Communities honor requirements
- Investiture Achievement requirements for Companion, Explorer, Ranger
- Honors Requirements—Serving Communities
- Pledge and Law Handout

What Your Participants Will Learn


1. Understand how Investiture Achievement requirements enable personal growth.

2. Encourage spiritual discovery in Pathfinders through the Bible and history.
3. Engage Pathfinders in connecting with their community through Share Your Faith activities.
4. Integrate outreach events into your club calendar.

Workshop Content

Opening Activity: Key Texts Discussion: Read the key texts and discuss how we can apply these stories in our Pathfinder club ministry.

- **Luke 10:25-37:** Christ shared this parable in response to the question, “Who is my neighbor?” The real neighbor, Jesus says, is the person who shows mercy in concrete ways. He commanded His followers, “Go and do likewise.” This story is particularly impor-



tant because Jesus chose to make the exemplary individual, the Good Samaritan, a member of an ethnic group that was despised, looked down upon and discriminated against by the religious community to which Jesus belonged. He is pointing out that following Jesus is about the content of your character, not your race, culture, or gender.

• **Matthew 25:31-46:** This parable is the last in a series of four parables that Jesus shared in Matthew 24-25 in response to questions from His disciples about end-time events: “When will this happen, and what will be the sign of your coming and of the end of the age? This passage teaches us that Christ desires us to reveal His character through ethical and compassion conduct.

The mission of Pathfinders is to bring children to Jesus and to help children to grow in Jesus. The Pathfinder Pledge and Law summarize our mission. The Investiture Achievement (IA) curriculum is the backbone of Pathfinder club ministry. It has three sections common to each Investiture Achievement level that intentionally facilitate spiritual development. They are: Personal Growth, Spiritual Discovery, and Serving Others. In this module, we will research and explore each of these sections.

1. Review the Pathfinder Pledge and Law.

Activity


- Download and print: Pledge and Law.
- Discuss as a group specific, engaging ways you can help your Pathfinders understand the Pathfinder Pledge and Law. Write on the Pledge and Law Handout some ideas of how you would engage your Pathfinders to “Learn the meaning of the Pathfinder Pledge and Law.”

2. Understand how Investiture Achievement requirements enable personal growth.

Pathfinders has proven to be one of the great soul-winning agencies of our church, with a leadership that dedicates its time, talents, and energy to keeping the program running smoothly. It is designed to help Pathfinders sense their God-given destiny and keep them marching together in step toward the Kingdom of God.

Activity

- Review the Personal Growth sections of the Investiture Achievement levels in order to grasp an overall perspective.
- Have each participant look over the Com-



panion and Trail Companion scope and sequence. Review the Personal Growth section, specifically 3.b. The Pathfinder staff help the Pathfinder understand and practice the meaning of “Be pure, kind, and true” and “Keep the morning watch” and “Go on God’s errands.”

3. Encourage spiritual discovery in Pathfinders through the Bible and history.

Review the Spiritual Discovery section of Investiture Achievement Companion noticing all four components that the Pathfinders are required to learn. Use the resources of your pastor and your entire church membership to come and assist you with your Pathfinder’s learning. These requirements can be spread throughout the Pathfinder year. Many of these activities can be incorporated into your weekly club worship. Review the Spiritual Discovery sections of Explorer and Ranger.

Activity

- How can you incorporate these requirements into your meetings?
- Do you have specific individuals in mind

who can assist you?

4. Engage Pathfinders in connecting with their community through Share Your Faith activities.

Pathfinders should teach members how to become good citizens of their communities. Involving Pathfinders in the community fosters an interest in service to others. Clubs can impact their communities in many ways. Organization is one of the key components to successful community service projects. Community service projects also present great opportunities to involve parents and other church members. Ask for their help in finding projects and organizing the finer details. The more people you include, the more you can accomplish.

Activity

- Review the Serving Others section of the Investiture Achievement for the Friend, Companion, and Explorer levels.
- Study the Ranger Level Requirements, Serving Others section. You will notice that the Pathfinders are required to fulfill requirements within the Serving Communities Honor.



- Discuss how these can be implemented in the club.

Integrate Outreach Events into Your Club Calendar

Evangelistic outreach is important to the Pathfinder program. Planning group outreach activities will encourage Pathfinders to share their faith. However, there is a difference between evangelistic outreach and community service projects. Both are important to include when planning your calendar. It is recommended that Pathfinder clubs incorporate an outreach event or Share Your Faith activity once a month. Sometimes this may take the place of the weekly club meeting. Other times it may be an additional event that happens on the weekend.

Activity

Include these in your club's schedule, keeping in mind what may be appropriate for a certain month or season.

- Help clean up a public space.
- Adopt a "Grand friend" and visit or send cards.
- Collect and repair used bicycles for families or need.

- Conduct a Bible club for neighborhood children
- Build birdhouses and donate them to a nature center.
- Hold a grandparent's tea at a local retirement home. Combine the activity with a lesson on good manners.
- Explore more ideas with your group.

Honors Relevant to Club Outreach

Within the vast collection of Adventist Youth Ministries Honors there is a group of honors classified as Spiritual Growth, Outreach, and Heritage. Within this classification there is also a subcategory of Adventist Community Service honors. Many of these honors are incorporated into the Investiture Achievement curriculum as well as the Master Guide requirements.

Activity

Discuss with the participants how to incorporate outreach honors into club programming. Share your favorites. Download and print the honor requirements.

<https://www.gcyouthministries.org/ministries/pathfinders/>

Pledge and Law Handout

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.

Your Pathfinders need to understand the meaning of their Pathfinder Pledge. As they memorize the words have them learn what this means to them.

Your Pathfinders need to understand the meaning of their Pathfinder Pledge. As they memorize the words have them learn what this means to them.

By the grace of God,	Only as I rely on God to help me can I do His will.
I will be pure	I will fill my mind with everything that is right and true and spend my time in activities that will build a strong, clean character.
I will be kind	I will be considerate and kind not only to other people, but also to all of God's creation.
I will be true	I will be honest and upright in study, work, and play, and can always be counted upon to do my very best.
I will keep the Pathfinder Law	I will seek to understand the meaning of the law and will strive to live up to its spirit, realizing that obedience to law is essential in any organization.
I will be a servant of God	I will pledge myself to serve God first, last, and best in everything I am called upon to be or do.
I will be a friend to man	I will live to bless others and do unto them as I would have them do unto me.



Pathfinder Law

The Pathfinder Law is for me to:

1. Keep the morning watch.
2. Do my honest part.
3. Care for my body.
4. Keep a level eye.
5. Be courteous and obedient.
6. Walk softly in the sanctuary.
7. Keep a song in my heart.
8. Go on God's errands.

The Pathfinder Law is a commitment by the Pathfinder club member. Make sure that the meaning of each phrase is understood as it is memorized.

1. Keep the morning watch	I will have prayer and personal Bible study each day.
2. Do my honest part	By the power of God, I will help others, and do my duty and my honest share, wherever I may be.
3. Care for my body	I will be temperate in all things and strive to reach a high standard of physical fitness.
4. Keep a level eye	I will not lie, cheat or deceive, and will despise dirty talk or evil thinking.
5. Be courteous and obedient	I will be kind and thoughtful of others, reflecting the love of Jesus in all my association with others.
6. Walk softly in the sanctuary	In any devotional exercise, I will be quiet, careful, and reverent
7. Keep a song in my heart	I will be cheerful and happy and let the influence of my life be as sunshine to others.
8. Go on God's errands.	I will always be ready to share my faith and go about doing good as did Jesus.

Ceremonies & Drill—PFAD 005

Description

This workshop provides a practical introduction to using ceremonies and drill in a Pathfinder club. Included topics are fundamental stationary and marching commands, lead opening ceremonies, and understand flag etiquette.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Resource Material

- Pathfinder Administrative Manual
- Pathfinder Club Drill Manual

What Your Participants Will Learn

1. Know the basic marching elements for the traditional Pathfinder club meeting in the opening exercises
2. Execute stationary commands with ease
3. Be effective using your command voice
4. Know the use and care of different types of flags

Workshop Content

Ideas for Workshop Presentation and Activities

- Assemble students in Opening Exercises formation and lead them through a simple club opening ceremony.
- Teach students how to perform simple drill and marching commands.
- Share the procedure for the use of flags in your country, pointing out certain sentences or paragraphs that you want your students to grasp. Assign students to complete reading the entire document on their own.
- Present a sample of how a Formation for Opening Exercises is done in your area.
- Explain the Philosophy of Drill in order to compare and contrast the differences between Pathfinder drill and military drill.



Opening Exercises

Traditionally many Pathfinder clubs have followed a simple opening exercise ceremony at the beginning of each weekly club meeting. The ceremony involves having the national flag and the Pathfinder flag posted in the front of the Pathfinder room and Pathfinders line up in single-file formation according to their unit. This ceremony may be facilitated by the Club Director or their designee. The Pathfinder Administrative Manual outlines a simple opening ceremony process.

Explain each detail of the opening exercises.

Stationary Drill

Stationary drill commands are basic commands used when standing still.

The Pathfinder Club is a place where each youth develops his/her individual initiative and personality, and he/she learns to stand tall and straight physically and spiritually. This individuality must not be suppressed, but it is also important that all learn to work together, play together, and live together in community.

Demonstrate and practice the following commands:

- Attention
- Dress right, dress and ready, front
- Present arms
- Parade rest
- Prayer attention
- Stand at ease
- Rest
- Fall out
- Fall in
- Right face
- Left face
- About face

After the stationary commands have been learned, demonstrate the opening exercise ceremony using the appropriate commands.

Moving Commands

Simple drill and marching are necessary for orderliness and for getting the Pathfinders into position for various activities. Pathfinder drill is a game to be enjoyed and should be used regularly at club meetings. It should not be prolonged to the point where the youth tire of it.



Demonstrate and practice the following commands

- Forward, march and halt
- Mark time, march
- Rear, march
- Right flank, march
- Left flank, march
- Column right, march
- Column left, march
- Eyes, right and Ready, front

Flag Etiquette

Pathfinding teaches care and concern for the national flag, state flags, and other flags. It is vitally important that all staff and Pathfinders have a basic knowledge of the use and care of flags.

Go over each courtesy and position as listed.

Teach the rules of saluting the flag.

Demonstrate and practice folding the flag.

Developmental Growth—PYSO

104

Description

This workshop investigates the stages of development in youth ages 10-15 and how to effectively relate to them. It will include methods for mentoring them as disciples of Jesus, nurturing them as they mature into the full stature of Jesus.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Resource Material

- Pathfinder Administrative Manual
- Pathfinder games and events

What Your Participants Will Learn

1. Know the different age characteristics of Pathfinders
2. Learn some new games that will engage Pathfinders in developmental learning activities
3. Discover programming concepts that strengthen Pathfinder involvement by meeting developmental needs
4. Develop a clear understanding of appropriate and inappropriate discipline principles and practices

Workshop Content

Understanding Pathfinders

What is the cause of behavior? Usually it is an effort to meet a psychological need. Like physical needs for air and food, humans have emotional needs, too. Many psychologists agree that it is not intellectual, but emotional growth and change that are of central importance. A young person's feelings, not understandings, are the major forces that move them. Effective Pathfinder leaders understand a Pathfinder's basic psychological needs.

Pathfinders focuses on four areas of development: physical, mental, social, and spiritual. To better meet the needs of Pathfinders in these areas, it is important to understand the Pathfinder's characteristics in these areas as they mature. Discuss with participants the stages of development in Pathfinders.

Scripture on Stages of Development

- Infancy—Jeremiah 1:5-7, Psalm 139:13-18
- Childhood—1 Timothy 4: 12; 2 Timothy 3:15; 2 Peter 3:18; Deut. 6:6, 7
- Old age—Ecclesiastes 3:1-8; Psalm 23

Basic Needs of Children

All children have certain basic needs as well as needs that are specific to their age and stage of development. The basic needs of children are:

Physical

- Food
- Warmth
- Shelter
- Safety

Mental

- Power to make choices and follow plans
- Learning one's place in family, school and church. Discovering and developing one's gifts and talents

Emotional

- A sense of belonging
- Approval and recognition
- Expressions of unconditional love and acceptance
- Freedom within defined boundaries
- Humor—opportunity to laugh

Spiritual

- An all-knowing, loving, caring God
- Forgiveness of wrongs and a chance to start over
- Assurance of acceptance with God
- Experience in prayer, answers to prayer
- A chance to grow in grace and in the knowledge of God

Each Division should develop this section to fit their ethnic and cultural context.

Junior Pathfinders | PREADOLESCENCE (AGES 10-12)

- General description
- Mental characteristics
- Physical characteristics
- Social characteristics
- Spiritual characteristics

Teen Pathfinders | EARLY ADOLESCENCE (AGES 13-15)

- Mental characteristics
- Physical characteristics
- Social characteristics
- Spiritual characteristics



Activity

- Discuss how staff can help meet the needs of their Pathfinders.
- Share Scriptures which address the different stages of life.

Motivating Pathfinders

Involving Pathfinders in activities that build positive relationships among themselves and adults is fundamental to a Pathfinder club ministry. The use of ice-breaker games, hands-on learning activities, teamwork, group planning, practicing drill, involvement in ceremonies, earning awards, traveling together, etc. are the types of things that motivate Pathfinders.

Teach and play a game that helps Pathfinders get to know each other.

Effective Program Planning

When planning club programs, it is important to take into consideration the interests and developmental needs of your Pathfinders. What young Pathfinders experience as new and exciting, teen Pathfinders may have already been doing for two or three years and they consider it to be “boring.” It is common that a club will lose their Pathfinders by the

time they are 14, unless there is a new experience of Pathfinding that will challenge and excite them to stay involved.

Discuss with participants appropriate activities for Junior Pathfinders and Teen Pathfinders.

Interacting and Involving Pathfinders


Along with intentional programming, there also need to be shared responsibilities as well as appropriate interaction with staff. For instance, what happens when a staff member tells a Pathfinder or staff to do something?

- Junior Pathfinder: will most likely gladly do it.
- Teen Pathfinder: will most likely question them.
- Collegiate Staff: will most likely tell them what they think about the task.

How we treat Pathfinders at every level is vital to their continued involvement and effectiveness.

Activity

Remind participants of the qualities of a Pathfinder leader as outlined in the Pathfinder Club Handbook. Also, staff meetings are



vital to keeping a program running smoothly.
<https://family.adventist.org/evangelistic-parenting/>

Proper Discipline

“In a Pathfinder club, good discipline provides an environment that is conducive to cheerful attitudes and cooperative behavior. It emphasizes guidance rather than restraint and is constructive rather than destructive. It is not crippling; it is enabling. It encourages self-control and purposeful activity and discourages punishment.” NAD Pathfinder Administrative Manual

It is vital to the success of a Pathfinder club and the cooperative participation of the Pathfinder staff to make sure that all staff members agree upon and follow the same discipline guidelines of the club.

Activity

- Share a possible discipline policy for a club.
- Discuss examples of proper and improper discipline.

Understanding Junior Pathfinders (10-12)

HOW HE/SHE BEHAVES			
He/She enjoys physical activity.	This is a healthy period of slow growth. He/she is gaining weight, strength, control of finer muscles. He/she practices for skill, control, speed in activities. Nothing seems too hard for him/her if challenged. He/she has abundant energy.	Give him/her opportunities to do things. Plan active assignments: help arrange clubhouse, distribute materials, participate in opening and class sessions, missionary projects, etc.	He/She admires strength and power. Show him how God enabled men and women in Bible to be strong to do His will. Challenge him to be strong in daily Christian living. Show what he can do to serve and please God.
He/She seeks friends among his own age and sex, desires to achieve.	Both sexes are active, but boys think themselves stronger, braver. Girls tend to be larger than boys. This gives natural antagonism between genders. Both are proud of new skills, impatient with younger children who can't "keep up."	Appeal to his/her desire to achieve. Give him/her practice in learning use of the Bible. Stimulate his/her desire to accomplish class level. Give him/her opportunity to show skills through participation.	Challenge him/her to live for God. Give concrete examples of what he/she can do for God: ways to help others, how to witness to others, real-life everyday situations in which he can obey God's commandments, how to invite friends to Sabbath School.
He/She begins to enjoy teamwork, makes a contest of nearly everything he does.	He's/she's interested in ball games, other activities which carry over into adult life. Enjoys competition. Finds thrill in trying to outwit his companions. Likes to belong to a group but moves to another group if activity looks more interesting.	Plan group projects to give him/her experience in working with others. Make projects difficult enough to challenge, but not too hard. He/she gets discouraged easily, finds defeat hard to take.	Show him/her his need of belonging to God's army. Tell of spiritual warfare between forces of good and evil. Show him/her how he/she can be victorious through Christ.
He/She does everything whole heartedly.	He/she has strong likes and dislikes, is developing desire for independence. Wants freedom from restrictions. Activities take him/her out of his/her home. He/she tends to ignore adults and pursue own interests, but he/she respects authority. He/she has ambitions for leadership.	Present plans enthusiastically. Show what he'll/she'll get out of project or lesson. Let him/her help plan, set rules, etc., with guidance. Give him/her opportunities to develop leadership ability but keep good discipline.	Teach him/her to serve God whole-heartedly. Show from the Bible- the Christian's guidebook—what God expects of him/her. Challenge him/her to be a leader in school and play situations, to stand for right.
He/She is alert, eager to learn.	Anything new to him/her interests him/her, and his/her interests are world-wide. He's/ she's eager to know more about people, geography, history, current events, nature, science, mechanics. He/she wants to know what makes things tick.	Capitalize on interests. Give details on people, nature, etc. Know material thoroughly. Check factual information. Use visuals to hold attention. Let him/her ask questions.	Stimulate desire to know God and His plan of salvation. Also, to find God's plan for his/her life.
He/She is an avid reader.	Because he's/she's eager to learn, he/she likes to read. And he's/she's likely to read anything handy which he/she can understand. Friends, home and school have a big influence on what he/she reads. He/she doesn't like to write because forming letters is difficult for him/her and he/she doesn't understand the rules: grammar, punctuation, etc.	Help him/her be selective in reading material. Provide good reading material for him/her through the library. Encourage him/her to read biography, Bible story, nature, missions, etc.	Challenge him/her to read the Bible daily, to go to it for answers to his/her problems. Present the Bible as the true, unchanging Word of God, the most important Book and source of all knowledge.
He/She has an intense interest in collecting things.	He's/she's collector because he/she wants to keep things for future use, or he's/she's interested in the material itself. Even facts are collected. Collections serve useful purposes: shortcut to knowledge, trains the eye, gives practice in judgement, forms systematic habits.	Make use of his/her collections - have hobby show. Ask him/her to collect rocks, shells, etc., for honors.	Show him/her ways to use his/her time and talents in serving the Lord.
He/She is beginning to note relationships.	Because of his/her wide interests, geography and history lessons in school, he/she is coming to understand how things and events fit together, why and how things happen.	Excite his/her curiosity about Bible geography, history. Present facts chronologically.	Challenge him/her to consider the "why" of people's actions and God's dealings with them. Help him/her see what his/her relationship is and should be to Christ.
He/She is extremely realistic yet enjoys imagination.	Imaginative play decreases. He/she is no longer interested in "made up" stories. He/she wants true stories of bold action, accurately told. Now he/she projects himself/herself into the role of the hero of these true stories. He's/she's an imitator.	Illustrate principles with true stories of figures from Bible, history, sports, etc. Select those he/she admires. Also use stories about spiritual victories in lives of leaders, missionaries, etc.	Present Bible heroes for him/her to admire and imitate. Show him/her what makes people great- faith in and obedience to God. Above all, set an example for him/her in your own life.

Understanding Teen Pathfinders

HOW HE/SHE BEHAVES			
He/She enjoys physical activity.	Generally, his/her muscular abilities are improving. Often there is a spurt of growth during this period.	Give opportunity for participation in wide range of big muscle activities. He/She also needs some less strenuous activities, plenty of relaxation and rest. Weekday program helps meet his/her needs.	Show how he/she can use his/her energies for Christ. Involve him/her in club duties and group activities.
He/Her has problems in social adjustment.	Boys are beginning to become interested in girls, but girls mature about a year before them and are often much more aggressive in boy-girl relationships. Boys are often smaller, often feel and look awkward, and some withdraw from individual contacts with girls. They enjoy group relationships.	Plan variety of activities and projects which give opportunity for boys and girls to work and play together in groups. Avoid placing Pathfinder in embarrassing situations, such as asking him/her to repeat Scripture or answer difficult questions without giving him/her advance notice. Even if he/she knows the answer he/she might not respond.	Challenge him/her to participate in discussion and activities by making it easy for him/her to do so. Use video, slides, white board or felt board for presentation. Focusing attention on these aids helps overcome his/her own self-consciousness and encourages discussion and participation.
He's/She's preoccupied with social activities.	Juniors are usually interested in team or group projects, while Teens are more interested in clubs or social contacts.	Help him/her become a part of the group. Give opportunity for club members to get to know each other. Guide them in working together.	Show him/her how he/she can use his/her social contacts to witness for Christ, to draw others into Sabbath School and church. Here's a real opportunity to teach true Christian standards of conduct.
He's/She's nearing adult level of mental capacity.	During this period, often there is a marked trend away from studiousness. He/She is becoming more interested in social activities.	Because he's/she's trying to emerge as a social being and be accepted as one of the group, he's/she's experimenting in social contacts. Make witnessing, working for honors, etc., the "accepted" thing to do. Enlist help of leaders in setting example.	Present Bible truths positively and attractively. If God's Word is real, vital, living to you, he'll/she'll be interested in your talks and stories and challenged to study the Bible for himself/herself. Use plenty of illustrations, background material. Tie in current events, recent archeological discoveries, etc. Make the Bible real and living to him/her.
He's/She's unpredictable.	He's/She's on threshold of cutting parental apron strings. He/She is emerging from childhood. But he's/she's not yet an adult. His/Her actions and thinking are sometimes childish. He's/She's not sure of himself/herself or of others' reaction to him/her.	Be his/her friend. Be sympathetic and understanding rather than critical. Don't expect him/her to always behave as an adult. Don't be shocked at his/her unconventional behavior. Never "talk down" to him. Respect him/her as a person.	Show him/her God's love and provision for him/her. He/She can feel secure in Christ. Challenge him/her to accept Christ as Savior and Lord, put Him first in his/her life. Other things will be relegated to proper place then.
He's/She's throwing off adult restraints.	He/She wants to be involved in his/her own right. He/She wants to be "on his/her own," and resents parental or ANY control. He/She appears to disrespect rules.	Take the role of friend. He/She probably does not confide in parents but does need adult counseling. Be sympathetic, win and keep his/her confidence. Guide him/her to see truths; don't try to boss him. This is a crucial time in his/her life. He'll/She'll hero-worship the counselor whom he/she admires. Your love and guidance will help determine the course of his/her life.	Teach him/her that independence brings greater responsibilities. Show through the Word the God has set specific rules. It is not "smart" to try to throw off all restraints. Some are necessary. As adults and Christians, we learn to live within God's laws. This is a mark of maturity.
He/She craves acceptance.	He/She desperately wants to be accepted by his/her own age group, as well as by adults.	Make him/her feel wanted, needed and respected. Give him/her some responsibilities, expect him/her to measure up to them. Draw him/her into the group. Avoid cliques. Provide activities, participation projects that include all members.	Show him/her the truth that all persons are created equal. In Christ he/she is a new creature, God's child. Christian behavior is "acceptable."
He's/She's foundering, unstable.	He/She has not determined his life goal. He's/She's confused, doesn't know what he/she wants. He's/She's willing to try most anything.	Guide him/her in setting goals which he/she can achieve within a short time.	Stress importance of submitting his/her life to God, knowing His plan for his/her life and following it. Challenge him/her to serve in small ways, as well as in bigger opportunities.

Introducing to Teaching- EDUC 001

Description

This seminar introduces teaching concepts and educational objectives. It includes learning styles and teaching styles. It gives a summary of Investiture Achievement objectives and encourages the use of outdoor and experiential learning.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Resource Material

- Pathfinder Administrative Manual
- Investiture Achievement Requirements

What Your Participants Will Learn

1. Know the fundamental teaching concepts
2. Discover your learning styles
3. Explore what styles of teaching you will use to be an effective teacher
4. Understand the learning objectives of all eight tracks of Investiture Achievement

Workshop Content


Teaching Concepts and Objectives

There are three fundamental teaching concepts we need to keep in mind as we plan our Pathfinder activities, train our teachers, and evaluate our effectiveness. These teaching concepts are: achievement, responsibility, and respect for authority. Know that anyone can become a teacher and Pathfinder club ministry has teaching resources to help even the least likely “teacher.”

Discuss the reasons we teach Investiture Achievement and honors. Discuss the three fundamentals at teaching concepts and their objectives:

Achievement: Young people need to experience successful completion of worthwhile tasks with a sense of purpose.

Responsibility: Young people should learn to accept and faithfully carry responsibility in



accordance with age and experience.
Respect for authority: Young people need to understand and accept the principle of authority.

Learning Styles

Learning Styles are simply different approaches or ways of learning. Most of us have a preferred style, but also have the ability to learn via other styles as well. There are three primary learning styles: visual learner (learn through seeing), auditory learners (learn through listening), and tactile/kines-
thetic learners (learn through moving, doing, touching). Effective teachers intentionally teach in ways that engage their students in as many learning styles as possible.

Discuss the characteristics of each learning style.

Conduct a learning styles evaluation with your participants.

Ask your participants to identify the learning style that describes them best.

Special Circumstances

In special cases, provisions can be made for isolated Pathfinders to participate in the program. Likewise, provision can be made for

the physically handicapped and the disadvantaged.

Teaching Styles

Often, teachers teach in the style with which they are most comfortable. Great teachers use teaching styles that are most effective for the learning styles of their students. It is important that teachers become effective with as many teaching styles as possible so they can adjust and adapt when needed.

Give specific examples of how to teach Investiture Achievement requirements or a Pathfinder honor in a way that engages multiple learning styles.

Teaching Environments

In Pathfinder club ministry, it is important that teachers and instructors can teach in varied environments such as classrooms and outdoor amphitheaters, from driving down the road to sitting around a campfire, from playing games in a camp lodge to rappelling side by side. Not only does the setting determine the style of teaching, but also the number of students being taught.



Activity

Discuss the different environments of Pathfinding and what kinds of things staff can teach in each environment.

Effective Teachers

A successful teacher has planned well, works the plan, is able to adapt, and sees teachable moments and responds to them. They are also constantly looking for fresh ways and creative activities that can accomplish their teaching goals.

Investiture Achievement and Honors

You have already been introduced to Investiture Achievement in previous modules. The strength and stability of every Pathfinder club is directly proportional to the integration of the Investiture Achievement curricula and the honor requirements that it prescribes. Because Investiture is such an integral part of a successful Pathfinder club, it is imperative that club staff become outstanding instructors of the requirements and honors.

Activity

Discuss the resources and tools available in your area for teaching Investiture Achievement and honors.

Medical, Risk Management, and Child Safety Issues—MEDI 100

Description

This workshop covers introductory information on medical forms, release forms, abuse prevention, conference volunteer screening requirements, staffing levels, transportation guidelines, emergency plans, first aid and supervision issues.

Audience/Participants

New Pathfinder staff and individuals completing the prerequisites for Master Guide

Resource Material

- Pathfinder Administrative Manual
- Investiture Achievement Requirements

What Your Participants Will Learn

- Pathfinder Administrative Manual
- Adventist Risk Management Pathfinder Safety (adventistrisk.org)

Workshop Content

- Use the material in the Pathfinder Administrative Manual, Safety and Liability, to help them understand the seriousness of being a staff member.
- Show them the different types of first aid kits and who should be responsible for them.
- Using as a handout, review the Pathfinder Administrative Manual, Child Abuse section, to give them an introduction to the topic. They can read the material on their own.
- Explore the Adventist Risk Management website to find accurate information for your area.

Special note

Individuals convicted or disciplined for child abuse, child violence, or sexual abuse cannot participate in club ministry activities.

- When dealing with perpetrators of sexual

abuse, it should be remembered that restoration to membership does not remove all consequences of such a serious violation. While attendance at church activities may be permissible with properly established guidelines, a person convicted or disciplined for sexual abuse should not be placed in a role which could put them in contact with children, youth, and other vulnerable individuals. Neither shall they be given any position which would encourage vulnerable individuals to trust them implicitly. *Church Manual, Chapter 7, Discipline, pages 66 and 67*

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT (To be adapted by SDA Legal Department of your local field)

Acknowledgment

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

My Commitment to Volunteer Ministry

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

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

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

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



Basic Staff Certification is something that every Pathfinder Club leader should complete. These eight workshops are basic to leading Pathfinder Club Ministry

Workshops in the Pathfinder Basic Staff certification include:

- Pathfinder Club Ministry—PFAD 001
- Club Organization—PFAD 002
- Club Programming and Planning—PFAD 003
- Club Outreach—PFAD 004
- Basic Ceremonies & Drill—PFAD 005
- Developmental Growth: 10-15 —PYSO 104
- Introduction to Teaching—EDUC 001
- Medical, Risk Management, & Child Safety Issues —MEDI 100

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

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

During the workshop, the presenter may assess whether their audience understands the objectives of the lesson through activities, class demonstrations, or completion of handouts.

The Pathfinder Club Basic Staff Certification is part of the Club Ministries Training (CMT) which includes certifications for Adventurer Club Ministry, Pathfinder Club Ministry, Master Guide Ministry and Youth Ministry.

CMT is based on the Adventist Youth Ministry Training (AYMT) curriculum, developed by the North American Division.



CMT Pathfinder Club Counselor

Workshop Resources for Presenters
General Conference 2022 Edition

Pathfinder Club Counselor Certification

Prerequisites

1. Be at least 18 years old.
2. Commit to the Youth/Children's Ministry Volunteer Code of Conduct.
3. Be currently approved by your conference's child protection screening verification.
4. Be a baptized member of the Seventh-day Adventist church.
5. Have completed the CMT Pathfinder Basic Staff Training certificate.

Overview of Workshops

Pathfinder Club Outreach | PFAD 004

This workshop focuses on how to minister to Pathfinders and how to enable them to minister to others. The Personal Growth, Spiritual Discovery, and Serving Others sections of the Investiture Achievement curricula will be reviewed to gain an overall understanding of how the Pathfinder program intentionally incorporates Pathfinder club outreach. Also, some of the AY honors classified as Spiritual Growth, Outreach, and Heritage will be reviewed as well as techniques for integrating outreach opportunities into all Pathfinder activities.

The Pathfinder Club Organization: The Counselor's Support Team | PFAD 100

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

The Counselor's Responsibilities | PFAD 101

This workshop focuses on the duties and responsibilities of the counselor and reviews guidelines that ensure a safe environment that fosters learning and spiritual growth. It outlines the do's and don'ts of counseling



and covers the tasks for meetings, camps, outreaches, and all phases of the Pathfinder year.

Developmental Growth | PYSO 104

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

Discipling and Discipline | PYSO 121

This workshop will consider the Biblical meanings of discipline and disciple. Christ gave us the perfect example of discipling. It will look at Christ's methods of evangelism as shared in Scripture and the practical lessons that we can draw from His methods and apply to our ministry. It then continues with the concept that discipling requires the heart of Jesus.

The Counselor's Relationship to the Pathfinder | PYSO 124

This workshop discusses developing a men-

toring relationship with your Pathfinders, and what that will mean in terms of teaching them to relate to others and drawing them to Jesus Christ.

Safety and the Counselor | RCSF 120

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

Spiritual Applications in Nature | NAOS 120

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

Required Fieldwork

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



Portfolios

The Counselor certification requires a portfolio documenting the journey, progress, lessons learned, and completion of requirements.

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

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

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

The content is what counts, not the form of that content. It should be well organized and easy to check over.

Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Portfolio Review

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

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

Recognition of Completion

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

Achievement and honors. Discuss the three fundamentals at teaching concepts and their objectives:

Achievement: Young people need to experience successful completion of worthwhile tasks with a sense of purpose.

Responsibility: Young people should learn to accept and faithfully carry responsibility in accordance with age and experience.



Respect for authority: Young people need to understand and accept the principle of authority.

Learning Styles

Learning Styles are simply different approaches or ways of learning. Most of us have a preferred style, but also have the ability to learn via other styles as well. There are three primary learning styles: visual learner (learn through seeing), auditory learners (learn through listening), and tactile/kinesthetic learners (learn through moving, doing, touching). Effective teachers intentionally teach in ways that engage their students in as many learning styles as possible.

Discuss the characteristics of each learning style.

Conduct a learning styles evaluation with your participants.

Ask your participants to identify the learning style that describes them best.

Special Circumstances

In special cases, provisions can be made for isolated Pathfinders to participate in the program. Likewise, provision can be made for the physically handicapped and the disadvantaged.

Teaching Styles

Often, teachers teach in the style with which they are most comfortable. Great teachers use teaching styles that are most effective for the learning styles of their students. It is important that teachers become effective with as many teaching styles as possible so they can adjust and adapt when needed.

Give specific examples of how to teach Investiture Achievement requirements or a Pathfinder honor in a way that engages multiple learning styles.

Teaching Environments

In Pathfinder club ministry, it is important that teachers and instructors can teach in varied environments such as classrooms and outdoor amphitheaters, from driving down the road to sitting around a campfire, from playing games in a camp lodge to rappelling side by side. Not only does the setting determine the style of teaching, but also the number of students being taught.

Pathfinder Club Outreach— PFAD 004

Description

This workshop focuses on how to minister to Pathfinders and how to enable them to minister to others. The Personal Growth, Spiritual Discovery, and Serving Others sections of the Investiture Achievement curricula will be reviewed to gain an overall understanding of how the Pathfinder program intentionally incorporates Pathfinder club outreach. Also, some of the AY honors classified as Spiritual Growth, Outreach, and Heritage will be reviewed as well as techniques for integrating outreach opportunities into all Pathfinder activities.

Audience/Participants

Pathfinder Club Counselors

Key Texts: **Luke 10:25-37 NKJV.** “And behold a certain lawyer stood up and tested Him, saying, ‘Teacher, what shall I do to inherit eternal life?’ He said to him, ‘What is written in the law? What is your reading of it?’ So he answered and said, ‘You shall love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind; and your neighbor as yourself.’ And He said to him, ‘You have answered rightly; do this and you will live.’ But he, wanting to justify himself, said to Jesus, ‘And who is my neighbor?’ Then Jesus answered and said: ‘A certain man went down from Jerusa-

lem to Jericho, and fell among thieves, who stripped him of his clothing, wounded him, and departed, leaving him half dead. Now by chance a certain priest came down that road. And when he saw him, he passed by on the other side. Likewise a Levite, when he arrived at the place, came, and looked, and passed by on the other side. But a certain Samaritan, as he journeyed, came where he was. And when he saw him, he had compassion. So he went to him and bandaged his wounds, pouring on oil and wine; and he set him on his own animal, brought him to an inn, and took care of him. On the next day, when he departed, he took out two denarii, gave them to the innkeeper, and said to him, ‘Take care of him, and whatever more you spend, when I come again, I will repay you.’ So which of these three do you think was neighbor to him



who fell among the thieves?’ And he said, ‘He who showed mercy on him.’ Then Jesus said to him, ‘Go and do likewise.’”

Matthew 25:31-37 NKJV. “When the Son of Man comes in His glory, and all the holy angels with Him, then He will sit on the throne of His glory. All the nations will be gathered before Him, and He will separate them one from another, as a shepherd divides his sheep from the goats. And He will set the sheep on His right hand, but the goats on the left. Then the King will say to those on His right hand, ‘Come, you blessed of My Father, inherit the kingdom prepared for you from the foundation of the world: for I was hungry and you gave Me food; I was thirsty and you gave Me drink; I was a stranger and you took Me in; I was naked and you clothed Me; I was sick and you visited Me; I was in prison and you came to Me.’ Then the righteous will answer Him, saying, ‘Lord, when did we see You hungry and feed You, or thirsty and give You drink? When did we see You a stranger and take You in, or naked and clothe You? Or when did we see You sick, or in prison, and come to You?’ And the King will answer and say to them, ‘Assuredly, I say to you, in-

asmuch as you did it to one of the least of these my brethren, you did it to Me.’”

Resource Material

- Pathfinder Administrative Manual (General Conference Youth Department website: <https://www.gcyouthministries.org/resources/resource-manuals/>)
- Investiture Achievement requirements for Companion, Explorer, and Ranger
- Honor Requirements—Serving Communities.

What Your Participants Will Learn

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



Workshop Content

1. Understand how Investiture Achievement requirements enable spiritual growth.

The mission of Pathfinders is to bring children to Jesus. The Investiture Achievement (IA) curriculum is the backbone of Pathfinder club ministry. It has three sections common to each Investiture Achievement level that intentionally facilitate spiritual development: Personal Growth, Spiritual Discovery, and Serving Others. In this workshop, we will research and explore each of these sections.

Activity: Have participants look over the Companion and Trail Companion scope and sequence. Review the Personal Growth section, specifically 3.b. The Pathfinder staff help the Pathfinder understand and practice the meaning of “Be pure, kind and true” and “Keep the morning watch” and Go on God’s errands.”

2. Encourage spiritual growth in Pathfinders through the Bible and history.

Pathfinders has proven to be one of the great soul-winning agencies of our church, with a leadership that dedicates its time, talents,

and energy to keeping the program running smoothly. It is designed to help Pathfinders sense their God-given destiny and to keep them marching together in step toward the kingdom of God.

Activity: Review the Spiritual Discovery section of Investiture Achievement, Companion level, noticing all four components that the Pathfinders are required to learn. How can you incorporate these requirements into your meetings? Do you have specific individuals in mind who can assist you?

3. Engage Pathfinders in connecting with their community through Share Your Faith activities.

Pathfinders should teach members how to become good citizens of their communities. Involving Pathfinders in the community fosters an interest in service to others. Clubs can impact their communities in many ways.

Organization is one of the key components to successful community-service projects. Community-service projects also present great opportunities to involve parents and other church members. Ask for their help in finding projects and organizing the finer details. The more people you include, the more



you can accomplish.

Activity: Review the Serving Others section of the Investiture Achievement for Friend, Companion, and Explorer level.

4. Integrate additional outreach events into your club calendar.

Evangelistic outreach is important to the Pathfinder program. Planning group outreach activities will encourage Pathfinders to share their faith. However, there is a difference between evangelistic outreach and community service projects. Both are important to include when planning your calendar. Look for ways to include an evangelistic component in the club's activities.

Activity: Include these in your club's schedule, keeping in mind what may be appropriate for a certain month or season.

- Make a care package for a child or youth experiencing homelessness.
- Make "I Care" kits with combs, toothbrushes, shampoo, etc. for individuals experiencing homelessness.
- Help clean up and mow a public place.
- Adopt a "Grand friend." Write your "grand friend" a letter or write letters for an older adult.

- Put together care packages for families of patients in the ICU.
- Collect and repair used bicycles for children or families in need.
- Build birdhouses and donate them to a nature center.
- Mow an older person's lawn.
- Hold a grandparents' tea at a local retirement or nursing home. Combine the activity with a lesson on good manners for younger students and your Pathfinders will have an opportunity to demonstrate good behavior.
- Plan activities for Grandparents Day.
- Clean graffiti off neighborhood walls and buildings.
- Explore more ideas with your group. Closing Activity

Closing Activity

Have your participants divide up into small groups to discuss how these passages apply to Pathfinder Club Ministry.

1. Luke 10:25-37

Christ shared this parable in response to the question, "Who is my neighbor?" The real neighbor, Jesus says, is the person who shows mercy in concrete ways. He commanded His



followers, “Go and do likewise.” This story is particularly important because Jesus chose to make the exemplary individual, the Good Samaritan, a member of an ethnic group that was despised, looked down upon and discriminated against by the religious community to which Jesus belonged. Following Jesus is about the content of your character, not your race, culture, or gender.

2. **Matthew 25:31-46**

This parable is the last in a series of four parables that Jesus shared in Matthew 24-25 in response to questions from His disciples about end-time events: “When will this happen, and what will be the sign of your coming and of the end of the age?” At the end of time the righteous say, “When did we see you” as a stranger, needing clothing, imprisoned, sick (Matt. 25: 38-39)? Discuss how your club shows Christ’s love to others in practical ways.

Pathfinder Club Organization: The Counselor's Support Team— PFAD 100

Description

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

Audience/Participants

Pathfinder club counselors

Key Texts: Luke 22:24-27. “Now there was also a dispute among them, as to which of them should be considered the greatest. And He said to them, ‘The kings of the Gentiles exercise lordship over them, and those who exercise authority over them are called benefactors. But not so among you; on the contrary, he who is greatest among you, let him be as the younger, and he who governs as he who serves. For who is greater, he who sits at the table, or he who serves? Is it not he who sits at the table? Yet I am among you as the One who serves.’”

1 Cor. 12: 4-7. “There are diversities of gifts, but the same Spirit. There are differences of ministries, but the same Lord. And there are diversities of activities, but it is the same God who works all in all. But the manifestation of the Spirit is given to each one for the profit of all.”

Resource Material

- Pathfinder Administrative Manual.
- Books/videos on servant leadership and mentoring approved by your Conference.

What Your Participants Will Learn

Participants will learn about the structure of Pathfinder club ministry.



Workshop Content

Opening Activity

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

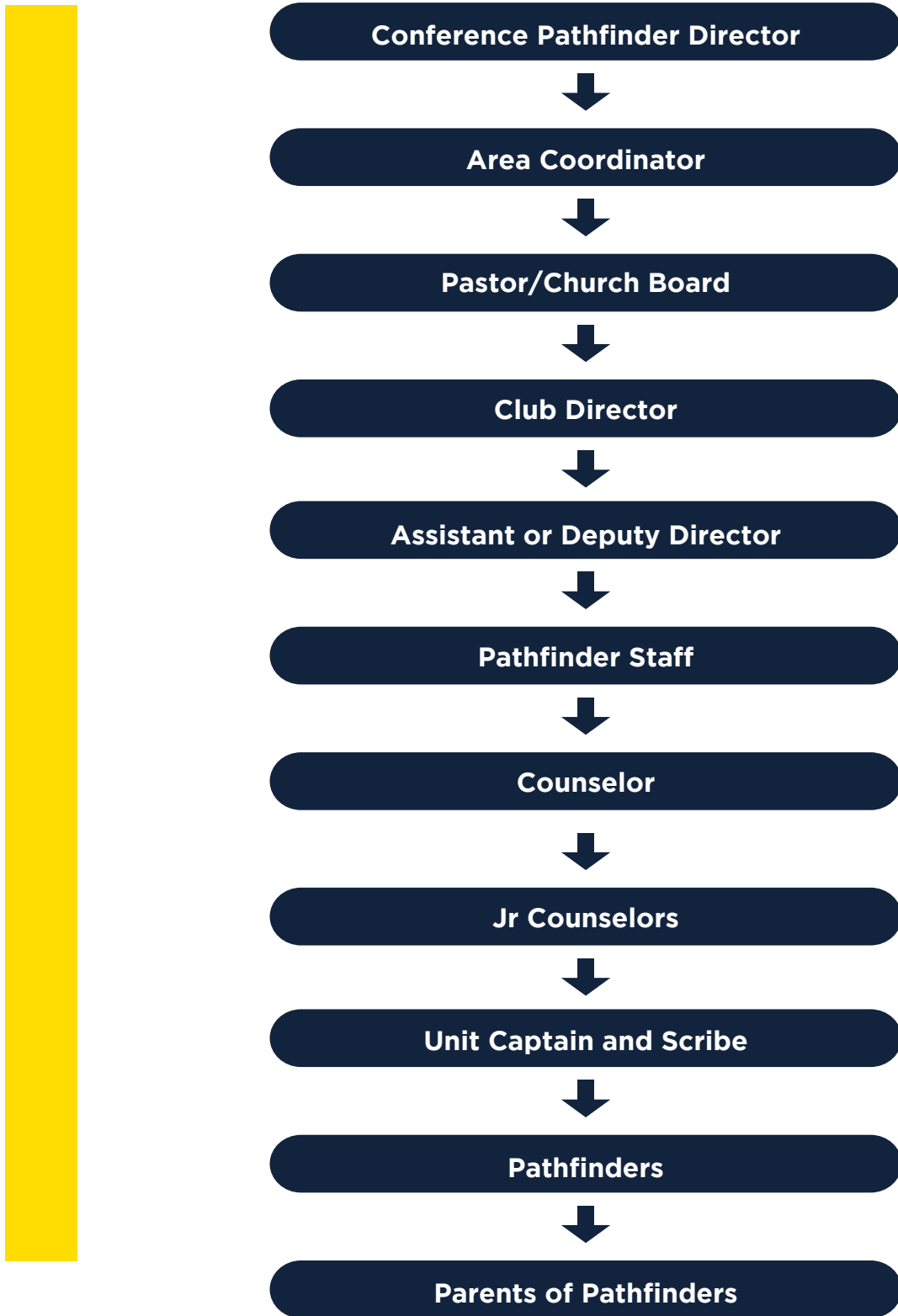
Tell your group that this could be one way that we identify a hierarchy. There are lots of ways we could have lined up, such as by age, by how far we drove to come to this training, or lots of other ways. In this workshop we are going to talk about Pathfinder club organization and how the counselor is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

Content

An organization needs to have order to function well, and Pathfinders is no exception. An “I want to be in charge, and you should do all the work” philosophy is inappropriate here. Each staff member has an important role to fulfill within the club. Everyone functions to make the club a cohesive body and the counselor has a uniquely important role from the

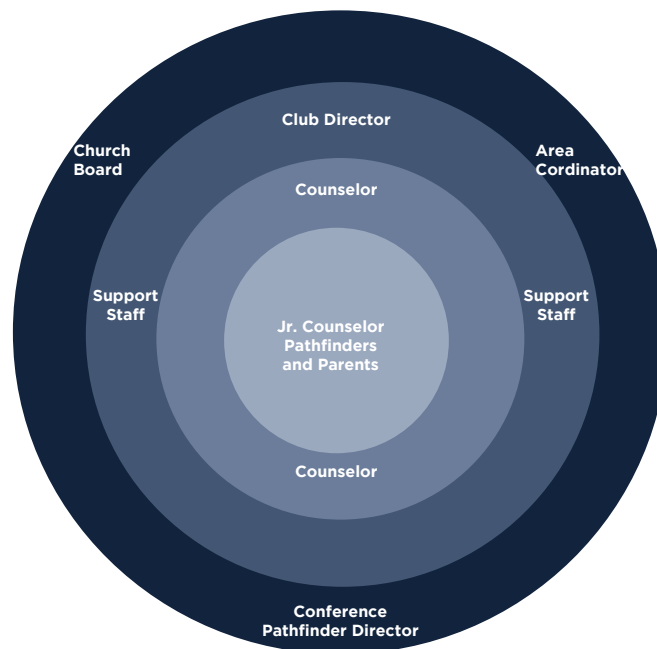
relational, safety, and eternal perspective. All staff will work together to support the counselor as they lead a child to Christ. We simply must be intentional; discipleship does not happen by chance. It must be a consecrated, focused work.

Traditionally, organizational chain of command is top down



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

The Circle of Support



COUNSELORS

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

PARENTS AND JUNIOR COUNSELORS

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

SUPPORT STAFF

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

CLUB DIRECTOR

Then comes the associate or deputy director followed by the director – each doing his or her part to organize and coordinate activities to provide the counselor with more opportunities to build a relationship with their units, as well as rapport, confidence, trust, and, most importantly, an opportunity to help the Pathfinder build a lifetime saving relationship



with Jesus Christ. Once this has taken place, the cycle can begin again with the Pathfinder becoming part of a support system for the next generation's young people.

LOCAL CHURCH

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

CONFERENCE TEAM

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

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

All club energies need to focus through the counselor to disciple the child and support their parents or guardians.

ADDITIONAL CONTENT

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

book *Education*, the chapter: *Lives of Great Men*.

Suggested Activities

- Have each participant create a circle of support with the names of the people that support them (captain/scribe, if a unit has been assigned, other club staff, pastor/elder, area coordinators, conference).
- Form groups of 3 to 4. Brainstorm what your club can do to make sure that your club is intentionally discipling your Pathfinders. How is the counselor part of that process?

Report to the entire group.

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

The Counselor's Responsibilities—PFAD 101

Description

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

Audience/Participants

Pathfinder club counselors

Key Texts: **Micah 6:8:** “He has shown you, O man, what is good; and what does the Lord require of you but to do justly, to love mercy, and to walk humbly with your God?”

Luke 10: 28b-27: “Teacher, what shall I do to inherit eternal life?’ He said to him, ‘what is written in the law? What is your reading of it?’ So he answered and said, ‘You shall love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind and your neighbor as yourself.’”

Resource Material

- Pathfinder Administrative Manual.
- Books and videos on motivating and leading adolescents approved by your Conference.

What Your Participants Will Learn

What are their responsibilities as counselors?

Workshop Content

Opening Activity: The Observation Game

- Have participants form two lines of equal number and facing each other.
- Have them introduce themselves to the person they are facing and share where they are from.
- Then have participants do an about-face. Instruct them to change six things about their appearance. After an adequate amount of time, have them do an about-face and then have one row of participants guess what six things the person in front of them changed. Then switch and have the other row of par-



Participants do the same for those in front of them.

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

Additional Discussion Questions:

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

Content

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

As the counselor it is important that you pay close attention to each of the Pathfinders in your unit. As you are watching them, they are

also watching you, so it is important that you be a great role model. Here are some important things for each counselor to model:

1. Attendance and participation in all Pathfinder functions.

- a. Counselor should **always** be with unit unless pre-arranged for someone else to fill in.
- b. Counselors need to know their kids well and become **acquainted** with families and home conditions.
- c. Counselors should always defend the standards and principles of their club and work together with other staff in the club.
- d. Counselors should set a good example with **attitude** and behavior.

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

- a. Take **charge** and lead/teach your unit or class.
- b. Work and stay with your unit during **all** programs.
- c. Encourage, teach, and test necessary **level requirements** for the successful Investiture of your club members.
- d. Set a good **example** in neatness, **attendance**, punctuality, and with the way you wear



the uniform.

e. Be a role model in **Christian** behavior.

f. March and **drill** with your unit.

g. Develop understanding and **friendship** within the unit.

h. Help members with any **problems** and keep the club leaders informed (respect confidentiality when appropriate).

i. Encourage your unit members to **participate** in all activities.

j. Participate with your unit in **campouts, activities/events**, arranging all details with the deputy director/director.

k. Attend your club's **staff** meetings and retreats.

l. Notify the club director in advance if unable to **attend** a meeting.

3. Have a **working knowledge** of all Pathfinder functions.

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

a. It needs fuel.

b. It doesn't ride well when a tire on one side

is flat.

c. Locking the keys in your car doesn't help you get to your destination quickly.

d. The car will hide under snow in wintertime. Every vehicle is different.

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

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

- Community service – purpose: to spread the love of Jesus.

- Investiture – purpose: to honor the Pathfinder for a job well done.

- Pathfinder Sabbath – give your Pathfinders the opportunity to share about their Pathfinder club with their church.

4. **“Fall In.”**

The counselor falls in at **the back** of the unit whenever the director calls, “Fall in.” Counselors should be listening as the announce-



ments are given and be able to reinforce them as the Pathfinders are doing what has been requested. Do what you want the kids to do; do not do what you don't want them to do.

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

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

6. What is the counselor's **responsibility during duties (camporees, camp setup, etc.)**?

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

- a. The task is done **quickly**.
- b. The unit members will be more **responsive**.

- c. Everyone will have more **fun**.
- d. You get to know your unit members **better**.
- e. Often these opportunities can be used as **"teachable moments"**.

7. **The Uniform**

Help the Pathfinders take **pride** in their uniform by encouraging and setting a good example with your own uniform. Uniforms are not everybody's favorite thing. For the kids, the uniforms may be just out of style clothes. **Counselors can model pride in the uniform by wearing it with care. Remember the uniform is not just clothes, but rather, who we are and what we believe in. Ask yourself, "Do I want to be a wrinkled Christian?"**

8. **Am I, the counselor, responsible for discipline in my unit?**

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

9. **How do I always keep the Pathfinders under control?**



- a. The number one goal is to stay **together** in a unit.
- b. Have **expectations** for your unit. Tell your unit you expect them to:
 - I. Be quiet and respectful.
 - II. Be with you at all times.
 - III. Follow directions.
- c. It is disruptive for a speaker, craft instructor, or director to have to ask a Pathfinder to be quiet.
- d. Set the **example** and let your unit know your expectations **ahead of time**.

10. **Organization:**

- a. Counselors and staff
- b. Director or assistant director (if director is not available)
- c. Pastor and/or church board
- d. Area coordinator
- e. Conference Pathfinder director

11. Counselors are always with their unit.

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

Counselor's Responsibilities At:

- 1. Club Meetings
 - a. During worship: sit, listen, and pray with Pathfinders.
 - b. During assembly: fall in and participate with unit.
 - c. During crafts or honors: make sure your Pathfinders are engaged and following instructions.
 - d. During recreation: play with your unit, show good sportsmanship, and set a good example.
- 2. Campouts
 - a. Enforce sleeping arrangements as specified by your conference.
 - b. Make sure that your unit has the full camporee experience.
 - c. Follow camporee rules.
 - d. Have worship time, review the speaker's message to answer questions and reinforce the message.
 - e. Get involved at all parts of setting up the camp with a positive attitude.
- 3. Field trips: have knowledge of the trip, stay with the unit, and have fun!
- 4. Hiking: stay with your unit, follow rules of trail, enjoy, and learn from nature.



5. Fairs and camporees: stay with your unit, participate in all activities with a good attitude, have a great time, be a good witness, follow all the rules, do not forget worships, and help with the labor of set-up and striking camp.

6. Pathfinder Sabbath: wear full dress uniform, march with unit, complete all assignments as designated by director, encourage your unit members, and talk with parents and other church members.

7. District functions: stay with unit, follow rules, assist when needed—you and your unit **have fun!**

8. Share your faith activities: work with your unit! Your excitement for sharing your faith will be contagious!

9. Fundraisers: stay **with** unit. Work alongside unit. Follow rules and directions. Witness to all involved. Make work fun!

What is the common thread in all these functions?

Suggested Activities

Role Play

Divide your entire group into discussion groups of no more than three to four. Give

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

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

Provide group discussion time. Then have each group share, via role playing, with the whole group what their scenario is and how they have decided to resolve the issue in a way that honors God and keeps the Pathfinder Law and Pledge.

Developmental Growth—PYSO 104

Description

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

Audience/Participants

Pathfinder club counselors

Key Texts: Luke 2:52: “And Jesus increased in wisdom and stature, and in favor with God and men.”

1 Timothy 3:15: “And that from childhood you have known the Holy Scriptures which are able to make you wise for salvation through faith which is in Christ Jesus.”

1 Timothy 4:12: “Let no one despise your youth, but be an example to the believers in word, in conduct, in love, in spirit, in faith, in purity.”

Resource Material

- Desire of Ages, Chapters 7 through 9

- Pathfinder Administrative Manual
- Pathfinder Games & Events (choose age-appropriate activities).

What Your Participants Will Learn

1. Know the different characteristics of junior and teen Pathfinders.
2. Study components of the Pathfinder curriculum which enable youth to grow as Jesus did (Luke 2:52).
3. Discover concepts that strengthen Pathfinder involvement by meeting developmental needs.

Workshop Content

The Pathfinder curriculum, both Investiture Achievement and honors, is designed on the principles of Scripture and the Spirit of



Prophecy. This curriculum is designed for the different stages of growth and development. It exists to lead children and young people to Christ and to help them grow in Christ. From our ministry, we have seen that each Pathfinder is unique! Yet Pathfinders share developmental characteristics with their peers. Counselors should remember this paradox as they make plans to mentor the children in their care, and to make potential necessary adjustments.

Overview of Junior Pathfinders (ages 10-12)

Activity characterizes this stage of development, and the social group usually involves a cluster of same-sex friends—the “friendly gang age.” Reality as they perceive it tends to be dualistic with most things either right or wrong, yes or no, good or bad. Pathfinders can tap into specific rules and rewards, plus plenty of action whether it’s camping, service activities, fundraising, marching, or camporees. The mind can absorb lots of information although it might not be able to process it with depth.

Let’s get into some specifics about junior

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

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



The noticeable social development is the separation of gender. They simply don't want to be together. With quiz time the obvious division of teams is boys versus girls (although the girls will usually win unless one boy is especially full of Bible trivia).

Juniors Pathfinders rarely like to be alone but prefer to be in small groups that can easily fluctuate with various members, rarely mixing genders. The differences in gender start to get noticed, and some females start puberty during these years. Pathfinders of this age look for heroes, such as sports, music, and movie stars. The teens or young adults at your church can fill this role more likely and in reality. Bible heroes may also fit.

Fostering emotional development for junior Pathfinders hits the target with acceptance. This can be difficult to give when they are noisy and restless. Be careful not to humiliate, especially around others. They can be quite sensitive to criticism. Being fair is important but being part of the group is even more important. Junior Pathfinders can sometimes be very mean to others, often with no apparent reason. They want adult relationships, but also the ability to be part of a small peer group, too. Teen Pathfinders can play signifi-

cant roles in addition to adults.

What happens spiritually with Junior Pathfinders? Information equals spirituality—whatever spirituality means. Knowing God is knowing about God more than a personal relationship with an unseen and powerful Being or intimacy with “El Shaddai” or “Abba.” This is the most common age for children who grow up in the church to get baptized. Children can understand the plan of salvation and how to give their hearts to Christ. The Junior Pathfinder's knowledge of Scripture provides the foundation for a lifelong commitment to God, and the emotional anchor for the stresses of life. Junior Pathfinder's spiritual development is strengthened through Bible stories and the spiritual disciplines: prayer, and aspiring to: “Keep the morning watch, Walk softly in the sanctuary, Keep a song in my heart, Go on God's errands.” The commitment Junior Pathfinders make to Christ is real but will need to be reviewed and deepened in the adolescent years.

Suggested Activity

Discuss how the Pathfinder Investiture Achievement levels accommodate the devel-



opmental needs of 10- to 12-year-olds.

Overview of Teen Pathfinders (ages 13-16)

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

The onset of puberty in teens marks the greatest physical impact. It affects all other areas of a teen's life as well.

The average age for the onset of puberty in females is 10-11, with one's first menstruation at the age of 12-13. Boys hit puberty a year or two after girls do. Please note that these are averages. A child has no control over when this begins. Unfairly, girls who reach puberty early are at a disadvantage because it tends

to separate them from age mates and puts them with older teens. And boys who reach puberty early are at an advantage because it tends to engender more respect and also puts them more in line with females their age while the "little boys" continue their immature ways. These physical changes markedly affect the other aspects of a teen's life.

Teens also experience dramatic mental changes.

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

The social changes for a teen Pathfinder re-



volve around peer acceptance and identity development. With a sense of leaving childhood and entering adulthood, a teen begins to challenge authority such as parents or teachers. This can be very intimidating, so the teen looks to other teens for acceptance and support. The fact that a teen Pathfinder can challenge the counselor or other staff member is a “win” for the teen, even if the teen loses the challenge. This is because the teen Pathfinder was “in the fight.” Expect multiple attempts to discover what a teen Pathfinder is good at in the search for identity based on achievements or relationships. Expect this to be a process, and one that causes many adults to pray with greater intensity. Teens who are compliant often get rewarded by adults but are likely to experience a more traumatic identity search later if it is put on a back burner now.

Not surprisingly, the emotional development for teen Pathfinders is also rocky. In addition to the volatile physical, mental, and social changes, a teen also experiences new emotions—feelings without names to even get a handle on them. A female who reaches puberty may feel exhilarated that an older boy pays attention to her romantically (in com-

parison to the immature boys her own age), but then feel uncomfortable when the boy tries to take advantage of her young age of development. A boy who is late reaching puberty may feel left out or cheated because he can’t compete with those his own age. Insecurity seems to be a common feeling throughout this age, with occasional relief that never seems to last long enough. With so many changes at unpredictable rates and times, insecurity is the normal emotional state.

Spiritual development for teen Pathfinders can go one of several ways. With so many changes, one common route teens take is to begin to experiment with their spirituality. Some begin to understand it in a new way. As they separate from authority figures, some reject their understanding of God simply to differentiate from their religious parents. This can certainly alarm parents as they navigate new waters with their early adolescents.

Some teens continue with the spiritual exterior they have learned, but it seems phony or put-on to them, as though they are acting on a stage for others. Doing what another person wants them to do doesn’t seem real to them, but they might now know what is



real. Hopefully, teen Pathfinders will wrestle with God and discover God for themselves, a process which may involve a rocky path all its own.

This could be initiated outside of the regular routines of life, such as when away on a mission trip or a weekend campout, or at a summer away from home, or even in a part-time job. This is the time that what was memorized during the junior stage needs to come off the back burner to experience meaning and not merely be memorization. Those baptized earlier often want to be re-baptized when their spirituality becomes personal to mark their new experience that seems so much more real than what it had been previously.

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

Suggested Activity

Discuss how the Pathfinder Investiture Achievement levels accommodate the developmental needs of 13-to 16-year-olds.



Summary

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

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

- **Which age or stage do you feel best-equipped to serve?**
- **Why is that?**
- **What can you do to better meet the Pathfinders you have, based on their current development?**
- **In what has God already blessed you in doing to minister to Pathfinders (age group)?**
- **What is your prayer to God at this time?**

Development	Ages 10-12 (Junior Pathfinders)	Ages 13-16 (Teen Pathfinders)
Cognitive & Physical (Piaget)	Concrete Operational	Period of Formal Operations, Though Achievement Largely Depends on Environment.
	*Uses wide variety of concrete experiences to help child learn.	*Thought becomes more abstract, incorporating principles of logic.
	*Demonstrates Intelligence through logical and systematic manipulation of symbols related to concrete objects.	*Develops ability to generate abstract propositions; thinking becomes less tied to concrete reality.
	*Egocentric thought diminishes.	*Multiple hypotheses and their possible outcomes are evident.
	*Is able to tell time.	
	*Cares for self and room and belongings. Can take responsibility for more complex chores.	*Can acquire formal logical systems, but may not, depending on opportunities in their environments.
	*Has more control over small muscles.	*Muscle coordination becomes better as time passes.
	*School very important; achievement can become a major issue. Learning problems may not be evident yet.	*Can use aids such as axioms to transcend human limits on comprehension.
	*Needs 9-10 hours sleep/night.	*Needs 10 hours sleep/night.
	*Usually has a good appetite.	*Reorganizing brain often makes them less capable of following directions that when they were age 10.
	*Has thoughts beginning to be more abstract by age 12.	*Boys particularly seem to have a bottomless appetite.
	*Is beginning to understand as-if and if-then steps.	*Girls may develop eating disorders as early as age 8 but especially during this stage.
Social & Emotional (Erikson)	Is learning Industry vs. Inferiority.	Is learning Identity vs. Identity Diffusion.
	Is striving toward competence.	*Fidelity—Answering Question: Who Am I?
	*Relates to peers according to rules.	*If they are successful during early adolescence, they acquire self-certainty.
	*Is progressing from free play to structured play, such as baseball.	*Is experimenting with constructive roles and anticipating achievement, rather than being frozen by feelings of inferiority.
	*Increasing in self-discipline.	*Lack of success during early adolescence creates self-consciousness and self-doubt.
	*Is moving into their “declaration of independence”—the terrible twos revisited (a period in a child’s early social development [typically around the age of two years] that is associated with defiant or unruly behavior.).	*Often adopting negative roles such as delinquency—drugs, sex, gangs, crime
	*Enjoys being with parents but is moving more toward peer involvement.	*Peers and adults other than parents seem more important in their lives.
	*Peers have great influence—enjoys interaction especially with same-sex friends.	*Need to hang in because it is the parent’s values the teen is measuring everything against
	*Enjoys club and accomplishments and collections.	*Their emotions are a roller-coaster, largely because of hormones and brain development.
	*Teamwork is very important.	*They seek leadership—someone to inspire them.

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

Discipling and Discipline—PYSO 121

Description

This workshop will consider the Biblical meanings of discipline and disciple. Christ gave us the perfect example of discipling. It will look at Christ's methods of evangelism as shared in Scripture and the practical lessons that we can draw from His methods and apply to our ministry. It then continues with the concept that to discipline, you need the heart of Jesus.

Audience/Participants

Pathfinder Club Counselors

Key Texts: Matthew 28:18-20. And Jesus came and spoke to them, saying, "All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age."

Resource Material

- Education, Chapter 34: "Discipline"
- Hymn, "Seeking the Lost" (Seventh-day Adventist Hymnal, no. 373)
- Books and videos on discipling youth

What Your Participants Will Learn

The basics of discipling and how discipline fits into true discipleship.

Workshop Content Opening Activity

We are going to start this workshop by studying what Jesus did when He was on earth. Divide your attendees into groups and distribute the references below. Have the groups identify one word in each text that describes what Jesus did to reach people with the good news of the Gospel. Then each group reports that word to the entire group. If you have fewer than 6 groups keep going until all the verses have been covered. You may want to write these on a board or poster for future reference.

1. Jesus went all over Galilee, **teaching** in the



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

Content

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

Jesus discipled the 12 for three and a half years. He spent much time in praying for them, and in training them. Is there a clue here for what our ministry methods should be? (Discipleship)

1. What does the word disciple mean? Give synonyms.
(Follower, believer, devotee, supporter, student, apprentice, pupil, adherent, learner)
2. Which of the synonyms apply to Christ's disciples?
3. Which of the synonyms apply to the Pathfinder?
4. How did Jesus define discipling?
5. How many people did Christ disciple?
 - a. And when it was day, he called unto him his disciples and of them he chose **twelve**. Luke 6:13
 - b. After these things, the Lord appointed other **seventy** also and sent them two and two. Luke 10:1
 - c. When the even was come, there came a rich man of Arimathea named **Joseph**, who also himself was Jesus' disciple. Matt. 27:57
6. Which of these disciples were His main focus?
7. *When did Jesus teach them? (walking, cooking, healing, talking to others, eating)*



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

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

John 5:20	(show and tell)	(1)
Mark 11:12-24	(demonstration)	(2)
Matthew 13	(preaching)	(3)
Matthew 17:27	(action)	(4)
Mark 4:34	(parables)	(5)

9. Any similarities to how we should teach Pathfinders?

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

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

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

Discipline - An Act of Discipling

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

• Education, Chapter 34: Discipline

“The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says ‘Thou shalt not,’ He in love warns us of the consequences of disobedience, in order to save us from harm and loss.” Educ. 287

“Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust. On the same principle, it is better to request than to command; the one thus addressed has the opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion.” Educ. 290

“Rules should be few and well considered; and when once made, they should be en-



forced.” Educ. 290

“The youth have an inborn love of liberty; they desire freedom; and they need to understand that these inestimable blessings are to be enjoyed only in obedience to the law of God. This law is the preserver of true freedom and liberty. It points out and prohibits those things that degrade and enslave, and thus to the obedient it affords protection from the power of evil.” Educ. 291

“The true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction. When this is accomplished, point him to the source of pardon and power. Seek to preserve his self-respect and to inspire him with courage and hope. This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and to watch and wait. It is a work than which nothing can be more important.” Educ. 292

“The Savior’s rule “As ye would that men should do to you, do ye also to the likewise” (Luke 7:31)—should be the rule of all who undertake the training of children and

youth. They are the younger members of the Lord’s family, heirs with us of the grace of life Christ’s rule should be sacredly observed toward the dullest, the youngest, the most blundering, and even toward the erring and rebellious.” Educ. 293

The Counselor's Relationship to the Pathfinder—PYSO 124

Description

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

Audience/Participants

Pathfinder Club Counselors

Key Text: 1 Cor. 11:1. "Imitate me, just as I also imitate Christ."

Resource Material

- Books and videos on mentoring middle school and teenagers

What Your Participants Will Learn

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

Workshop Content

Opening Activity: The Ball Game

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

Each ball represents a type of Pathfinder one might encounter in a club. Other balls might include a soccer ball or football. To represent



a particularly challenging Pathfinder, use a softball, rubber ball, tennis ball, golf ball, super ball, hard-boiled egg, and marble. Use your imagination.

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

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

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

what more can be done.

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

Additional Discussion Questions:

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

Content

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

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

1. Relationship = noun (according to Webster):
 - a. “The way in which two or more people or things are connected, or the state of being



connected.

b. The way in which two or more people or groups regard (respect) and behave towards each other.”

2. What is my relationship in the club?

a. The club is the way you and your unit of kids are connected.

b. You are a club counselor in charge of a unit.

c. What else do we need?

i. Mutual respect

ii. Emotional association

3. Name some appropriate emotions:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

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

4. Discuss: Is anger ever appropriate?

5. Positive Relationships

Our influence on a child is usually directly proportionate to our relationship, either positive or negative, with the child. In other

words, if we want to have a positive influence on the child, it is most likely to happen within a positive relationship.

6. The Counselor’s Example

You can set a good example by:

a. Being on time

b. Wearing your uniform

c. Being involved in all the club functions

d. Drinking and/or eating only healthy things

e. Praying with the child.

7. A Child’s Perception

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

The Bottom Line

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

So how do we create a positive relationship



with each of our unit charges, even those who most challenge us?

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

Stop and listen to what God may put in your mind after each sentence. You’ll be amazed at how He will help you or who He may send to help you. But He will help you. Pray for the quiet, not-troublemakers, too—they often are left out because of all the time and attention Johnny takes. Yes, it takes time, but if you want to be able to help this kid to heaven, time is what it takes.

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

2. Learn to know and understand each unit member. Yes, it’s a big job to know each one. But that’s why there should only be six in a

unit.

3. Listen to what they are saying with your ears, mind, and heart.

4. Understand where your Pathfinders are in developmental growth is important.

5. Understand the personality of each unit member.

6. Visit the child’s home when all the family is there (if possible):

a. Be sure to call ahead for an appointed time to visit.

b. This can help you understand much about your Pathfinder:

i. Why he is so meticulous or messy

ii. Why she whines all the time

iii. Why he talks so loud and so incessantly

iv. Why food is so important to her.

c. The visit can also help you determine if there are needs such as:

i. Loss of job/work

ii. Lack of food or poor diet

iii. Clothing needs

iv. How the Pathfinders or church can assist the family

d. It gives opportunity to explain the Pathfinder Club Ministry to the parents.

e. To pray with the family. This lets the whole family know that both you and God care



about them. It usually creates a positive connection, so the family knows you are there to support them.

7. Find at least one positive thing about each unit member and write it down.

8. At a unit meeting, have each of the kids write one good thing about each kid in the unit, including themselves.

a. Compile the list and give a copy to each member.

b. You may be amazed at the fact that the “Johnny’s” in your unit have at least 6 positive traits that you can build on.

c. It can make a great difference in their lives.

d. Many times, troublemakers don’t realize they have anything good to offer anyone.

9. Let them know you care.

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

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

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

10. Lead by example and involvement.

a. No shouting or giving orders from across the gym.

b. If it’s KP time for your unit, say, “Come on, let’s get this job done.” Then roll up your sleeves and help. You need to delegate, but not desert.

c. Make it fun with laughter, singing, good clean jokes.

11. Engage the kids in prayer.

a. Help them find God as a friend.

b. Pray before an event. Then if things are going rough during the event, help them stop and talk about their frustrations to their best Friend (God) and help them realize His calming effect.

c. Pray after or during an event. Perhaps there is a neat thing that happens during an event. Allow time with them to say thank you to their Friend and praise Him for His goodness.

d. Pray when someone is discouraged.

e. Pray when you don’t know why. You may just feel impressed to pray with them and you aren’t sure why. Tell them that and ask them to join you in your prayer.

12. Develop a positive relationship. Once you’ve established a positive relationship with each child, it makes all the other parts



of your responsibilities much easier. Kids will do almost anything for someone who demonstrates caring in a positive way.

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

a. Create teachable moments.

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

What is a teachable moment?

- i. An opportunity to teach practical lessons.
- ii. A time when you have the unit's attention.
- iii. A time when you are willing to listen.

b. Three types of participation:

- i. The talker
- ii. The quiet child
- iii. The child who wants to answer the question but never gets the answer right

13. How to have effective discussions.

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

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

(involvement, listening, advice, Scripture, discussion, remove distractions, don't be critical)

Here Are Some Other Ideas:

- 1. Never be critical or ignore.
- 2. Always find something good to say about every response.
- 3. Use reflective listening.
- 4. Plan time for discussion.
- 5. Ask open-ended questions. Questions with yes or no answers don't lead to discussion.
- 6. Ask your kids for their advice. Say, "What should I do?"
- 7. Read a Scripture story and ask your Pathfinders to explain it.
- 8. Check your emotions. Are you wound up?
- 9. Don't dominate the discussion. Get your kids involved by asking questions and affirming their answers.
- 10. Never be afraid to admit or say, "I'm sorry/ wrong."
- 11. Eliminate distractions, such as:
 - a. Bugs
 - b. TVs and electronic devices
- 12. Allow your unit members to state their opinions and feelings without criticism.
- 13. Is there something unresolved that happened earlier that is distracting the minds of the unit members?



How to Handle Practical Jokes

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

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

Keys for Dealing with Problems

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

Here Are Some Tips to Make It Fun!

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



the event

e. Knows when, where, and what time the event is to take place.

7. If a child is struggling to get ready for an event, be patient. If you observe frustration, come alongside the child to help rather than reacting in an overbearing way.

8. Give special, kind, and caring attention to children who are having trouble with focusing or staying on track.

9. Create some type of incentive to be there and do their part. Very often just knowing you are going to be there with them and that you care about them will be all the incentive that is needed.

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

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

Never make a child feel their idea is not a good one. It may need to be put on hold, but never allow an idea to be made fun of or ridiculed or put down by you or anyone else. Using such fun-making or ridicule is one

of the most effective ways to break a positive relationship and to let a child slip through the cracks.

10. Some have never learned to enjoy the sounds of nature—wind in trees, creek singing across the stones, birds singing, crickets, frogs, coyotes singing near camp at night, etc. Some may have never experienced the joy of doing something for someone else for the fun of it. This isn't always easy, especially if you've got kids in your group who have never learned how to have fun without a smart phone in their hands. We may need to teach them by example.

Suggested Activity

Discuss when and how we can lead Pathfinders to Jesus: after campfire time, on a campout, on a hike or beside the river on a Sabbath afternoon. Sometimes kids are very quiet; this may be an indication that their heart has been touched. This may be a good time to interact with the Pathfinder and ask them if they would like to have Jesus live in their heart. It is very important to pray for the salvation of each of our Pathfinders, and to be sensitive to the working of the Holy Spirit on a Pathfinder's heart.

Safety and the Counselor—RCSF 120

Description

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

Audience/Participants

Pathfinder club counselors

Key Text:

Matthew 19:14 KJV “Let the little children come unto Me, and do not hinder them, for of such is the kingdom of heaven.”

Resource Material

- Pathfinder Administrative Manual
- Adventist Risk Management website (www.AdventistRisk.org)
- Adventist Screening Verification or equivalent approved by your Conference

What Your Participants Will Learn

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

Workshop Content

Content

1. Begin all activities with prayer and planning.

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

“My son, let them not depart from your eyes; Keep sound wisdom and discretion; So they will be life to your soul and grace to your neck. Then you will walk safely in your way, and your foot will not stumble.” Proverbs



3:21-23, NKJV

2. Our Moral Obligation

Each leader or counselor, at whatever level of organization, must accept the moral obligation of protection from physical injury those who are under his or her care. What standard of care is required of leaders and counselors? There is no easy answer, for the duty of care to a Friend will vary in degree from that which is due to an older child. The aim must always be to operate an injury-free program.

3. The Premises: Inspecting for Hazards.

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

- a. Clutter, combustibles near a fire
- b. Broken glass, wet floors
- c. Wet Floors
- d. Inadequate lighting
- e. Exposed electrical outlets
- f. Trip hazards, faulty doors
- g. Poor visibility for supervision

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

Is all equipment in good repair and is it safe? Is safety equipment suited to the activity always provided?

Equipment should be . . .

- a. Kept in excellent condition

- b. Proper for each activity and for the age group using it

- c. Removed or destroyed if faulty or broken

5. Supervision

The required degree of supervision will vary according to the grades or ages of those being supervised. Naturally 10-year-old kids will require more supervision than someone who is 15 years old and should accept a greater degree of responsibility for his/her own actions.

Stress that Supervision must ALWAYS be provided. Adventist Risk Management reports that two-thirds of all claims involve allegations of improper supervision, not regarding the number of supervisors but rather the quality of supervision.

- a. Never leave children out of your sight.
- b. Establish rules and parameters/boundaries and stick with them—Be consistent!
- c. While supervising it is not time for personal phone calls, paperwork, or talking with friends and/or associates. The counselor should eliminate all distractions while supervising.
- d. If you have a challenging group, enlist additional help.
- e. Be willing to say, “I need a break!”



f. Who can you call on for assistance? counselors, parents, director, others

6. High-Risk Activities

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

a. Suitability of the activity for the age group involved

b. The personal ability and experience of supervisors

For example, a gymnastics program should be operated only if there is a skilled, experienced, and qualified gymnast available to supervise.

c. The provision of appropriate safety equipment, e.g., life jackets for boating, helmets for horse riding, helmets, and knee pads for skating, etc.

d. Type of activity and its inherent risks

e. Number of participants staff/child ratio

f. Location of activity and the condition of the equipment

g. Allotted time for the activity

h. Proper insurance coverage, and if insurance riders may be needed

i. Counselors: Please check with your directors before doing unit activities. They can secure church board approval for activities done by unit groups.

7. General Health Concerns

a. Demonstrate good hygiene by teaching and modeling good handwashing and covering your mouth and nose when sneezing and coughing.

b. What to do in your club when a child or staff has a fever?

c. Prevent illness by encouraging drinking enough water, eating properly, and taking medications when they are prescribed.

8. Transportation and Safety

a. Does each vehicle have proper insurance, and is it road-worthy?

b. Is each driver at least 21 years old? Have they gone through volunteer screening and background checks?

c. Driver(s) must have no more than two traffic citations, or no accidents that resulted in a conviction of a misdemeanor or criminal.

d. Driver(s) must have had no charges while driving within the last three years. (Note: This must be adapted to your Conference.)

e. There must be a seatbelt for each person in the vehicle; review the law in your country for children and transportation requirements.

f. Gross vehicle and tire ratings must not be exceeded, and pre-trip inspections must be



done.

g. Have no transportation in open vehicles.

h. Pray with each driver. Pray for God’s protecting angels and guidance.

i. A great resource is AdventistRisk.org safety-resources.

Check out their webinars and videos as well.

9. Forms That Provide Protection for Counselors and their Unit.

a. Conference Pathfinder Club Application Form

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

b. Medical Release Forms

c. Local Club Application Form

d. Specific Activity Permission Forms

e. Volunteer staff background checks and screening

10. Parent Signed Forms.

a. When completed and signed by parents, forms:

Indicate their permission

Indicates they will assist if needed

Indicates they will be supportive

b. Forms should be kept in a secure location:

Original kept by club director, secretary, or club designee

Copies carried on all activities

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

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

a. Club meetings and local activities

b. Camporee, Fairs, and Fun Days

c. Pathfinder Sabbath

d. Inductions and Investitures

12. Sometime Special Permission Forms Might Be Needed. These may include:

a. Camping trips and Field trips

b. Outreach projects

c. Swimming, boating, or other outdoor activities

d. Other off-site activities

13. Know the Parents and Their Available Medical Expertise

List what medical professionals you might find in your church:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

14. Do You Know What to Do If an Accident Happens?

Ask your club director about the procedures



for all emergencies:

- a. Fire
- b. Abuse
- c. Car accident
- d. Power outage
- e. Tornado or storm
- f. Earthquake
- g. Cuts
- h. Fainting
- i. Burns
- j. Hypothermia
- k. Heat exhaustion
- l. Broken bones

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

- a. CPR
- b. First Aid
- c. Lifeguard
- d. Parenting abuse

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

- a. First Aid
- b. Basic Rescue
- c. Red Alert
- d. CPR

17. Name at Least Three Pieces of Emergency Gear That Should Always Be Available:

- a. First Aid
- b. Fire Extinguisher
- c. Cell phone

18. Do you know where are they located?

Abuse

Counselors have a frontline opportunity to make a difference in an abused young person's life.

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

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

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

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



- a. Learn about abuse symptoms and how to discern those symptoms.
- b. Notify the director when they suspect abuse.
- c. Refrain from “counseling” regarding abuse.
- d. Be observant of possible abuse and protect unit members from further abuse.
- e. Care about each member equally and develop their trust.
- f. Provide adequate and appropriate supervision.
- g. Provide and be respectful of privacy.
- h. Allow no private one-on-one activities.
- i. Provide separate accommodations for boys and girls.
- j. Allow no secret organizations.
- k. Make sure their unit members wear appropriate clothing.
- l. Avoid harmful/hurtful teasing.
- m. Give and allow only appropriate touch.

Reporting

1. All accidents and abuse should be reported to your club director as soon as possible. Please do not attempt to begin any abuse investigation on your own. Leave that to the professionals.
2. The director is to then report to the confer-

- ence or any other appropriate entity.
3. In some countries, child abuse must be reported immediately or at least within 48 hours.
4. Who is responsible for reporting?
5. Resources:

Find the official government authority website for this topic.

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

Activity – discuss the following safety list. Have candidates keep it in their portfolios.

Safety List

- Equipment Selection and Maintenance
- Personal Safety Equipment Safety Procedures
- Policies Skill Level Limits
- Qualified Supervision Planning
- Communications
- Following Applicable Laws
- CPR/First-Aid
- Resources
- Discipline
- Safe Area

Spiritual Applications in Nature—NAOS 120

Description

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

Audience/Participants

Pathfinder club counselors

Key Text:

Gen. 1:1 to 2:8; Job 38-40;
Psalms 104, 137; Jesus' Parables.

Resource Material

- Pathfinder Bible, NKJV
- Education by Ellen White, p. 99-120
- Any current nature field guide/pocket naturalist guide
- Various internet articles on how to teach children through nature
- People who are content specialists

What Your Participants Will Learn

1. The importance of nature in the nurture and character development of Pathfinders (nature an essential source of instruction in conjunction with God's Word).
2. Lessons from the natural world that can be applied in our everyday lives.

3. Spiritual lessons that point us to our Creator, and how they can guide us to a closer walk with Jesus.

4. IA and Honors that provide nature instruction.

5. Practical and relevant ways of teaching lessons from nature and where to find resources and tools to help in teaching.

Workshop Content

Opening Activity: Find Bible verses which fit into these three columns: Nature before sin, Nature during sin, Nature in the new earth after sin.

Workshop Content

Start your workshop with prayer. Ask the Holy Spirit for wisdom to be able to discern nature's lessons.

According to Education, "Nature Teaching" (pp. 99-120), nature is important because:



1. It is an unfailing source of instruction. Next to the Bible, nature is to be our great lesson book.
2. It helps us to understand God. In the Garden of Eden, Adam and Eve gained wisdom and communed with God through nature.
3. God's character is revealed in every living thing He created.
4. It illustrates Bible lessons.
5. Nature reveals a knowledge of evil. While we can see God's character in nature, we can also see some of sin's effects on our world.

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

1. Younger children may not fully comprehend lessons from printed pages. However, if encouraged to spend time outdoors in nature, a child will develop a curiosity for their natural habitat.
2. God will become relevant to children through trees, flowers, animals, and sunrises and sunsets. They can hear God's voice in the songs of birds, rolling thunder, and crashing waves. They can feel God's handiwork in the texture of bark, leaves, or the surface of an animal.
3. Nature study strengthens the mind. When

we take time to understand the mysteries of God's creative works, we stretch the imagination. We marvel at each delicate and intricate design. Every created thing moves in perfect order and harmony. "God has provided for man subjects of thought which will bring into activity every faculty of the mind. We may read the character of the Creator in the heavens above and the earth beneath, filling the heart with gratitude and thanksgiving. Every nerve and sense will respond to the expressions of God's love in His marvelous works." (Ellen White, Child Guidance, p. 50)

4. As children get older and begin to better comprehend the teachings of God's Word, nature can help illustrate Bible lessons:

a. "Many illustrations from nature are used by Bible writers and as we observe the things of the natural world, we shall be enabled, under the guiding of the Holy Spirit, more fully to understand the lessons of God's Word." (Child Guidance p. 46)

b. The Bible helps interpret nature's mysteries:

i. When we see thorns, thistles, and tares, the Bible reminds us that this was not what God intended. These are the results of sin! Satan, the enemy, brought these on God's perfect



creation. “An enemy has done this.” (Matt. 13:28)

ii. The story of redemption at Calvary shows God’s love that restores us. When we see the changing of the seasons, rain turning to sunshine, and blossoms closing and opening, they speak of God’s goodness and restoring power.

5. Studies show that when children and young people are allowed to learn outdoors, they do much better than those who only study indoors.

a. Students get better grades when they study an outdoor curriculum.

b. Children who spend more time playing or moving around outdoors are healthier than those who are indoors all day.

c. Children’s stress levels are lower when they spend time listening to the sounds of nature.

d. When children spend time in outdoor classes, they are highly motivated to learn.

e. As students learn how things in nature relate to each other, their awareness leads to more responsible behavior toward their natural environment.

f. When the classroom is outside, teachers notice a significant improvement in students’ behavior. They are more cooperative and

self-disciplined.

g. Outdoor education improves communication skills among students. It gives them opportunities to problem solve and lead discussions, and it sometimes helps resolve conflict.

h. Being outdoors allows children to develop new skills. They can learn about gardening, using a compass, building a fire, identifying edible wild plants, etc.

i. Outdoor learning can help enhance a child’s self-reliance, confidence, and self-esteem.

j. As young people learn about natural disasters, environmental emergencies, or wild-life crises, they begin thinking of ways to improve their environment.

k. Memory is enhanced when children discover and experience new and unfamiliar things outdoors.

Lessons from nature help us see practical applications and find answers to challenges in our everyday lives. Here are five items found in nature and the lessons we can learn from them:

1. Trees

• **Characteristic:** There is a symbiotic rela-



relationship between trees and humans/ animals. Trees give fruit, shade, and vital oxygen to both people and animals. Humans and animals give off carbon dioxide that is vital to the survival of trees.

Life application: We should learn to use our resources to help others.

- **Characteristic:** When there is a fierce storm, a tree does not stay rigid; it bends and sways with the wind. It adapts to changing circumstances and is flexible.

Life application: We should learn to embrace change and be flexible even in the face of adversity. Change can be good for renewed growth.

2. Streams

- **Characteristic:** Streams need to flow in order to remain uncontaminated and pure. A stagnant stream will become muddy and unclean.

Life application: We need to keep actively working for Christ and or we will become stagnant and ineffective.

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

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

3. Birds

- **Characteristic:** Birds wake up early to hunt for worms, to feed their young, or to build their nests. They sing in order to communicate.

- **Life application:** Matt. 6:26 says, "Look at the birds of the air, for they neither sow nor reap nor gather into barns; yet your heavenly Father feeds them. Are you not of more value than they?" We can sing to communicate our gratitude to God.

4. Mountains

- **Characteristic:** Mountains are magnificent in their beauty and size. Mountain climbing may look intimidating, but it can be accomplished with planning and preparation.

Life application: God can help us prepare for the future and face all challenges that come our way.

5. Flying Geese

- **Characteristic:** Geese fly in a "V" formation because it conserves their energy by reducing wind resistance. They take turns being in front and fall to the back when they get tired. This formation also allows them to



keep visual contact with each other, so they keep going in the right direction.

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

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

1. Pray for the Holy Spirit to guide you and give you wisdom as you teach valuable lessons from nature. Pray that your Pathfinders will learn lessons that will have a positive impact on their lives.
2. You don't have to be an expert or know everything. Part of being an effective teacher is your willingness to learn. A great teacher is also a good student!
3. Remember that teaching is journey of adventure, discovery, and growth in your own spiritual life. If you don't make it a priority to stay closely connected to Jesus, you cannot expect your Pathfinders to make it a priority in their lives.
4. There is more than one way to teach spiritual lessons through nature. Each person

will have a different perspective. Keep the following in mind:

- a. Don't be afraid to try new methods.
 - b. Be patient and allow each Pathfinder to grow in their own time. Remember, your primary role is to help facilitate an environment for growth in their walk with Jesus.
 - c. Allow each Pathfinder to be creative and use their imagination.
5. Encourage Pathfinders to write down their thoughts, experiences, and the lessons they are learning.
 6. Invite Pathfinders to praise God through music while in nature. We feel thankfulness and adoration as we see all that God created. Psalmist David wrote songs and poetry that expressed his gratitude to God while out in nature. When you go on campouts with your Pathfinders, sing songs that express praise to God.
 7. Go on short hikes. City and state parks are great places to go. Go on weekend campouts and teach nature honors. Visit zoos, libraries, natural history museums, national parks, and natural environments in your area. Another great way to expose Pathfinders to nature is by watching videos and documentaries.
 8. Recruit an expert! You don't have to know



everything about nature. Perhaps your community has someone with a passion for teaching about God’s creation. Ask for their help!

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

Materials

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

Activity Overview

Each participant will collect one or two objects in nature that show how God reveals His love and care for us. The last five minutes of this activity should be dedicated to sharing. Make sure that each participant has a chance to share.

Instructions

1. You will have 12-15 minutes for this activity. Explore and collect objects and then report on your discoveries by answering the questions on the handout.

2. As you gather your samples, place them in the bags provided. Label bags with the name of object, where it was found, and the date it was collected. (You can use this again for an object lesson in a club worship talk.)

3. Respect the local rules protecting the environment. You may not be allowed to take samples of protected wild plants or flowers, etc. In this case, take a photo of the object you want to use during the sharing time. You can also take a photo if the item is too large to fit in a bag.

Example:

Verse Nature	Object	Lesson
Proverbs 30:25	Ant	Diligence
Luke 8:5-8	Seed	Human response to God’s Word
John 15:5	Grapevine	Believer’s abiding faith in God
Isaiah 9:2	Light	Christ is the Light of the world
Isaiah 40:25-28	Stars	God’s knowledge and power
Psalms 19:7-9	Nature	God’s transforming power.



Application Activity: Creature/ Character Trait Comparison

Materials

- Creature/Character Trait Comparison hand-out
- List of character traits to be used with the handout
- Pencils/pens

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

Activity Overview

1. You will have 10-12 minutes to do this activity. Match as many as possible.
2. Work individually without comparing answers.
3. In the description column, fill in the blanks with either the name of the animal or the character trait. Draw lines from column 2 and 3 to the correct description.
4. Bonus point: Write the opposite character trait in the last column. (On the sample chart, the trait is filled in, however, on the handout

it should be blank. The presenter can print and cut apart the chart for each person to assemble on their own piece of paper.)



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

Suggested Activities

- Volunteer your time or support an organization that advocates good stewardship and care of the environment. Spending time taking care of the environment will foster a love of nature and encourage us to help preserve our natural world so we can enjoy it for years to come.
- Incorporate Bible learning and memorization with nature. Go on a Bible scavenger hunt. Use scripture verses that mention objects found in nature as clues.
- Act out one of Jesus' nature parables.

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT (To be adapted by SDA Legal Department of your local field)

Acknowledgment

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

My Commitment to Volunteer Ministry

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

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

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

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



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

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

Workshops in the Counselor Certification include:

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

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

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

CMT is based on the Adventist Youth Ministry Training (AYMT) curriculum, developed by the North American Division.



CMT Pathfinder Club Instructor

Pathfinder Club Instructor

Prerequisites

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

Overview of Workshops Understanding Teaching

Styles | EDUC 002

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

Understanding Learning Styles | EDUC 003

This workshop gives a survey of the learning

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

Working with Children with Special Needs | EDUC 006

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



Teaching Christian Values | EDUC 150

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

Teaching Investiture Achievement: Intent and Organization | EDUC 200

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

Practical Applications for Teaching Investiture Achievement | EDUC 210

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

Teaching Honors | EDUC 230

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

Introduction to Discipline | PYSO 120



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

Required Fieldwork

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

Portfolios

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

The portfolio should include a completed certification check sheet and evidence con-

firming requirement completion. This evidence can come in the form of signed class cards or sign-in sheets, class handouts and/or photographs of participants leading or involved in, or proof of applicable research and projects completed as required fieldwork.

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

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

The content is what counts, not the form of that content. It should be well organized and easy to check over.

Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Portfolio Review

The purpose of the review is to confirm completion of the requirements. It is not to require conformity to any system requiring specific formats of style of presentation.



Portfolios are reviewed to determine if they are complete or incomplete. An incomplete portfolio will be returned to the participant with a written explanation of what needs to be added, corrected or complete. Portfolios, whether complete or incomplete, should be returned to the participant in a timely manner.

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

Recognition of Completion

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

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

Understanding Teaching Styles—EDUC 002

Description

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

Audience/Participants

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

Resource Material

- Internet
- Handout—Friend record card
- Handout—Honor requirement sheets for a level-one honor

What Your Participants Will Learn

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

Workshop Content

Jesus demonstrated a variety of methods in His teaching. He used stories and illustrations, parables, questions, discussion, lecture, object lessons, and debates to communicate His message in a way that connected to His learners.

1. Jesus adapted His teaching style to fit the specific situation. For example, when teaching the multitude on a mountainside, He addressed His learners using lecture (Matt 5-7). However, when He was alone with the disciples, He used object lessons, (John 13:5-20).
2. Jesus matched His teaching method with the message He needed to communicate. For example, in His encounter with the Samaritan



woman at the well, He used questions to lead her to explore the truth of His message (John 4:7-30).

3. Jesus led His learners in moving from concrete experiences to abstract principles. In the story of the Good Samaritan, He taught His learners what it meant to be a good neighbor (Luke 10:30-37). In the Parable of the Sower, He demonstrated how the kingdom of God would develop (Matthew 13:3-23).

4. Jesus taught to transform lives rather than to impart information. For example, He used mentoring assignments to teach His disciples how to share their faith (Luke 10:1-20).

Types of Teaching Styles

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

Pros: This style is acceptable for certain

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

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

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

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

Cons: Although it's well-suited for teaching mathematics, music, physical education, and



arts and crafts, it is difficult to accommodate students' individual needs in larger classrooms.

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

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

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

Delegator—Teachers who practice a delegator teaching style tend to place control and responsibility for learning on individuals or groups of students. This teacher will often give students a choice in designing and im-

plementing their own complex learning projects and will act in a consultative role.

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

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

Suggested Activities

Break into groups. Using a record card or honor, choose a requirement and explore how the instructor can teach it to Pathfinders using the four teaching styles.

Understanding Learning Styles—EDUC 003

Description

This workshop gives a survey of the learning styles, considers how to best reach a learner, and discusses what not to do. It encourages participants to evaluate the learning styles of Pathfinders they will instruct and to determine what teaching changes they should make to become more effective in reaching their youth.

Audience/Participants

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

Resource Material

- Internet
- Handout—Learning Styles Test

What Your Participants Will Learn

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

Workshop Content

Learning Styles

INNOVATIVE

Strengths

- Imaginative
- Understands people
- Recognizes problems
- Good at brainstorming
- The conscience for the group

Weaknesses

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

In Your Pathfinder club

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



ANALYTIC Strengths

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

Weaknesses

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

In Your Pathfinder club

- Quizzes
- Discussions
- Coded Scriptures and puzzles

COMMON SENSE Strengths

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

Weaknesses

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

In Your Pathfinder club

- Experiments

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

DYNAMIC Strengths

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

Weaknesses

- May solve a problem that isn't there
 - May make hasty decisions
 - Lack of focus
 - No testing of ideas
- In Your Pathfinder club
- Will question everything
 - Will expand on everything
 - Will think about how this affects them (not necessarily others)
 - Needs instructors and leaders who are patient and understanding

WHEN LEARNING SOMETHING NEW, WE REMEMBER

- 10 % of what we hear
- 15% of what we see
- v20% of what we both see and hear



- 40% of what we discuss
- 80% of what we experience directly or practice doing
- 90% of what we attempt to teach others

Suggested Activities

Take the learning styles inventory at the start of your workshop.

Working with Children with Special Needs—EDUC 006

Description

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

Audience/Participants

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

Resource Material

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



(mda.org)

- National Association for Down Syndrome website (nads.org)
- Spina Bifida Association website (SpinaBifidaAssociation.org)
- United Cerebral Palsy website (ucp.org)
- Explore new resources in your country and language.

What Your Participants Will Learn

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

Workshop Content

- Challenges that children with disabilities encounter.
- How to identify any disabilities or modification needed during registration.
- How to communicate with parents and caregivers to gain insight about how to modify or adapt activities for their individual child's

needs.

- Examples for how to adapt or modify Pathfinder activities for children with disabilities so that each child can be successful as part of each activity.
- How to identify areas and activities that might pose an accessibility challenge.

Suggested Activities

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

Teaching Christian Values—EDUC 150

Description

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

Audience/Participants

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

Resource Material

- Teaching the Faith by Donna Habenicht and Larry Burton
- Explore other materials approved by your Conference.

What Your Participants Will Learn

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

Workshop Content

Bible passages that show Christ-centered values You can use the following verses as examples:

- Galatians 2:20
- Romans 12:2
- Matthew 6:33
- 1 Corinthians 11:1-2
- John 1:12
- Romans 8:38-39
- John 3:16-17
- 2 Timothy 3:16-17
- Ephesians 5:21
- Psalm 28:7
- Romans 3:23
- Romans 6:3-4
- Hebrews 13:17
- Proverbs 3:5-6
- John 5:24
- Philippians 4:13



- Galatians 3:28

Values that should be taught and modeled for Pathfinders.

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

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

Some values that you can teach are honesty, respect, generosity, justice, courtesy, responsibility, sincerity, obedience, consistency, loyalty, sympathy, and honor.

Main points for each stage of faith development

Review the different types of faith-development stages based on the Pathfinders' ages. Luke's simple statement, "And Jesus increased in wisdom and stature, and in favor with God and men" (Luke 2:52 NKJV) sums up Jesus' development through the ages and stages of childhood. Even more important-

ly, the statement clearly recognizes wisdom (mental) and stature (physical) as separate areas of development. But Luke adds, "and in favor with God and man," suggesting spiritual and social growth or faith development.

Stages

- Stage 1: Experienced Faith—Birth to two years
- Stage 2: Belonging Faith—Ages two to seven
- Stage 3: Searching Faith—Ages seven to eleven
- Stage 4: Owned Faith—Ages eleven into adult years
- Analysis of each part of the Pathfinder Pledge and Law and recognition that Jesus can help each one of us be more like Him

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



Pledge and Law Handout

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.*

Your Pathfinders need to understand the meaning of their Pathfinder Pledge. As they memorize the words have them learn what this means to them.

By the grace of God,	Only as I rely on God to help me can I do His will.
I will be pure	I will fill my mind with everything that is right and true and spend my time in activities that will build a strong, clean character.
I will be kind	I will be considerate and kind not only to other people, but also to all of God's creation.
I will be true	I will be honest and upright in study, work, and play, and can always be counted upon to do my very best.
I will keep the Pathfinder Law	I will seek to understand the meaning of the law and will strive to live up to its spirit, realizing that obedience to law is essential in any organization.
I will be a servant of God	I will pledge myself to serve God first, last, and best in everything I am called upon to be or do.
I will be a friend to man	I will live to bless others and do unto them as I would have them do unto me.



Pathfinder Law
Pathfinder Pledge

The Pathfinder Law is for me to:

1. *Keep the morning watch.*
2. *Do my honest part.*
3. *Care for my body.*
4. *Keep a level eye.*
5. *Be courteous and obedient.*
6. *Walk softly in the sanctuary.*
7. *Keep a song in my heart.*
8. *Go on God's errands.*

The Pathfinder Law is a commitment by the Pathfinder club member. Make sure that the meaning of each phrase is understood as it is memorized.

1. Keep the morning watch	I will have prayer and personal Bible study each day.
2. Do my honest part	By the power of God, I will help others, and do my duty and my honest share, wherever I may be.
3. Care for my body	I will be temperate in all things and strive to reach a high standard of physical fitness.
4. Keep a level eye	I will not lie, cheat or deceive, and will despise dirty talk or evil thinking.
5. Be courteous and obedient	I will be kind and thoughtful of others, reflecting the love of Jesus in all my association with others.
6. Walk softly in the sanctuary	In any devotional exercise, I will be quiet, careful, and reverent
7. Keep a song in my heart	I will be cheerful and happy and let the influence of my life be as sunshine to others.
8. Go on God's errands.	I will always be ready to share my faith and go about doing good as did Jesus.



Suggested Activities

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

Teaching Investiture Achievement—EDUC 200

Description

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

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Investiture Achievement cards, journals, and posters

What Your Participants Will Learn

1. The purpose and objectives of Investiture Achievement
2. How the Investiture Achievement curriculum fits into your Pathfinder calendar
3. The eight Investiture Achievement tracks and the intent beneath each track
4. Teaching Investiture Achievement to Pathfinders

Workshop Content

Ideas for Workshop Presentation and Activities

The objective of Investiture Achievement is to provide a means by which Pathfinders can be trained in service for God and as good citizens of their communities. There are six levels of Investiture Achievement determined by age: Friend (10), Companion (11), Explorer (12), Ranger (13), Voyager (14), and Guide (15).

The eight tracks and the intent for each track

1. Personal Growth: Understanding that God values each Pathfinder contributes to the Pathfinders’ development of positive self-



worth and encourages confidence in the abilities given to them by God. To aid Pathfinders in this understanding, the Personal Growth track encourages each Pathfinder to have a personal relationship with Jesus through a daily devotional life, Bible study, and prayer. The daily devotional life aids the Pathfinder in creating a personal habit of daily time with God that can set the foundation for the rest of their life. In this track, Pathfinders also learn how to apply the Pathfinder Pledge and Law to words, actions, and beliefs.

2. **Spiritual Discovery:** Hearing stories of God's love, protection, and guidance in the lives of real people encourages in Pathfinders the awareness that God is alive. In the Spiritual Discovery track, Pathfinders grow spiritually through the study of real people in the Bible and Christian history. Each IA class explores doctrines of the Seventh-day Adventist church, laying a strong foundation for Pathfinders to understand what active membership means and commit to being baptized, active members.

3. **Serving Others:** Focusing on the needs of others encourages Pathfinders to embrace all of God's diverse family. In the Serving Others track, Pathfinders experience the joy

of service through outreach, friendship evangelism, and other church or community activities.

4. **Making Friends:** Establishing friendships promotes positive spiritual and social growth. In the Making Friends track, Pathfinders learn about being a friend to others, to the community, and to the planet. Pathfinders have the opportunity to model the positive benefits of a Christian lifestyle, develop and apply morals and values, and demonstrate civic responsibility.

5. **Health and Fitness:** Learning God's principles for a healthy life teaches Pathfinders of God's concern for their physical, emotional, and mental health. In the Health and Fitness track, Pathfinders apply health and fitness principles, share these principles with others, and practice basic First Aid and safety procedures.

6. **Nature Study:** Exploring nature is an exciting way for Pathfinders to experience God. In the Nature Study track, Pathfinders learn about God through observation of nature, time spent outdoors, and environmental stewardship.

7. **Outdoor Living:** Practicing outdoor living skills is a fun and challenging way for Path-



finders to develop life and problem-solving tools. In the Outdoor Living track, Pathfinders perform outdoor skills, solve outdoor challenges, and participate in outdoor team activities. Outdoor activities offer Pathfinders relationship building time with their mentors.

8. Honor Enrichment: Once a Pathfinder has completed an Investiture Achievement level, she or he can then complete the honor enrichment and other advanced-level activities for that Investiture Achievement level. Honor enrichment promotes personal growth and allows Pathfinders to explore their interests by earning new honors, learning new skills, and studying new content areas. Honor enrichment provides opportunities for Pathfinders' accomplishments to be acknowledged publicly by the church and community. Public acknowledgment increases Pathfinders' sense of self-worth. At the close of the school year, Pathfinder Investiture services provide a meaningful affirmation of the responsibilities and accomplishments of each Pathfinder.

When and how Investiture Achieve-



ment might be taught in your club year

It is important that staff understand the scope and sequence of Investiture Achievement, how their individual level of curriculum fits into the big picture, and how to teach it. There is a variety of methods for tracking the Pathfinders' progress such as using wall charts, record cards, and journals.

Teaching Investiture Achievement to Pathfinders

Investiture Achievement (IA) is the core curriculum for Pathfinder ministry. It needs to be taught in a way that meets the individual needs of the Pathfinders. This may look different from one year to the next. Due to time limitations, it is not possible to complete all of the requirements during a Pathfinder meeting. At-home work teaches the Pathfinder responsibility and accountability. Instructors should follow up with Pathfinders between meetings to encourage and remind them of at-home work. Finding the best way to connect with the Pathfinder whether it be by text, sending a note home or on social media is key for success in this area. Involving parents in encouraging their Pathfinder

can be effective as well.

Practical application of ideal, creative instruction

The ideal model for teaching Investiture Achievement incorporates lecture, group activity, and synthesis and application. These three components often can be given equal time depending on the content of the lesson. Following this model, class participants can be instructed to create and present a plan for teaching or adapting an Investiture Achievement lesson to one of the suggested activities. Many members have helped the cause of Pathfinders especially if the members have children in the club.

Suggested Activities

- Review 2 to 3 club calendar examples of incorporating Investiture Achievement work into the Pathfinder schedule and create a calendar for your club.
- Accommodate Investiture Achievement to individual and special needs.
- Adapt Investiture Achievement to different ages.
- Teach an Investiture Achievement level to teach the skills they are learning to others



(i.e., another level).

- Explore honors which can be taught during campouts.

Investiture Achievement Structure Track Objectives

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

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

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

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

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



Know and choose the God-given principles of good health in our lifestyle.

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

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

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

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

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Personal Growth	1. Be in Grade 5 or its equivalent.	1. Be in Grade 6 or its equivalent.	1. Be in Grade 7 or its equivalent.
	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 1-13) and the book of Matthew utilizing printed or electronic resources. B. Journal your thoughts by asking these questions: “What did I learn about God?” - “What did I learn about myself?” - “How can I apply this to my life today?” You may journal through writing, drawing or electronic processes.	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 14-26) and the book of Genesis utilizing printed or electronic resources. B. Journal your thoughts by asking these questions: - “What did I learn about God?” - “What did I learn about myself?” - “How can I apply this to my life today?” You may journal through writing, drawing or electronic processes.	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 27-39) and the book of Acts utilizing printed or electronic resources. B. Journal your thoughts by asking these questions: - “What did I learn about God?” - “What did I learn about myself?” - “How can I apply this to my life today?” You may journal through writing, drawing or electronic processes.
	3. Memorize the Pathfinder Pledge & Law.	3. A. Memorize/review the Pathfinder Pledge & Law. B. Learn the meaning of the Pathfinder, Pledge & Law.	3. A. Memorize/review the Pathfinder Pledge. B. Illustrate your understanding of the Pathfinder Pledge in an interesting way.
	4. Learn the Pathfinder Song.	4. A. Learn/review the Pathfinder Song. B. Illustrate its meaning.	4. Learn the meaning of the Pathfinder Emblem.
Spiritual Discovery	1. A. Memorize in order the names of the New Testament books of the Bible and know the four areas into which the books are grouped. B. Demonstrate your ability to find any New Testament book.	1. A. Memorize in order the names of the Old Testament books of the Bible and the five groups into which they are grouped. B. Demonstrate your ability to find any Old Testament book.	1. Learn how to use a Bible concordance by selecting two topics and/or words to discover how it is used in the Bible.
	2. Memorize a Bible text for the following subjects: - Prayer - Doctrine - Behavior - Salvation - Relationships - Promises/Praise - Great Passages	2. Memorize a Bible text (not previously learned) for the following subjects: - Prayer - Behavior - Relationships - Doctrine - Great Passages - Salvation - Promises/Praise	2. Memorize a Bible text (not previously learned) for the following subjects: - Prayer - Behavior - Relationships - Doctrine - Great Passages - Salvation - Promises/Praise
	3. Participate in a skit on a story about the life of Jesus such as: - Jesus in the temple at 12 - Jesus being tempted in the wilderness - Jesus feeding the 5,000 or another favorite story about Jesus	3. Participate in a skit on one of the following Old Testament characters: - Joseph - Esther - Jonah - Ruth	3. Role-play the experience of a person of the New Testament Church in the book of Acts.
	4. Learn about the worldwide Advent Awakening (late 1700s to 1844 time period) by identifying seven people and three events explaining why they are important.	4. Research two early Adventist Pioneers (1844 to 1900) and present what you have learned.	4. A. Learn stories of eight missionaries (to at least four continents) who served during the Seventh-day Adventist mission expansion (1900 to 1950). B. On a world map, plot their country of service. C. Make a presentation about your favorite missionary.

NAD SAMPLE	RANGER	VOYAGER	GUIDE
Personal Growth	1. Be in Grade 8 or its equivalent.	1. Be in Grade 9 or its equivalent.	1. Be in Grade 10 or its equivalent.
	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 40-52) and the book of John utilizing printed or electronic resources. B. Journal your thoughts by asking questions like: - "What did I learn about God?" - "What did I learn about myself?" - "How can I apply this to my life today?" - "What in this text is meaningful to me?" - "What is the theme in the verses I read?" You may journal through writing, drawing or electronic processes.	2. A. Develop your devotional life by studying the Senior Weekly Devotional Guide (weeks 1-26) and the book of Romans utilizing printed or electronic resources. B. Journal your thoughts by asking questions like: - "What did I learn about God?" - "What did I learn about myself?" - "How can I apply this to my life today?" - "What in this text is meaningful to me?" - "What is the theme in the verses I read?" You may journal through writing, drawing or electronic processes.	2. A. Develop your daily devotional life by studying the Senior Weekly Devotional Guide (weeks 27-52) and the book of Revelation utilizing printed or electronic resources. B. Journal your thoughts by asking questions such as: - "What did I learn about God?" - "What did I learn about myself?" - "How can I apply this to my life today?" You may journal through writing, drawing, or electronic process.
	3. A. Memorize/review the Pathfinder Law. B. Illustrate your understanding of the Pathfinder Law in an interesting way.	3. Memorize the AY Aim.	3. Memorize the AY Motto.
	4. Learn the meaning of the AY Emblem.	4. Illustrate the meaning of the AY Aim in an interesting way.	4. Illustrate the meaning of the AY Motto in an interesting way.
Spiritual Discovery	1. Participate in a Bible-marking program on the inspiration of the Bible.	1. Review the Biblical reasons for the 28 Fundamental Christian Beliefs of the Seventh-day Adventist Church.	1. Write and share your personal testimony.
	2. Memorize the 10 Commandments in Exodus 20:3-17.	2. Memorize five Bible texts that support one of the 28 Fundamental Beliefs.	2. Memorize one key text for each of the following Bible teachings: - Second Coming of Christ - Seventh-day Sabbath - State of the Dead - Law & Grace - Conversion - Judgment - Inspiration of the Bible - Spirit of Prophecy - The Saint's Reward
	3. Read the 13 Baptismal Vows of the Seventh-day Adventist Church and share why each of them is important.	3. Prepare and present a Bible study on one of the 28 Fundamental Beliefs.	3. Learn the principles of leading a person to Jesus.
	4. Read The Pathfinder Story (current edition)	4. Read The AY Story (current edition).	4. Tell a story of a church pioneer to a group.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Serving others	1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.	1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.	1. Be familiar with the community services in your area and give assistance for at least four hours.
	2. Spend at least four hours participating in projects that benefit the church or school.	2. Spend at least four hours participating in projects that benefit the church or school.	2. Participate in at least two church programs for a total of four hours.
Making Friends	1. Discover ten qualities of being a good friend and share two that are most important to you.	1. Discuss how the media strengthens or weakens our relationship with others.	1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
	2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor.	2. Fulfill requirements #1, #2, and #3 of the Cultural Diversity Appreciation Honor.	2. Fulfill requirements #1, #11, #1, and #14 of the Christian Grooming and Manners Honor.
Health and Fitness	1. Learn about the value of good nutrition & water by discussing: - The Choose My Plate guidelines. - The daily servings for each food group. - The importance of a balanced diet. - The importance of drinking a healthy amount of water (these are requirements #1 and #6 of the Nutrition Honor)	1. Learn about the value of temperance, by: A. Memorizing and signing the Temperance Pledge. B. Memorizing two of the following Bible texts: Romans 12:1, 2; 1 Cor. 10:31; Prov. 20:1; 3 John 1:2. C. Discussing all the following situations and role-play one: Your best friend asks you to try a cigarette; An older relative offers you a drink of beer; The smoke from a stranger's cigarette is bothering you. (A. fulfills requirement #1, B. & C. fulfill parts of requirements #2 & #7 of the Temperance Honor)	1. Learn about the value of exercise, fresh air & sunshine, by: A. Giving two reasons why physical fitness is important. B. Explaining the relationship between proper diet, exercise, and weight control. C. Explaining the benefits of fresh air and sunshine. (A. & B. fulfill requirement #7 of the Christian Grooming and Manners Honor).
	2. Earn the Red Alert Honor.	2. Earn the First Aid Basic Honor.	2. Earn the Basic Rescue Honor.
	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.

NAD SAMPLE	RANGER	VOYAGER	GUIDE
Serving others	1. Fulfill requirements #7 and #8 of the Serving Communities Honor.	1. Fulfill requirements #1, #2, and #3 of the Identifying Community Needs Honor.	1. Fulfill one of the following honor requirements: #3 of Crisis Intervention, #4 of Community Improvement, #3 of Teaching, #3 of Rural Development Honor.
	2. Fulfill requirement #9 of the Serving Communities Honor.	2. Fulfill requirement #4 of the Identifying Community Needs Honor.	2. Fulfill one of the following honor requirements: #4 of Crisis Intervention, #6 of Community Improvement, #s 5 or 6 of Teaching, #5 of Rural Development.
Making Friends	1. Role-play the story of the Good Samaritan and think of ways you can serve your neighbors and carry out three of your ideas.	1. Discuss the needs, plan, and participate in an activity for physically challenged individuals.	1. Through discussion and personal research examine your attitudes on two of the following topics: - Attitudes toward moral issues in sex and dating. - Self-concept as it affects choices of a husband/wife. - How peer pressure affects relationships with parents, family, other relatives, and friends.
	2. Fulfill requirements #1, #5, and #10 of the Family Life Honor.	2. Fulfill requirements #3, #5 and #6 of the Stewardship Honor.	2. Fulfill requirements #5 and #6 of the Language Study Honor.
Health and Fitness	1. Learn about the value of divine power & rest by: A. For 5 consecutive days, spend eight minutes each day in a quiet spot (no electronics, books, or distractions) and reflect on ways God has touched your life during the last 24 hours. B. Share what you liked and did not like about your quiet time with a friend or your group. C. Keep a sleep log for seven days. D. Find an article on how a lack of sleep affects the body and make a presentation about what you have learned (are you getting enough sleep?). E. Read these texts: Ex. 31:17; Ez. 20:20; Isa. 58:13 & 14; Matt. 12:11 & 12. F. Discuss with your group, How will I keep the Sabbath so it will be a meaningful experience in my relationship with God and positively impact my physical health?	1. Earn the Physical Fitness Honor, if not previously earned.	1. Under the guidance of an adult staff member, choose one of the following: Teach the Red Alert Honor. Teach requirement #1 of Health & Fitness for Friends. Teach requirement #1 of Health & Fitness for Companion.
	2. Earn the First Aid Honor.	2. Earn the CPR Honor.	2. Complete a Health & Science honor not previously earned.
	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Nature study	1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.	1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.	1. Be familiar with the community services in your area and give assistance for at least four hours.
	2. Spend at least four hours participating in projects that benefit the church or school.	2. Spend at least four hours participating in projects that benefit the church or school.	2. Participate in at least two church programs for a total of four hours.
Outdoor Living	1. Discover ten qualities of being a good friend and share two that are most important to you.	1. Discuss how the media strengthens or weakens our relationship with others.	1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
	2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor.	2. Fulfill requirements #1, #2, and #3 of the Cultural Diversity Appreciation Honor.	2. Fulfill requirements #1, #11, #1, and #14 of the Christian Grooming and Manners Honor.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Nature study	1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.	1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.	1. Be familiar with the community services in your area and give assistance for at least four hours.
	2. Spend at least four hours participating in projects that benefit the church or school.	2. Spend at least four hours participating in projects that benefit the church or school.	2. Participate in at least two church programs for a total of four hours.
Outdoor Living	1. Discover ten qualities of being a good friend and share two that are most important to you.	1. Discuss how the media strengthens or weakens our relationship with others.	1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
	2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor.	2. Fulfill requirements #1, #2, and #3 of the Cultural Diversity Appreciation Honor.	2. Fulfill requirements #1, #11, #1, and #14 of the Christian Grooming and Manners Honor.

Practical Applications for Teaching Investiture Achievement—EDUC 210

Description

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

Audience/Participants

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

Resource Material

- gcyouthministries.org
- Handout—Investiture Achievement card
- Handout—Calendar showing the scheduling of Investiture Achievement instruction

What Your Participants Will Learn

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

Workshop Content

Plan Ahead

- Yearly calendar should list schedule of when Investiture Achievement requirements are taught.
- Monthly staff meetings should review Investiture Achievement status and make adjustments.
- All weekly meetings can incorporate Investiture Achievement requirements.

What Makes Requirements Fun

- Flexibility/adaptability—must still meet the intent.
- Meaningful— explain the purpose for the requirement.
- Experiential/interactive. Listening to someone talk can be boring, especially for wiggly Pathfinders, so give them something to do while you talk, such as coloring supplies or Play-Doh.



Suggestions

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

Teaching Methods

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

- Class discussion

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

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

Suggested Activities

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

Teaching Honors—EDUC 230

Description

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

Audience/Participants

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

Resource Material

- Pathfinder Administrative Manual
- gcyouthministries.org
- Handout—requirements for several honors
- Handout—lesson plan outline

What Your Participants Will Learn

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

Workshop Content

What is the Value or Purpose of Honors?

- Alternative to secular activities
- Spiritual benefits
- Physical activity
- Learning about God through nature study
- Learning something new: skills, vocation
- Hobby: desire to create, work habits, reward

When Choosing Honors Consider Principles of Learning

Students learn more and retain it longer when there is:

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



Selecting Honors—What to Consider in Selecting Honors?

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

Guidelines That Will Help When Preparing to Teach Any Honor

1. Preparation—Develop a lesson plan.
2. Complete study—Before teaching, learn more than required; waive requirements only rarely and replace with another requirement.
3. When to teach? Meetings, campouts, Sabbath afternoon, school, home.
4. Make it fun, interesting. Use different methods involving collections, discussion, question and answer, brainstorm, game, resource person, video, field trip, worksheets, lab, case study, skit, demonstration. What are some activities beyond requirements? Ideas?

5. Teach responsibility—Folder with honor worksheets.

Work habits—Show up all the time, reward timeliness and quality.

Initiative—Encourage them to do honors at home.

6. Complete most honors within three months.

7. Club secretary should keep a record of honors earned.

Where to Find Honor Requirements?

- gcyouthministries.org

Where to Find Honor Answers?

- Adventist Youth Honors Answer Book (sponsored by NAD) http://wiki.pathfinder-online.org/w/Adventist_Youth_Honors_Answer_Book
- Internet
- Experts in your church

Where Can I Obtain Honor Patches and Master Awards?

- Conference office or their designee

Suggested Activities

- Explore the Adventist Youth Honors An-



swer Book website (wiki.pathfindersonline.org).

- Given the requirements for an honor, develop a lesson plan.
- Break in groups, choose an honor, and develop creative methods to teach an honor.
- Brainstorm ideas on which methods to use to teach an honor.

Lesson Plan

Area or Course:

Lesson Title:

No. Periods:

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

- 1.
- 2.
- 3.

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

- 1.
- 2.
- 3.

Materials, Equipment, Audio-visual Aids

- 1.
- 2.
- 3.

References

Introduction/Motivation

Subject Matter Outline/Questions

Handout/Student Activity/Method

Closure/Summary

Evaluation, Quizzes, Exam

Assignments: Student activities designed to meet objectives

Introduction to Discipline—PYSO 120

Description

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

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Education by Ellen White

What Your Participants Will Learn

4. What is the purpose of discipline?
5. How to educate staff
6. When and how it is best

Workshop Content

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

ter the earthquake a fire, but the LORD was not in the fire; and after the fire a still small voice.” (1 Kings 19:11-12).

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

What is the purpose of discipline? The purpose of discipline is to win disciples for Christ. Discipline has both an outward and an inward emphasis, each with different purposes. External discipline is correction from someone else to change or correct bad behavior. Internal discipline sets a precedent for the future by internalized moral guidelines that we are determined not to violate. This workshop examines both types of discipline within the context of being a director of a Pathfinder club. We are working with a group of young people transitioning between a need for ex-



ternal discipline (called “punishment”) to internal discipline (that is needed for life). In our clubs will be young people in all areas of this transition.

When and how it is best to discipline **Techniques of discipline**

- Establish rapport with Pathfinders. When a child experiences a relationship characterized by warmth, love, understanding, acceptance, etc. there is a natural tendency to want to please by doing what is asked.
- Set a good example. Speak often about doing what is right because it is right. Talk about doing good even when no one is looking; about character building being a personal effort. But do not say these things if you are not going to live up to them for you will do much harm if you are caught not living up to these words.
- Be “in charge” naturally. Assume that you are in charge and that Pathfinders also know this.
- Don’t be impulsive or inconsistent. Two culprit areas are: the rules, and consistency. “Say what you mean and mean what you say.” Don’t let your words fall to the ground. But at the same time, do not speak them if you

don’t mean them. If you do, then you have to follow through. Don’t threaten, as you will have to follow up.

- Keep rules to a minimum. It is better to set the rule and let it be. Many clubs have three: don’t lie, don’t disobey, and don’t be disrespectful. Others have: Don’t hurt yourself, don’t hurt others, don’t hurt things. If these are broken, take the Pathfinder to the side and talk with them; if it continues, talk with them with their parents. Additional steps are needed for persistent problems.
- Don’t punish energy. Most kids are not “bad” kids (meaning disobedient, disrespectful and liars).

Most have a lot of energy. This is not bad. We actually want that. We want young people who are on fire. We just need to have patience and direct that energy into useful tasks. Sometimes it helps a young person with a lot of energy to “shadow” the director.

- Plan program carefully. Any spare moments that are unused by you (the leaders) will be used by Pathfinders in a chaotic manner. Start and end on time. Move from activity to activity with energy, knowing what is coming next.

- Anticipate. See potential problems before



they happen, and you will be able to warn the child. Often a gentle pat on the shoulder is all that is needed to help the Pathfinder know that you know what is happening or about to happen.

Sometimes a kind word helps a child through a trouble spot. Another tactic is diversion. A dose of reality helps through frustrated times. Praise the positive. Allow a child to save face.

- Allow honesty. It should be a place where they can feel “peace” (within the Club)—this is at “Church”. We should encourage honest answers (as long as Pathfinders are respectful) so that we can help them to see all sides and to expand their thinking. We should challenge them. And we certainly should make them feel like their ideas are welcome and often useful.

- Stay cool. Don’t overreact. The worst thing you can do is lose your mind in a crisis or in a heated moment. Your calm will be like cold water on a fire.

Remember that young people reflect the mood of the leaders (especially the ones they respect.) So when we need to adopt a posture of correction, we should convey the attitudes we want to see reflected back.

- Take time to learn the facts. Try to hear all sides before making a judgement. Often there are good reasons for what happened. Never accuse. If you do make a mistake and jump to conclusions, you need to admit your mistake. Young people are forgiving. They are also resilient.

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

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

How to educate staff

It is important to know what our response is before we get into a discipline situation. As directors, it is equally important that we get all of our staff on the same page regarding



discipline before that situation arises.

Development of club strategies

- What is effective discipline? Discipline is effective when a person learns what behavior is not acceptable and why. It may include punishment, explanation (hinders relationship with God, keeps one from achieving goals, infringes on rights of others), a behavior contract.
- When we understand what the Pathfinder is going through, the discipline we employ is as effective as possible. External discipline should be redemptive, not vindictive. Violence of any type is never to occur. Never punish in anger or to get revenge. Always correct with thought in mind that you want this person to be close to you in the future, not that you want them to “go away”.
- Verbal Interaction—what we normally do with our voices.
- Caution Ticket—a method of warning them that they are going too far.
- Isolation & Written Contract—for situations that need one-on-one attention.
- Parent Conference—just prior to potential suspension.

NOTE that some situations call for immedi-

ate suspension without these four steps: substance abuse, sexual violation, use of weapon.

Now we will have you write your behavioral management plan. You will need to decide on rules you want for your club (probably want to keep these simple) and what procedures you will follow in discipline situations.

Suggested Activities

- Write a Behavioral Management Plan.
- Establish rules for your club.
- Establish discipline procedures for your club.

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT (To be adapted by SDA Legal Department of your local field)

Acknowledgment

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

My Commitment to Volunteer Ministry

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

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

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

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



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

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

Presenters are encouraged to build their presentation upon the foundation of Scripture.

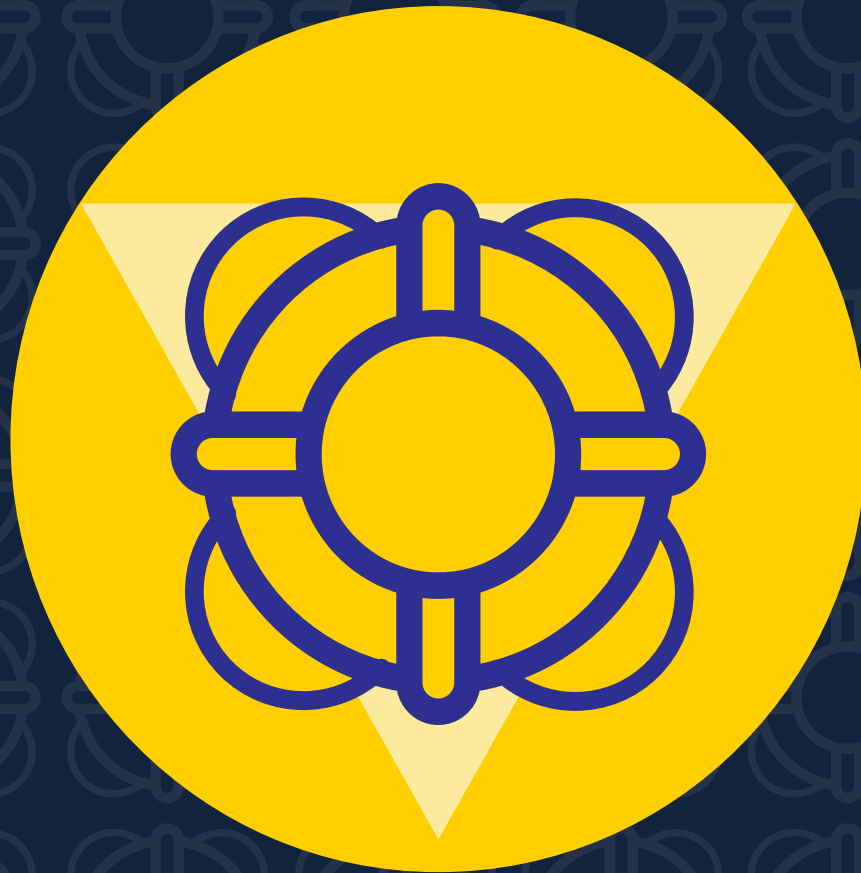
Workshops in the Instructor Certification include:

- Understanding Teaching Styles—EDUC 002
- Understanding Learning Styles—EDUC 003
- Working with Children with Special Needs—EDUC 006
- Teaching Christian Values—EDUC 150
- Teaching Investiture Achievement: Intent and Organization—EDUC 200
- Practical Applications for Teaching Investiture Achievement—EDUC 210
- Teaching Honors—EDUC 230
- Introduction to Discipline—PSYO 120

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

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

CMT is based on the Adventist Youth Ministry Training (AYMT) curriculum, developed by the North American Division.



CMT Pathfinder Club Secretary/Treasurer

Workshop Resources for Presenters
General Conference 2022 Edition

Teaching Honors—EDUC 230

Prerequisites

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

Overview of Workshops Reports, Records and Merit Systems | PFAD 140

One of the primary tasks of the club secretary is to keep all kinds of records and reports. This session will explain what these are, how to keep them, and why they are important. The session will also cover conference-required reports and their use. It will present tracking options (online versus paper).

Annual Calendar Development | PFAD 141

It is a challenging task to develop the Pathfinder club yearly calendar. It takes time and effort to gather all the planning details and people together to make a plan, but it must be done if your club is going to succeed. Know that your club's calendar planning

is crucial for the success of your club. This workshop will describe the club secretary's role in the Pathfinder calendar development.

Forms: Health and Medical, Permission, Volunteer and Vehicle Driver | PFAD 142


This workshop will describe the forms a club secretary is responsible for and why they are important.

Introduction to Budgeting | FINA 101

This workshop will focus on the steps to follow to prepare a budget. It will explore income sources and expenses to budget.

Club Finances | FINA 100

This workshop will introduce the basic information needed to keep accurate financial



records for your club. This class should be taught in conjunction with FINA 101—Introduction to Budgeting, knowing that the material may intermingle.

Introduction to Fundraising | FINA 110

This workshop presents an introduction to fundraising principles and will address issues regarding why to fundraise and to whom to reach out for funding. The session will explore appropriate and successful ideas clubs have used for fundraising activities, guidelines to consider, and safety concerns.

Practical Communication | CMME 104

The session will address the advantages and disadvantages of public announcements, flyers, posters, email, social media, phone calls, text messages, and face-to-face presentations. Attendees will develop a communication action plan for their own club during the session.

Required Fieldwork

1. Establish a working relationship with your Pathfinder director.

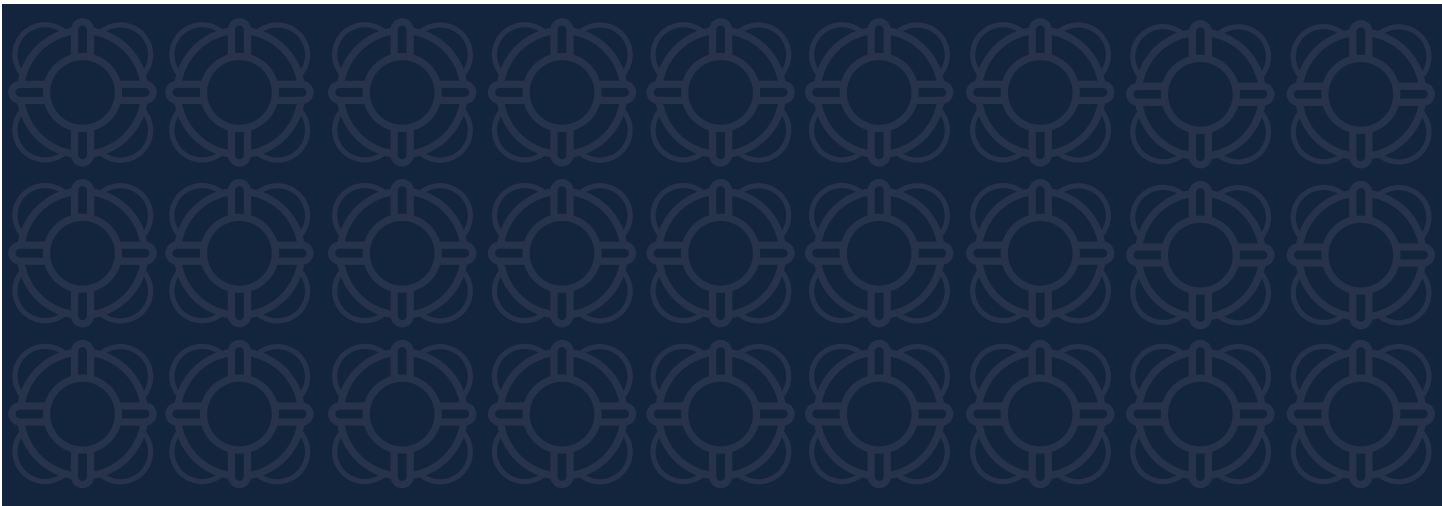
2. Read the Pathfinder Administrative Manual.
3. Create a Portfolio that contains your notes and activities from the workshops and your paperwork for the year.
4. In areas where there is an official Club Administration software or website, a course should be taken to become acquainted with that tool and to complement this workshop.

Portfolios

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

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

The purpose of the portfolio is not only to show completion of all the certification requirements, but also to be an authoritative



referral source when faced with similar issues in the future.

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

The content is what counts, not the form of that content. It should be well organized and easy to check over.

Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Portfolio Review

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

Review of completed portfolios will be done

by an invested Master Guide appointed by the Conference Youth Director or their designee.

Recognition of Completion

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

Upon completion of the required workshops, the participant is eligible to receive an enameled pin and certificate of completion.

Reports, Records and Merit Systems—PFAD 140

Description

One of the primary tasks of the club secretary is to keep all kinds of records and reports. This session will explain what these are, how to keep them, and why they are important. The session will also cover conference-required reports and their use. It will present tracking options (online versus paper).

Resource Material

- Pathfinder Administrative Manual: <https://www.gcyouthministries.org/ministries/pathfinders/>
- Conference Handouts

What Your Participants Will Learn

1. Participants will identify the purpose of keeping records and maintaining confidentiality.
2. Participants will identify which reports are required to be sent to the conference and which records should be kept for the club.
3. Participants will explore different options for tracking information within the club.

Workshop Content

- Identify the purpose of record keeping
- Information the club should keep track of:
 - o Attendance
 - o Birthdays
 - o Phone numbers

- o Staff/parents meeting minutes
- o Injury reports
- o Allergies
- o Special needs
- o Permission slips
- o Investiture Achievement curriculum levels
- o Honors and master awards
- Confidentiality issues
- Different options for filing and maintaining information within the club
- Child-protection screening verification.

Suggested Activities

- Show options for tracking information (charts, Google or Excel spreadsheets, binder, etc.).
- Show how to build a database in Google sheets to track each class, awards taught, birthdays, contact information, etc.
- Demonstrate how to report (send forms) to the conference office.

Annual Calendar Development—PFAD 141

Description

Developing The Pathfinder Club yearly calendar is a challenging task. It takes time and effort to gather all the planning details and people together to make a plan, but it must be done if your club is going to succeed. Know that your club's calendar planning is crucial for the success of your club. This workshop will describe the club secretary's role in the Pathfinder calendar.

Audience/Participants

All Pathfinder club staff who have completed Basic Staff Certification should attend this class.

Resource Material

- Pathfinder Administrative Manual
- Handout— “Calendar of Conference and District Events”
- Handout— “Sample Calendar” including Investiture Achievement Schedule

What Your Participants Will Learn

1. The various factors to consider when developing the Pathfinder calendar
2. How to build your yearly club calendar which incorporates your conference and district events

Workshop Content

- Start planning your yearly calendar at least two months before the beginning of the Pathfinder year.
- Obtain school and church calendars before determining yearly club schedule.
- Begin calendar including conference events/fair, camporee, Bible and youth events.
- Include district events—campout, honors day.
- Include possible participation in local government events.
- Club meeting schedule should adjust for Christmas, winter and summer breaks.
- Schedule special events and staff meetings once a month.
- Schedule Pathfinder Sabbath with your pastor.



- Induction, Investiture, and can collecting should be planned once a year.
- Set your meeting schedule, on what day of the week you will meet, and at what time. Some clubs meet every week; some meet twice a month.
- Plan and schedule honors to be taught.
- Investiture Achievement requirements should be scheduled to complete levels within a year.
- Calendar must be approved by local church board and events must be covered by insurance. This coordination builds board members' respect for the Pathfinder Club. When the board is aware of the club's plans, the club can justify funding requests from the church budget. Second, the church board's approval of Pathfinder activities provides evidence of coverage by the church's insurance. Include your budget with your calendar.
- Initiate a long-range calendar which includes Union and Division camporees and the next year's Conference events.

Suggested Activities

Develop a calendar in a Google or Excel spreadsheet or on paper which includes Conference and District events.

Forms: Health and Medical, Permissions, Volunteer and Vehicle Driver Forms—PFAD 142

Description

This workshop will describe the forms for which a club secretary is responsible and why they are important.

Audience/Participants

Secretaries/treasurers who have completed Basic Staff Certification are the primary students. Club directors will benefit by knowing what is required of their staff.

Resource Material

- Pathfinder Administrative Manual
- Handout— “Permission and Medical Consent Form” (Conference/Union)
- Handout—“Health and Medical Record” (Conference/Union)
- Handout— “Volunteer Information” (Risk Management form)

What Your Participants Will Learn

1. Why forms are required.
2. What forms are required for specific activities and how to complete them.

Workshop Content

Why Policies and Forms

1. For safety—get parental approval for activities that are planned well.
2. Forms are to be secure, sensible, and logical.
3. Show structure and organization; keeps information together.
4. Save money.
5. Save lives.
6. Save time, simplifies, streamlines—for events, trips, fundraisers.
7. Show pride—makes the organization look professional.
8. Build trust and confidence. Staff kept engaged and informed.
9. Support each staff member—makes teamwork easier:
 - Church board/pastors
 - Schools/principals/teachers
 - Parents/guardians/grandparents



- Director
- Counselors
- Pathfinders

10. Show accountability for setting goals, reviewing accomplishments, and recording points.

11. Provide statistical information for church, conference, insurance—Adventist Risk Management.

12. Are satisfying—give a purpose.

Forms

1. “Volunteer Information”

2. “Permission and Medical Consent”

Must be completed for all Pathfinder activities. (All activities onsite and offsite require medical consent.) If not completed, Pathfinder cannot travel nor participate.

3. “Health and Medical Record”

4. “Driver Transport Form”

5. “Documentation of Injuries & Incidents”

6. “Conference Medical Payment Claims Form”

7. “Conference Medical Payment Statement of Loss Forms” should be stored securely for 3 years.

Suggested Activities

Fill out Permission and Medical Consent forms.

Club Finances—FINA 100

Description

This workshop will introduce the basic information needed to keep accurate financial records for your club. This class should be taught in conjunction with FINA 101—Introduction to Budgeting knowing that the material may intermingle.

Audience/Participants

Secretaries/treasurers who have completed Basic Staff Certification are the primary students. Club directors will benefit by knowing what is required of their staff.

Resource Material

- Pathfinder Administrative Manual
- Handout—Receipt Book

What Your Participants Will Learn

1. Accurate financial accounting of the club's revenue and expenses
2. Financial guidelines to be followed by the club treasurer

Workshop Content

Introduction

- You have a moral and ethical obligation to parents, children, and your church to be a good steward of the income and expenses of a club.
- Club finances give a picture of what you consider to be important.
- Just like a tent, craft supplies, etc., money is a tool used to support your club and ultimately to share Jesus.
- There are expenses to operating a club. To provide the right kind of training for the youth you need things (supplies, equipment, food, etc.)
- You need to be able to see where the money is coming from and where the money should be spent.
- Planning gives the framework for your year.

- Basic accounting records are a must to keep track of spending.
- A simple spreadsheet could be used to chart income versus expenses.

Issues for discussion

- Pros and cons of a club having its own account versus finances handled by local church treasurer
- Timely bank reconciliations each month (if club has own bank account) or church treasurer (if treasurer handles your account)
- Immediate receipt of dues or other monies
- Dues should be a reasonable cost
- Charging fees for certain activities is an option
- Dues and uniform fee collected once a year versus once a month
- Keep petty cash only as needed (preferably not at all; carry cash only as an event dictates)
- Director and treasurer review all reimbursement requests
- Make sure you properly use donations indicated by donor for a specific use
- Maintenance of records (either physical or electronic)
- Keep club director, staff, and church treasurer

er informed of finances at every staff meeting

Set up a filing system. Paper and/or electronic spreadsheet using Google or Excel will work.

Keep it up to date. Document with notes so all questions are answered.

Income Folders

- Dues and fee records
- Church subsidy budget funds
- Fundraising

Expense Folders

- Honors
- Uniform
- Activities
- Bills paid

Introduction to Budgeting—FINA 101

Description

This workshop will focus on the steps to follow to prepare a budget. Income sources and expenses to budget will be explored.

Audience/Participants

Secretaries/treasurers who have completed Basic Staff Certification are the primary students. Club directors will benefit by knowing what is required of their staff.

Resource Material

- Pathfinder Administrative Manual
- Handout— “Create a Sample Spreadsheet Showing Income and Expenses”

What Your Participants Will Learn

1. Steps to follow in creating a budget
2. Exploring the sources of income

Workshop Content Introduction

Definition: A budget is a financial plan that guides you to reach your goals for your club fundamentally, spiritually, and financially.

The budget helps us plan for today, tomorrow, and the distant future. It helps us think about realities, priorities, necessities, and the wants. Budgeting is the map of where we are going, where we have been, and whether we are staying on course.

Simple Equation: Pathfinders is a charity/non-profit; how do we have a net profit? Net profit doesn't have to be 0. You just don't want it to be less than 0.

Define Your Objectives for the Year

- Number of Pathfinders
- Events to attend

- 
- Honors completed

Define Your Objectives for the Next 5 Years

Examples could be:

- Attend a Division or International Camporee
- Buy new tents
- Buy a kitchen tent

What will your club be doing to achieve these objectives? What resources will be needed? What finances are necessary to provide those resources? Where will the money come from? Large objectives are not needed every year. The cost is too much for one year of income, so what do we need to do? Allocate some money each year.

Introduction to Fundraising—FINA 110

Description

This workshop presents an introduction to fundraising principles and will address issues regarding why to fundraise and to whom to reach out for funding. The session will explore appropriate and successful ideas clubs have used for fundraising activities, guidelines to consider, and safety concerns.

Audience/Participants

Secretaries/treasurers who have completed Basic Staff Certification are the primary students. Club directors will benefit by knowing what is required of their staff.

Resource Material

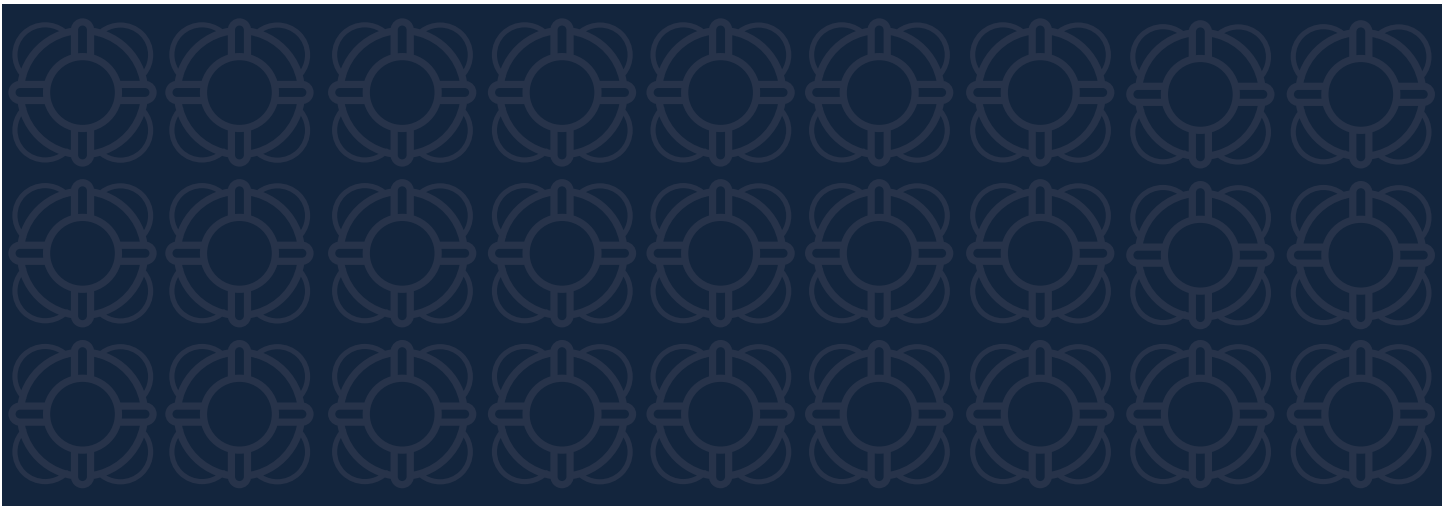
- Search fundraising ideas that promote Biblical principles, like a 5K walk/run fundraiser

What Your Participants Will Learn

1. To share different sources of finding funds for your club
2. To identify guidelines to follow
3. To identify safety concerns

Workshop Content

- Presenter should bring some fundraising ideas and suggestions.
- Guidelines to consider:
 - o Pathfinders and parents should both be involved in the fund-raising activity.
 - o Appoint a contact person with good communication skills for each fundraiser.
 - o All funds (income and expenses) need to be tracked accurately and verified with receipts.
- Safety concerns:
 - o Pathfinders should not be knocking on doors in neighborhoods (Advertise in church bulletins, ask family, friends, and church members).
 - o Children should never be left unsupervised.
 - o Children should be involved as much as possible, but activities with safety issues,



such as running a hot stove, should be conducted by the adults.

Activity

- Present options for fundraising approved by your Conference.
- List businesses that might help with fundraising.
- Participants share ideas that have worked well for them and are in support of biblical doctrine as taught by the Seventh-day Adventist Church.

Practical Communication

—CMME 104

Description

The session will address the advantages and disadvantages of public announcements, flyers, posters, email, social media, phone calls, text messages, and face-to-face presentations. Attendees will develop a communication action plan for their own club during the session.

Audience/Participants

Secretaries/treasurers who have completed Basic Staff Certification are the primary students. Club directors will benefit by knowing what is required of their staff.

Resource Material

- Pathfinder Administrative Manual
- Communication Department of your Division, Union, or Conference
- NAD Social Media Department, www.sda-data.org

What Your Participants Will Learn

1. Identifying advantages and disadvantages of different types of communication
2. Creating a communication plan for their club

Workshop Content

- Demonstrate a variety of communication examples.
 - o Identify advantages and disadvantages for each type.
 - o Identify a scenario/event where each type of communication would be the most useful.
- Electronic examples and methods suggested in this workshop should be revised, adapted, and updated every year by presenters.
- Give examples of how to keep a communication contact list for club members/parents and types of information to keep, such as:
 - o Full name of child and parents
 - o Mobile numbers
 - o Email
 - o Mailing address
 - o Birthdays
- Attendees should write an action plan of



communication for their club.

Suggested Activities

- If possible, split into mixed generational groups and have each person in the group describe how they would communicate about an event. Discuss commonalities.
- Brainstorm effective methods that clubs are using.
- Have each group analyze an announcement/email and discuss whether or not the method or wording would encourage them to respond.
- Demonstrate apps that track responses.
- Role-play a communication being read by someone who is not of the same culture and how their interpretation of it might be different.
- On a whiteboard or poster board, brainstorm advantages/disadvantages of each type of communication.
- Work in small groups to write a communication plan.
- Demonstrate how to set up a group email.
- Demonstrate reminder apps.

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT (To be adapted by SDA Legal Department of your local field)

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1. Provide appropriate adult supervision at all times for the children for whom I am responsible.
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8. Cooperate with the volunteer screening process and complete the Volunteer Ministry Information form, as required by the church.
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11. Participate in orientation and training programs conducted by the church.
Provide extra care when taking small children to the restroom. I will take another adult along, or leave the door open.
12. Uphold the standards of the Seventh-day Adventist Church.

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

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



Pathfinder Club Secretary/Treasurer Certification is something that every staff member responsible for records or money should complete. These seven workshops present the basics for tracking information and funds that your club needs to be successful.

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

Workshops in the Secretary / Treasurer Certification include:

- Reports, Records and Merit Systems—PFAD 140
- Annual Calendar Development—PFAD 141
- Forms: Health and Medical, Permissions, Volunteer and Vehicle Driver forms—PFAD 142
- Club Finances—FINA 100
- Introduction to Budgeting—FINA 101
- Introduction to Fundraising—FINA 110
- Practical Communication—CMME 104

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

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CMT is based on the Adventist Youth Ministry Training (AYMT) curriculum, developed by the North American Division.



CMT Pathfinder Club Director

Workshop Resources for Presenters
General Conference 2022 Edition

Pathfinder Club Director Certification

Prerequisites

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



Overview of Workshops Introduction to Leadership Skills | LEAD 001

This workshop provides a quick review of the duties of various leadership positions for the ministry being taught, then focuses on desirable attitudes, traits, and qualities of Christian leaders. It covers the pluses and minuses of different styles of leadership and shares practical tips on how to lead, with special emphasis on tips for leading in a specific ministry.

The Conference and Your Local Church Board | LEAD 122

This workshop focuses on the specific ex-

pectations, guidelines and requirements provided by the local conference to local church ministries. The structure of Pathfinder and Adventurer ministry within the conference will be outlined and suggestions will be made on dealing with conflicts that might arise between local directors and coordinators or the conference. The workshop presents this same kind of information, but in more general terms, concerning the local director's interaction with the local church board. The presentation gives specific strategies for promoting ministry and building relationship with the board, including information on dealing with a non-supportive board.



Introduction to Recruiting, Screening and Training Staff | LEAD 150

This workshop introduces concepts of volunteer staff recruiting, screening (including vetting volunteers), training, and appreciation. It will offer suggestions on where and how to look for volunteers with the character and personality needed to support club ministry. It reviews screening requirements of the local conference, along with brief sharing of suggestions for training curriculum and settings. The session also includes basic information on how to evaluate staff in order to help them improve their ministry, and shares ways to thank them for their service.

Survey of Camping and Campout Planning | WILD 101

This workshop briefly covers the philosophy of camping and types of camping. It will focus on issues and techniques of planning and programming an interesting and safe camping experience. Topics include but are not limited to: location selection, promotion, booking, transportation, activities, food and meal preparation, safety (including fire, animal, weather, and human), equipment, supervi-


sion and spiritual components.

Teaching Investiture Achievement | EDUC 200

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

Club Finances | FINA 100

This workshop introduces the basic information needed to keep accurate financial records for your ministry. Topics include: setting and collecting dues and fees, proper receipting, issues with separate bank accounts from those of the church, the importance



of reconciliation of accounting records between ministry and the church, dealing with accounts receivable, and budgeting and cost projections.

Introduction to Discipline | PYSO 120

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

Working and Communicating with Parents | PYSO 207

This workshop presents strategies and tactics for establishing trusting relationships between your staff and parents. This includes but is not limited to:

- Documents that present your philosophy and practice of supervision, discipline, and care
- Candid discussion of ministry protocol for complaints or charges of inappropriate behavior
- Establishment of regular, frequent, two-direction communication
- Open discussion of parent expectations and parent participation

- Clear guidelines on parent 'role' when they are also a staff member; and
- A parent's commitment to allow the child to attend ministry events and to avoid denying participation as a form of punishment for non-related problems

Required Fieldwork

1. Establish a relationship with your Pathfinder coordinator.
2. Have and read the Pathfinder Club Handbook and compile a list of action items for the upcoming Pathfinder year.
3. Create a portfolio that contains the handouts and your notes from the workshops you attended, your Pathfinder calendar, meeting schedules, and other paperwork for the year.

Portfolios

The Director certification requires a portfolio documenting the journey, progress, lessons learned, and completion of requirements.

The portfolio should include a completed certification check sheet and evidence confirming requirement completion. This evidence can come in the form of signed class cards or sign in sheets, class handouts and/or photographs of participants leading or in-



involved, or proof of applicable research and projects completed as required fieldwork.

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

The physical portfolio can be a three-ring binder or folder in which all materials are kept. However, a fully digital data collection is also acceptable. The content is what counts, not the form of that content. It should be well organized and easy to check over.

Items should be labeled for easy connection to a specific requirement. The form will vary according to the personality and style of the participant.

Portfolio Review

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

os, whether complete or incomplete, should be returned to the participant in a timely manner.

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

Recognition of Completion

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

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

Introduction to Leadership Skills—LEAD 001

Description

This workshop provides a quick review of the duties of various leadership positions for the ministry being taught, then focuses on desirable attitudes, traits, and qualities of Christian leaders. It covers the pluses and minuses of different styles of leadership and shares practical tips on how to lead, with special emphasis on tips for leading in a specific ministry.

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual (General Conference Youth Department website: <https://www.gcyouthministries.org/ministries/pathfinders/>)
- Education, by Ellen White
- There are many books available on leadership. Use resources that focus on Biblical-centered leadership.

What Your Participants Will Learn

1. Leadership roles within Pathfinders, strengths, and spiritual gifts needed
2. Characteristics of leadership in Pathfinders

3. Key Texts: Phil. 2:5-11, Eph. 4:25-32

4. Advantages and disadvantages of different styles of leadership

5. Practical tips on how to lead

Workshop Content

Roles of leadership within Pathfinders

Review and list Pathfinder roles within the club. What strengths and spiritual gifts are needed for each role: delegator, facilitator, organizer, teacher?

Key Texts

- Philippians 2:5-11
- Ephesians 4:25-32

Leadership in Pathfinders is radically different from that of secular leaders as often portrayed; Biblical leadership involves servant-



hood and submission to Christ.

As Pathfinders, we should define leadership from Scripture, rather than from our own opinions or cultural norms. Christ is our ultimate model of leadership. We are to follow Him as our Leader, as well as to imitate His example of servanthood and follower of His Father. As leaders, listening and watching are crucial skills that are often forgotten in the rush to organize and delegate.

As imitators of Christ, serving others is our focus, not gratifying our desires for power or superiority. In reality, all humans are leaders, and should always seek to act as if others will be following and listening. For instance, before sin Adam and Eve were servants and representatives of God, but also servant-leaders of the rest of God's creatures. God's intent was for Israel to be a kingdom of priests, for each individual to preach God's message of good news and grace to the world, not to rely on a few in power to spread the Word. Christ perfectly exemplified the servanthood and submission of a true leader.

Strengths and weaknesses of different styles of leadership.

Team-builders

The key to a positive and focused team is affirmation to all as much as you possibly can. You should have at least twice as many positive comments as suggestions/constructive criticisms. Tell others about good things others have done and tell the criticism only in private and surrounded with praise. Be vocal with your praise, especially to those whom you least want to praise and thank! Remember that your words will change your own thoughts about people. Live a life of integrity; no ambiguity, only consistency (Ps 78:72). Do not tell one thing to one person that contradicts what you tell others. Network in a positive sense, not to gossip. Biblical servant leadership is really about the good side of politics! You are setting out to build a team.

Facilitators

The goal of a leader is to empower staff and Pathfinders, not to dictate to them what you want them to do. Then you will have a team of people who are confident in themselves and can do what they need to with joy and



enthusiasm, rather than their resenting your impositions. Help others think of things to do, especially by asking questions and giving hints, so that they come up with the ideas, rather than using top-down instruction. Then, support them in it, even if it is not exactly how you would have done it.

Peacemakers

Sometimes this can be the most difficult element when you just want to escape the anger and frustration of those speaking to or attacking you. It is utterly crucial to exhibit calmness even in the face of anger. This diffuses the anger, and helps the person realize that you really care about what they are saying, even though you may disagree. Go forward into crises, rather than stepping away. The temptation is to do away with anger, dismiss crises, but instead be proactive and take the chance to build bridges and encourage those who are discouraged. Seize opportunities to speak to those who are most troubled, even when it is easier to ignore the situation. Pray for discernment and wisdom (example: Nehemiah's prayer even as he was speaking). The description of a mediator in Proverbs 8 shows that you must know both sides before

you can appropriately intercede.

Leaders should be pure, peace-loving, considerate, submissive, full of mercy, impartial, sincere (James 3:17).

Practical tips on how to lead Students of People

It is very natural as a human to react to attack with defense, justifying what you have done and taking action to avoid further hurt. However, Biblical leadership calls us to look for the need/hurt behind the attack, rather than being offended. Especially when interacting with difficult people, speak the truth of their value, rather than saying what you want them to do. This is important all the time but is often forgotten during times of hardship. Never pass up an opportunity to talk with someone about Jesus or their needs and desires. The easier road is to think that times will come again, but they may not. The Holy Spirit will empower you and give you words in situations that seem impossible.

Expect Wounds

Criticism happens, and often is unavoidable. We are all different people, with different personalities and backgrounds, and respond/re-



act differently to different situations. Therefore, it is important to remember that your value is ultimately in God, not in what others think of you. If you hold onto this, you can see criticism as constructive, rather than wounding. You can take it to God and ask what He wants you to learn or change from the criticism. With God's help, you can even use past failure to inspire success in the future. As you see how God has worked through your weaknesses, you will be more and more confident in His strength, and willing to listen/change/hear what needs to be different in yourself. Have realistic expectations about your own abilities, as well as of the response of others.

Make Space for Ideas

To lessen unnecessary confusion or frustration, take time to think through suggestions or concerns that come to you, even if they are bizarre and impossible.

Many times, others will realize on their own that the idea will not work, rather than blaming you for a lack of consideration. Don't be content to rely on your previous knowledge and experience. One of the most helpful ways to continue learning is to be in close conversation with other Pathfinder leaders.

This provides encouragement and support as well as good and creative ideas.

Learn and Practice Public Speaking

Take any opportunity to plant seeds of God's grace. Avoid clichés, speak with clarity about the Bible. Illustrate with real-life examples. Be authentic, not artificial. Study thoroughly, but be succinct. Read faces; if it matters to you, it will matter to them. Address head, heart, and will.

Spiritual Influence

This is not magic or based on some sort of formula. It is really about intentionally cultivating in your own life the things that were important to Christ. People come before tasks. Living life comes before accomplishments. Priorities are focused on God and others, not self. Values are based on Scripture, not on secular norms. Time with others in relationship is key, not just words or deeds. Character is built of the small things that you do reflecting Christ in your daily life.

Lead by Example

Of ultimate importance as a leader is to build your own character. You must be who you



want others to be. If you react to difficulties with humor, and face each task with genuine enthusiasm, you will naturally encourage others to have the same characteristics. Your perseverance under duress and faithfulness in the little things will help those working with you to exhibit the same traits. If your life is consistent and Christ-like, leadership will happen, but not as something you seek. God will work in you to make you into His image, and you will reflect the servant leadership of Christ in all that you do.

Suggested Activities

Split into groups and examine the following passages. Compare the characteristics of a leader in each passage: 1 Timothy 3, Micah 6, 1 Corinthians 13, Jeremiah 22:3, Zechariah 7:9-10, Sermon on the Mount. What does this mean for Pathfinder leaders?

As a full group, ask how the above passages apply to the following topics today:

- Moral confusion
- Social media to fool others
- Alienation in families
- Depression/despondency
- Competition

The Conference and Your Local Church Board—LEAD 122

Description

This workshop focuses on the specific expectations, guidelines and requirements provided by the local conference to local church ministries. The structure of Pathfinder and Adventurer ministry within the conference will be outlined and suggestions will be made on dealing with conflicts that might arise between local directors and coordinators or the conference. The workshop presents this same kind of information, but in more general terms, concerning the local director's interaction with the local church board. The presentation gives specific strategies for promoting ministry and building relationship with the board, including information on dealing with a non-supportive board.

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Conference Area Coordinators
- Conference and Union personnel and websites

What Your Participants Will Learn

1. To understand the responsibility the club leader has to the conference and local church board
2. To communicate effectively with the conference and local church board

Workshop Content

- Pathfinders is a ministry within the body of Christ and as such needs to interface and work with the body in different ways. Understanding the purpose and value of interfacing with the conference, church board, and local congregation is crucial to the ministry of an effective Pathfinder Club.
- Key Text: "For in fact the body is not one member but many. If the foot should say, 'Because I am not a hand, I am not of the body,' is it therefore not of the body? And if the ear should say, 'Because I am not an eye, I am not of the body,' is it therefore not of the body? If the whole body were an eye, where would be the hearing? If the whole were hearing,



where would be the smelling? But now God has set the members, each one of them, in the body just as He pleased. And if they were all one member, where would the body be? (1 Corinthians 12:13-19).

- The Conference: the structure of Pathfinder and Adventurer ministry within the conference.

Conference Events for Pathfinder Leadership:

- o Coordinator training
- o Staff training

Conference Events for Pathfinders:

- o Pathfinder Day
- o Conference Camporee
- o Union Camporee

The specific expectations, guidelines and requirements provided by the local conference to local church ministries:

- o Reports and Forms
- o Club Registration
- o Staff Registration
- o Event Registration
- o Monthly Reports
- o Club Inspections
- o Yearly Reports
- o Event Reports
- o Risk Management

Suggestions for dealing with conflicts that might arise between local directors and coordinators or the conference

- The Church Board: the local director's interaction with the local church board. Specific strategies for promoting ministry and building relationship with the board, including information on dealing with a non-supportive board:

- o Existence of the club
- o Pathfinder Calendar
- o Budget
- o Regular Reports

The Church:

Regular Bulletin Updates for the Church

- o Invitations to Pathfinder events
- o Get individuals involved in teaching honors
- o Help out church members in need
- o Inform, inform, inform

The Church Services of Inspection and Investiture

- o Register with the conference as soon as possible
- o Read the conference guidelines to prepare for these events

- Contact Personnel for Problem Resolution



Suggested Activities

- Review your conference and union policies on establishing a club, ceremonies procedures, and report forms.
- Research your conference website for locating forms and uploading them.
- Compile contact information for key resource contacts, including area coordinators.

Introduction to Recruiting, Screening and Training Staff—LEAD 150

Description

This workshop introduces concepts of volunteer staff recruiting, screening (including vetting volunteers), training, and appreciation. It will offer suggestions on where and how to look for volunteers with the character and personality needed to support club ministry. It reviews screening requirements of the local conference, along with brief sharing of suggestions for training curriculum and settings. The session also includes basic information on how to evaluate staff in order to help them improve their ministry, shares ways to thank them for their service.

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Pathfinder Basic Staff Training course
- Adventist Risk Management website: AdventistRisk.org.
- Adventist Screening Verification or equivalent approved by your Conference

What Your Participants Will Learn

1. Concepts of volunteer staff recruiting
2. Screening requirements of the church (vetting volunteers)

3. Volunteer training opportunities, curriculum, and settings
4. Ways to express appreciation and thank volunteers for their service.

Workshop Content

Working with volunteers is much different than working with paid employees. The goal is to connect God's mission with their passion and to find God's call for them within the ministry of the club. Once they have been recruited, training them into an effective team is the ultimate goal. This must be accomplished around a shared vision of God's work to save youth through the Pathfinder ministry.



Key text: “Then He said to them, “The harvest truly is great, but the laborers are few; therefore, pray the Lord of the harvest to send out laborers into His harvest.” (Luke 10:2 NKJV).

Strategies of volunteer recruitment

Great youth ministry volunteers who passionately care for students, help plan events, teach, and disciple are the common thread among every good youth ministry. If you struggle to find these amazing people, then take some comfort knowing that many other youth ministers also struggle to recruit volunteers. It is time to study how to recruit them to your team.

Veteran youth leaders who have excellent volunteer teams know these three secrets:

- We realize that if our youth ministries are going to grow, thrive, and someday survive after we leave them, it will be because of great volunteers, not because of us.
- Building and nurturing a solid volunteer team is one of the most important things that we do, and therefore we invest a significant portion of our time to recruiting, training, and supporting our volunteers. The larger

the club, the more time we spend investing in volunteers.

- Where officially approved by the local Conference, a Master Guide Club should be an ideal source for volunteers.

With these things in mind, here are keys to a successful volunteer recruitment:

- Know your vision.
- Know your needs.

You need to develop a primary volunteer recruitment chart. How many volunteers do you need? Take the time to list all the areas where you have a need: Spiritual Coordinator, Treasurer, Secretary, Counselors, Instructors, etc. If you have something that you wish someone were volunteering to lead, then be sure you put it on your list. For example, if you really need a volunteer to take on attendance records, then put it on your list. If you do not list it, you may prevent anyone else from knowing that you need help in that area. Organizing this information in some type of chart makes it easy to track, so that when people start saying yes, you can fill in each area and see easily where you still have holes.

- Know what you are asking them to do People are most likely to say “yes” when asked to do



something when the expectations are clear. We recommend developing job descriptions for all major volunteer positions. The job descriptions should include time commitment, responsibilities, and training requirements. When you are recruiting someone, they will want to know what you are asking them to do. A good job description should answer all their questions and set you up for success by allowing you to define the expectations of that position. When a volunteer has not been told what to do, do not be surprised when they do not do it.

- Know who you are targeting.

Create a list of potential youth volunteers. Your list should be at least three times longer than the number of volunteers you need, because some people are going to say “no.” A good place to start is the church directory: write down everyone you know who could fill one of your needs. You might consider dividing your list into two groups—those who will work hands-on with the youth and those who will organize and play “behind-the-scenes” roles. Next, start asking other people for suggestions of volunteers. Ask your pastor, your current volunteers, other ministry leaders in the church, and definitely ask the youth

(what adults in the church do they look up to because of their faith?). Ask questions like, “Who used to volunteer in youth ministry that doesn’t anymore? What adults do you want mentoring our youth?” Once you have your list, make a note next to each person of the top two areas in which they might serve. You want to be as prepared as possible when you call them.

The Big Ask

- Discover their “why”. You know why you want volunteers: there is a lot of work to be done and not enough hands on deck! We are all at different levels of spiritual maturity; many people who could be great volunteers may need to hear a “why” that is a bit easier to connect with. Start by considering how working with Pathfinders can fulfill their passions. Will they make new friends? Have fun? Get to use a skill that’s not valued as much in their day-job? Those are all great motivations to volunteer. When inviting people to serve, give them all the positive reasons they will want to serve on your team.
- Tell them they are needed. Create a video of current volunteers talking about how volunteering has benefitted them and how



much they enjoy it. Make it easy to sign up for more info on your website and via social media. Make personal contacts with people.

- Address their fears. Why would anyone be afraid of volunteering? Mostly it is simply an issue of the unknown. Put yourself in a potential volunteer's shoes for a minute and consider these questions:

- o What are they going to ask me to do?

- o Am I qualified? Develop short descriptions of each volunteer role, include the time commitment, frequency, and skills needed.

- Respond quickly. Make sure your process for receiving and assigning people is efficient. The key is to get them involved and to equip them with the information they need to be successful. If formal training is not available right away, pair them up with an experienced volunteer.

Screening requirements required by the church.

- Why Screening (background check)
- Pathfinder leaders background checks
- Vetting Volunteers

Training and encouraging.

Training, equipping, supporting, and encour-

aging are essential to volunteer retention. Training opportunities include Pathfinder Staff Training events, staff meetings, one-on-one interactions.

Once you have done the hard work of finding people to help you, you certainly want to keep them around so that your recruiting efforts get a little easier every year.

Express appreciation and thank volunteers. Send handwritten notes, pray with and for your volunteers, ask for their input and follow-up on their suggestions, be prepared and have supplies and information ready for them each time, keep them informed about changes, events or special announcements so they can answer questions from visitors intelligently.

It takes a concerted effort to build strong, healthy, and committed volunteer teams. Planning, preparation, and well-thought-out communication are all part of the package. So, what is the reward for all this hard work? The reward is volunteers who are excited about serving each week, who are connecting with each other, and who minister through their service to your members and guests.



Suggested Activities

Show the Adventist Screening Verification or equivalent approved by your Conference.

Survey of Camping and Campout Planning—WILD 101

Description

This workshop briefly covers the philosophy of camping and types of camping. It will focus on issues and techniques of planning and programing an interesting and safe camping experience. Topics include but are not limited to: location selection, promotion, booking, transportation, activities, food and meal preparation, safety (including fire, animal, weather, and human), equipment, supervision, and spiritual components.

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Explore camping and recreation activities approved by your Conference.

What Your Participants Will Learn

1. The philosophy of camping, and different types of camping
2. Proper preparation for a campout
3. Safety measures
4. Spiritual emphasis

Workshop Content

The philosophy of and types of camping
Philosophy/Objectives of Campouts:

1. To help youth feel the nearness of God and to learn more about Him His creation
2. To develop an at-homeness in the out-of-doors
3. To teach self-reliance
4. To prepare youth for coming events as understood from prophecy
5. To satisfy the spirit of adventure
6. To teach ability to cope with natural elements
7. To learn to enjoy the challenges of adversity
8. To challenge and overcome fears of the unknown
9. To provide activities and settings in which



leaders and Pathfinders may enjoy fellowship 10. To teach skills such as observation, tracking, orientation, and survival

Hiking, backpacking, canoeing, biking, orienteering, winter camping, and wilderness survival are some of the types of camping in which Pathfinders may participate.

Planning and promoting the campout

Planning for each campout should be initiated in the pre-Pathfinder year planning. Counselors and class instructors can then incorporate the planning aspects in which their class is to be involved into their curriculum schedule. Before planning a campout, the leaders must decide what is the purpose of the campout. A clear goal should be set. With the goal clearly in mind, all activities will take on meaning and planning becomes much simpler. Have a schedule for the entire campout so that staff members know what is expected of them and their units, and when it is expected. Each type of campout may require different needs and planning.

Differences in the requirements include but are not limited to: proper clothing, bedding choices, food choices, fuel supplies, tools re-

quired (non-consumable), materials needed (consumable, i.e. toilet paper), appropriate transportation, First Aid supplies, and cooking equipment.

Promotion for each campout should begin with the Pathfinder year so that parents can mark the dates on their calendar and prepare for the financial and supply needs of their Pathfinders.

Pathfinder involvement in planning and implementation

The Friend through Voyager classes all have camping-related honor requirements to receive their basic IA pin. Guides have the option to complete an “Outdoor Living” honor or they have not previously earned for the Advanced IA curriculum. See the Handout to cross-reference responsibilities in which each class must participate or complete before, during, and after a campout.

Safety precautions

Safety is a key component to a successful and enjoyable campout and should have significant attention during the planning process. A word of caution: negligence could lead to a lawsuit and may involve all leadership, in-



cluding those who may not even have been camping. A complete First Aid kit should be assembled for the club prior to a campout. Individual First Aid kits can be packaged in bags for individual Pathfinders as well.

The types of fires, procedures for starting fires in cold/wet weather, and fire usage safety rules as outlined in the honor should be reviewed with Pathfinders before participating in the activities. At least one staff member (preferably all) will have additional First Aid/CPR training and have current certification. Keep in mind that all class levels have a First Aid-type requirement under the Health and Fitness track. It may be helpful to start these honors before a campout as a component of your camping-safety plan.

Spiritual emphasis

Particular attention should be given to the spiritual emphasis of the campout. If it is not, then a more worldly view of worship may overtake Sabbath and some of the special blessing of Sabbath worship may be lost. The following are some scheduling guidelines which can help keep Sabbath scheduling appropriate and of value:

1. The program is not an end in itself; it is a

tool by which the purposes of camping are realized.

2. Programs ought to be planned with the members of the group which are to be served (each class has worship or skit requirements in the personal growth and spiritual discovery tracks).

3. All phases of the program should be related to the developmental levels of the campers who are to participate.

4. The program should be child-centered, not activity- or adult-centered.

5. The program content should be based upon sound educational principles.

6. The program should consist of an integrated series of experiences consistent with the overall purposes of the organization rather than a hodgepodge of opportunistic stunts and isolated events.

7. Sabbath activities should be planned with the proper observance of the Sabbath. Campers need carefully planned and structured activities during the Sabbath hours.

We often plan the Sabbath schedule around our own desires for the day, rather than around the needs of the campers for a full, enjoyable and meaningful day. Often wake-up time is delayed compared to other days'



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

Suggested Activities

Plan a campout for your club using the information from this course. Outline specific responsibilities that will be designated to each class for planning, preparation and implementation during the campout. Plan a schedule for the campout. Use the following questions to help guide you in beginning the planning process.

- What type of campout will it be?
- Where will the campout be? What special considerations of club/staff members do I

need to keep in mind when choosing a location?

- What are the camping skills requirements for each of the classes attending the campout?
- Which parts of planning and preparation will be delegated to the classes?

Teaching Investiture Achievement—EDUC 200

Description

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

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Investiture Achievement cards, journals, and posters

What Your Participants Will Learn

1. The purpose and objectives of Investiture Achievement
2. How the Investiture Achievement curriculum fits into your Pathfinder calendar
3. The eight Investiture Achievement tracks and the intent beneath each track
4. Teaching Investiture Achievement to Path-

finders

Workshop Content

Ideas for Workshop Presentation and Activities

The objective of Investiture Achievement is to provide a means by which Pathfinders can be trained in service for God and as good citizens of their communities. There are six levels of Investiture Achievement determined by age: Friend (10), Companion (11), Explorer (12), Ranger (13), Voyager (14), and Guide (15).

The eight tracks and the intent for each track



1. **Personal Growth:** Understanding that God values each Pathfinder contributes to the Pathfinders' development of positive self-worth and encourages confidence in the abilities given to them by God. To aid Pathfinders in this understanding, the Personal Growth track encourages each Pathfinder to have a personal relationship with Jesus through a daily devotional life, Bible study, and prayer. The daily devotional life aids the Pathfinder in creating a personal habit of daily time with God that can set the foundation for the rest of their life. In this track Pathfinders also learn how to apply the Pathfinder Pledge and Law to words, actions, and beliefs.

2. **Spiritual Discovery:** Hearing stories of God's love, protection, and guidance in the lives of real people encourages in Pathfinders the awareness that God is alive. In the Spiritual Discovery track, Pathfinders grow spiritually through the study of real people in the Bible and Christian history. Each IA class explores doctrines of the Seventh-day Adventist church, laying a strong foundation for Pathfinders to understand what active membership means and commit to being baptized, active members.

3. **Serving Others:** Focusing on the needs of

others encourages Pathfinders to embrace all of God's diverse family. In the Serving Others track, Pathfinders experience the joy of service through outreach, friendship evangelism, and other church or community activities.

4. **Making Friends:** Establishing friendships promotes positive spiritual and social growth. In the Making Friends track, Pathfinders learn about being a friend to others, to the community, and to the planet. Pathfinders have the opportunity to model the positive benefits of a Christian lifestyle, develop and apply morals and values, and demonstrate civic responsibility.

5. **Health and Fitness:** Learning God's principles for a healthy life teaches Pathfinders of God's concern for their physical, emotional, and mental health. In the Health and Fitness track, Pathfinders apply health and fitness principles, share these principles with others, and practice basic First Aid and safety procedures.

6. **Nature Study:** Exploring nature is an exciting way for Pathfinders to experience God. In the Nature Study track, Pathfinders learn about God through observation of nature, time spent outdoors, and environmental



stewardship.

7. Outdoor Living: Practicing outdoor living skills is a fun and challenging way for Pathfinders to develop life and problem-solving tools. In the Outdoor Living track, Pathfinders perform outdoor skills, solve outdoor challenges, and participate in outdoor team activities. Outdoor activities offer Pathfinders relationship-building time with their mentors.

8. Honor Enrichment: Once a Pathfinder has completed an Investiture Achievement level, she or he can then complete the honor enrichment and other advanced-level activities for that Investiture Achievement level. Honor enrichment promotes personal growth and allows Pathfinders to explore their interests by earning new honors, learning new skills, and studying new content areas. Honor enrichment provides opportunities for Pathfinders' accomplishments to be acknowledged publicly by the church and community. Public acknowledgment increases Pathfinders' sense of self-worth. At the close of the school year, Pathfinder Investiture services provide a meaningful affirmation of the responsibilities and accomplishments of each Pathfinder.

When and how Investiture Achieve-

ment might be taught in your Club year

It is important that staff understand the scope and sequence of Investiture Achievement, how their individual level of curriculum fits into the big picture, and how to teach it. There is a variety of methods for tracking the Pathfinders' progress such as using wall charts, record cards, and journals.

Teaching Investiture Achievement to Pathfinders

Investiture Achievement (IA) is the core curriculum for Pathfinder ministry. It needs to be taught in a way that meets the individual needs of the Pathfinders. This may look different from one year to the next. Due to time limitations, not all of the requirements possible to complete during a Pathfinder meeting. At-home work teaches the Pathfinder responsibility and accountability. Instructors should follow up with the Pathfinders between meetings to encourage and remind Pathfinders of at-home work. Finding the best way to connect with the Pathfinder whether it be by text, sending a note home or on social media is key for success in this area. Involving parents in encouraging their



Pathfinder can be effective as well.

Practical application of ideal, creative instruction

The ideal model for teaching Investiture Achievement incorporates lecture, group activity, and synthesis and application. These three components often can be given equal time depending on the content of the lesson. Following this model, class participants can be instructed to create and present a plan for teaching or adapting an Investiture Achievement lesson to one of the suggested activities. Many members have helped the cause of Pathfinders especially if the members have children in the club.

Suggested Activities

- Review 2 to 3 club calendar examples of incorporating Investiture Achievement work into the Pathfinder schedule and create a calendar for your club.
- Accommodate Investiture Achievement to individual and special needs.
- Adapt Investiture Achievement to different ages.
- Teach an Investiture Achievement level to teach the skills they are learning to others

(i.e., another level).

- Explore honors which can be taught during campouts.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Personal Growth	1. Be in Grade 5 or its equivalent.	1. Be in Grade 6 or its equivalent.	1. Be in Grade 7 or its equivalent.
	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 1-13) and the book of Matthew utilizing printed or electronic resources. B. Journal your thoughts by asking these questions: “What did I learn about God?” - “What did I learn about myself?” - “How can I apply this to my life today?” You may journal through writing, drawing or electronic processes.	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 14-26) and the book of Genesis utilizing printed or electronic resources. B. Journal your thoughts by asking these questions: - “What did I learn about God?” - “What did I learn about myself?” - “How can I apply this to my life today?” You may journal through writing, drawing or electronic processes.	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 27-39) and the book of Acts utilizing printed or electronic resources. B. Journal your thoughts by asking these questions: - “What did I learn about God?” - “What did I learn about myself?” - “How can I apply this to my life today?” You may journal through writing, drawing or electronic processes.
	3. Memorize the Pathfinder Pledge & Law.	3. A. Memorize/review the Pathfinder Pledge & Law. B. Learn the meaning of the Pathfinder, Pledge & Law.	3. A. Memorize/review the Pathfinder Pledge. B. Illustrate your understanding of the Pathfinder Pledge in an interesting way.
	4. Learn the Pathfinder Song.	4. A. Learn/review the Pathfinder Song. B. Illustrate its meaning.	4. Learn the meaning of the Pathfinder Emblem.
Spiritual Discovery	1. A. Memorize in order the names of the New Testament books of the Bible and know the four areas into which the books are grouped. B. Demonstrate your ability to find any New Testament book.	1. A. Memorize in order the names of the Old Testament books of the Bible and the five groups into which they are grouped. B. Demonstrate your ability to find any Old Testament book.	1. Learn how to use a Bible concordance by selecting two topics and/or words to discover how it is used in the Bible.
	2. Memorize a Bible text for the following subjects: - Prayer - Doctrine - Behavior - Salvation - Relationships - Promises/Praise - Great Passages	2. Memorize a Bible text (not previously learned) for the following subjects: - Prayer - Behavior - Relationships - Doctrine - Great Passages - Salvation - Promises/Praise	2. Memorize a Bible text (not previously learned) for the following subjects: - Prayer - Behavior - Relationships - Doctrine - Great Passages - Salvation - Promises/Praise
	3. Participate in a skit on a story about the life of Jesus such as: - Jesus in the temple at 12 - Jesus being tempted in the wilderness - Jesus feeding the 5,000 or another favorite story about Jesus	3. Participate in a skit on one of the following Old Testament characters: - Joseph - Esther - Jonah - Ruth	3. Role-play the experience of a person of the New Testament Church in the book of Acts.
	4. Learn about the worldwide Advent Awakening (late 1700s to 1844 time period) by identifying seven people and three events explaining why they are important.	4. Research two early Adventist Pioneers (1844 to 1900) and present what you have learned.	4. A. Learn stories of eight missionaries (to at least four continents) who served during the Seventh-day Adventist mission expansion (1900 to 1950). B. On a world map, plot their country of service. C. Make a presentation about your favorite missionary.

NAD SAMPLE	RANGER	VOYAGER	GUIDE
Personal Growth	1. Be in Grade 8 or its equivalent.	1. Be in Grade 9 or its equivalent.	1. Be in Grade 10 or its equivalent.
	2. A. Develop your devotional life by studying the Weekly Devotional Guide (weeks 40-52) and the book of John utilizing printed or electronic resources. B. Journal your thoughts by asking questions like: - "What did I learn about God?" - "What did I learn about myself?" - "How can I apply this to my life today?" - "What in this text is meaningful to me?" - "What is the theme in the verses I read?" You may journal through writing, drawing or electronic processes.	2. A. Develop your devotional life by studying the Senior Weekly Devotional Guide (weeks 1-26) and the book of Romans utilizing printed or electronic resources. B. Journal your thoughts by asking questions like: - "What did I learn about God?" - "What did I learn about myself?" - "How can I apply this to my life today?" - "What in this text is meaningful to me?" - "What is the theme in the verses I read?" You may journal through writing, drawing or electronic processes.	2. A. Develop your daily devotional life by studying the Senior Weekly Devotional Guide (weeks 27-52) and the book of Revelation utilizing printed or electronic resources. B. Journal your thoughts by asking questions such as: - "What did I learn about God?" - "What did I learn about myself?" - "How can I apply this to my life today?" You may journal through writing, drawing, or electronic process.
	3. A. Memorize/review the Pathfinder Law. B. Illustrate your understanding of the Pathfinder Law in an interesting way.	3. Memorize the AY Aim.	3. Memorize the AY Motto.
	4. Learn the meaning of the AY Emblem.	4. Illustrate the meaning of the AY Aim in an interesting way.	4. Illustrate the meaning of the AY Motto in an interesting way.
Spiritual Discovery	1. Participate in a Bible-marking program on the inspiration of the Bible.	1. Review the Biblical reasons for the 28 Fundamental Christian Beliefs of the Seventh-day Adventist Church.	1. Write and share your personal testimony.
	2. Memorize the 10 Commandments in Exodus 20:3-17.	2. Memorize five Bible texts that support one of the 28 Fundamental Beliefs.	2. Memorize one key text for each of the following Bible teachings: - Second Coming of Christ - Seventh-day Sabbath - State of the Dead - Law & Grace - Conversion - Judgment - Inspiration of the Bible - Spirit of Prophecy - The Saint's Reward
	3. Read the 13 Baptismal Vows of the Seventh-day Adventist Church and share why each of them is important.	3. Prepare and present a Bible study on one of the 28 Fundamental Beliefs.	3. Learn the principles of leading a person to Jesus.
	4. Read The Pathfinder Story (current edition)	4. Read The AY Story (current edition).	4. Tell a story of a church pioneer to a group.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Serving others	1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.	1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.	1. Be familiar with the community services in your area and give assistance for at least four hours.
	2. Spend at least four hours participating in projects that benefit the church or school.	2. Spend at least four hours participating in projects that benefit the church or school.	2. Participate in at least two church programs for a total of four hours.
Making Friends	1. Discover ten qualities of being a good friend and share two that are most important to you.	1. Discuss how the media strengthens or weakens our relationship with others.	1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
	2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor.	2. Fulfill requirements #1, #2, and #3 of the Cultural Diversity Appreciation Honor.	2. Fulfill requirements #1, #11, #1, and #14 of the Christian Grooming and Manners Honor.
Health and Fitness	1. Learn about the value of good nutrition & water by discussing: - The Choose My Plate guidelines. - The daily servings for each food group. - The importance of a balanced diet. - The importance of drinking a healthy amount of water (these are requirements #1 and #6 of the Nutrition Honor)	1. Learn about the value of temperance, by: A. Memorizing and signing the Temperance Pledge. B. Memorizing two of the following Bible texts: Romans 12:1, 2; 1 Cor. 10:31; Prov. 20:1; 3 John 1:2. C. Discussing all the following situations and role-play one: Your best friend asks you to try a cigarette; An older relative offers you a drink of beer; The smoke from a stranger's cigarette is bothering you. (A. fulfills requirement #1, B. & C. fulfill parts of requirements #2 & #7 of the Temperance Honor)	1. Learn about the value of exercise, fresh air & sunshine, by: A. Giving two reasons why physical fitness is important. B. Explaining the relationship between proper diet, exercise, and weight control. C. Explaining the benefits of fresh air and sunshine. (A. & B. fulfill requirement #7 of the Christian Grooming and Manners Honor).
	2. Earn the Red Alert Honor.	2. Earn the First Aid Basic Honor.	2. Earn the Basic Rescue Honor.
	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.

NAD SAMPLE	RANGER	VOYAGER	GUIDE
Serving others	1. Fulfill requirements #7 and #8 of the Serving Communities Honor.	1. Fulfill requirements #1, #2, and #3 of the Identifying Community Needs Honor.	1. Fulfill one of the following honor requirements: #3 of Crisis Intervention, #4 of Community Improvement, #3 of Teaching, #3 of Rural Development Honor.
	2. Fulfill requirement #9 of the Serving Communities Honor.	2. Fulfill requirement #4 of the Identifying Community Needs Honor.	2. Fulfill one of the following honor requirements: #4 of Crisis Intervention, #6 of Community Improvement, #s 5 or 6 of Teaching, #5 of Rural Development.
Making Friends	1. Role-play the story of the Good Samaritan and think of ways you can serve your neighbors and carry out three of your ideas.	1. Discuss the needs, plan, and participate in an activity for physically challenged individuals.	1. Through discussion and personal research examine your attitudes on two of the following topics: - Attitudes toward moral issues in sex and dating. - Self-concept as it affects choices of a husband/wife. - How peer pressure affects relationships with parents, family, other relatives, and friends.
	2. Fulfill requirements #1, #5, and #10 of the Family Life Honor.	2. Fulfill requirements #3, #5 and #6 of the Stewardship Honor.	2. Fulfill requirements #5 and #6 of the Language Study Honor.
Health and Fitness	1. Learn about the value of divine power & rest by: A. For 5 consecutive days, spend eight minutes each day in a quiet spot (no electronics, books, or distractions) and reflect on ways God has touched your life during the last 24 hours. B. Share what you liked and did not like about your quiet time with a friend or your group. C. Keep a sleep log for seven days. D. Find an article on how a lack of sleep affects the body and make a presentation about what you have learned (are you getting enough sleep?). E. Read these texts: Ex. 31:17; Ez. 20:20; Isa. 58:13 & 14; Matt. 12:11 & 12. F. Discuss with your group, How will I keep the Sabbath so it will be a meaningful experience in my relationship with God and positively impact my physical health?	1. Earn the Physical Fitness Honor, if not previously earned.	1. Under the guidance of an adult staff member, choose one of the following: Teach the Red Alert Honor. Teach requirement #1 of Health & Fitness for Friends. Teach requirement #1 of Health & Fitness for Companion.
	2. Earn the First Aid Honor.	2. Earn the CPR Honor.	2. Complete a Health & Science honor not previously earned.
	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.	3. Complete the Basic Water Safety OR Beginner Swimming Honor, if not previously earned.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Nature study	1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.	1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.	1. Be familiar with the community services in your area and give assistance for at least four hours.
	2. Spend at least four hours participating in projects that benefit the church or school.	2. Spend at least four hours participating in projects that benefit the church or school.	2. Participate in at least two church programs for a total of four hours.
Outdoor Living	1. Discover ten qualities of being a good friend and share two that are most important to you.	1. Discuss how the media strengthens or weakens our relationship with others.	1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
	2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor.	2. Fulfill requirements #1, #2, and #3 of the Cultural Diversity Appreciation Honor.	2. Fulfill requirements #1, #11, #1, and #14 of the Christian Grooming and Manners Honor.

NAD SAMPLE	FRIEND	COMPANION	EXPLORER
Nature study	1. In consultation with your leader, plan ways and find opportunities to spend time being a friend with someone in need.	1. In consultation with your leader, plan ways and find opportunities to spend at least two hours helping an elderly person.	1. Be familiar with the community services in your area and give assistance for at least four hours.
	2. Spend at least four hours participating in projects that benefit the church or school.	2. Spend at least four hours participating in projects that benefit the church or school.	2. Participate in at least two church programs for a total of four hours.
Outdoor Living	1. Discover ten qualities of being a good friend and share two that are most important to you.	1. Discuss how the media strengthens or weakens our relationship with others.	1. Participate in a panel discussion or skit on peer pressure and its role in your decision making.
	2. Fulfill requirements #1, #2, and #3 of the Christian Citizenship Honor.	2. Fulfill requirements #1, #2, and #3 of the Cultural Diversity Appreciation Honor.	2. Fulfill requirements #1, #11, #1, and #14 of the Christian Grooming and Manners Honor.

Club Finances—FINA 100

Description

This workshop introduces the basic information needed to keep accurate financial records for your ministry. Topics include: setting and collecting dues and fees, proper receipting, issues with separate bank accounts from those of the church, the importance of reconciliation of accounting records between ministry and the church, dealing with accounts receivable, and budgeting and cost projections.

Audience/Participants

Current and future Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Sample of Pathfinder Club Budget
- Sample Income and Expense journal
- Education by Ellen White
- Conference Youth Leadership

What Your Participants Will Learn

1. The purposes of finances in the club
2. Information for obtaining funds in the club
3. Information for dispersing funds in the club
4. How to maintain accurate financial records
5. Fundraising ideas and guidelines

Workshop Content

The purpose of finances in the Pathfinder club

- The goal of finance is to teach salvation through Pathfinder activities and to minister to our church and community.
- The objective of the budget is to provide equipment, supplies, and club facilities to make the club attractive and to provide the right kind of training for the youth of the church.

Sources of income for the club

- Annual membership fees. These are the primary revenue of a club. Every member should be expected to pay a moderate amount per year as part of their membership obligations. This fee should not be heavy or cause any



prospective member to forgo the privilege of membership.

- Church subsidy. Churches must include the Pathfinder Club in the church budget. Churches that realize the operation of a good club is of great importance to the whole church program will be willing to contribute a regular amount toward the club expenses. All club leaders should urge that this matter be considered by the church board.
- Offerings. An offering is taken on Pathfinder Sabbath. This offering is usually earmarked for a special club project as outlined in the budget.
- Sponsorship by church members. Here is an excellent way to finance special projects and trips.

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.

- Special projects. While it is not the duty of Pathfinders to spend too much time in fundraising projects, some time can be spent each year for special projects like obtaining new equipment, new clubhouse, etc. This can capture the enthusiasm and imagination of

every member. The new clubhouse or the new equipment will then mean much more to the Pathfinders.

- Fundraising campaigns. These are an important, supplementary source of income. Pathfinders should not be overburdened with campaigns.

Basic information needed to disburse funds in the club

- The equipment, supplies, and club facilities needed for the club
- Annual expenditures for the Pathfinder club accounting procedures

Steps for better financial management

- Handling of funds is to be done by the club treasurer under the local church accounting procedures.
- Delineate protocol of handling finances, within the club structure.
- Have a carefully prepared budget.
- Take care in the distribution and handling of funds.
- Each club needs a designated treasurer; a designated treasurer is sometimes a deputy director.



- All funds received by the club treasurer should be turned over to the church treasurer.
- The club should always receive a receipt for all funds received.
- The church books will be audited at least once every two years which will provide a protection to the officers of the club.
- Club treasurer should obtain spending money from the church treasurer in the form of petty cash.
- Petty cash spent should be accounted for with supporting receipts.
- Major payments should be paid by church treasurer upon request by club treasurer.
- Where two or more churches form a single Pathfinder Club, they should elect a treasurer to serve the large club which holds all club funds. In that case, the club books should be audited once a year.

Fundraising ideas and guidelines

General Guidelines

- Has it been approved?
- Harmony with local ordinances
- No resemblance to gambling
- Will product be sold on its own merit?
- Will purchasers get money's worth?

- Any conflict with other local Pathfinder Clubs?
- Is the fund-raising service/product in support of Biblical doctrine as taught by the Seventh-day Adventist Church?
- Is the community invited to participate?

Salesmanship

- Set up goals and work toward them.
- Have small incentives for Pathfinders in the form of ribbons or prizes.
- It is better to set attainable goals so that the Pathfinders will have the satisfaction of reaching or going beyond their goal, rather than being disappointed.
- Witnessing through gifts of literature

Financial Records

- Sample Income and Expense Journal from Pathfinder Administrative Manual
- A Sample Pathfinder Club Yearly Budget from Pathfinder Administrative Manual

Suggested Activities

- Resource: Sample blank templates
- Sample Income and Expense Journal
- Sample Pathfinder Club Budget
- Think, pair, share, using blank Income and



Expense Journal. Using the sample Income and Expense Journal as an example, have candidates work on completing a blank journal in small groups. Discuss.

- Think, pair, share, using blank Pathfinder Club yearly budget. Using the sample Pathfinder Club Budget as an example, have candidates complete blank club budget. Discuss.

Introduction to Discipline—PYSO 120

Description

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

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

- Pathfinder Administrative Manual
- Education by Ellen White

What Your Participants Will Learn

1. What is the purpose of discipline?
2. How to educate staff
3. When and how it is best


Workshop Content

Key Text: 1 Kings 19:11-12. “Then He said, ‘Go out, and stand on the mountain before the LORD.’ And behold, the LORD passed by, and a great and strong wind tore into the

mountains and broke the rocks in pieces before the LORD, but the LORD was not in the wind; and after the wind an earthquake, but the LORD was not in the earthquake; and after the earthquake a fire, but the LORD was not in the fire; and after the fire a still small voice.” (1 Kings 19:11-12).

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

What is the purpose of discipline? The purpose of discipline is to win disciples for Christ. Discipline has both an outward and an inward emphasis, each with different purposes. External discipline is correction from someone



else to change or correct bad behavior. Internal discipline sets a precedent for the future by internalized moral guidelines that we are determined not to violate. This workshop examines both types of discipline within the context of being a director of a Pathfinder club. We are working with a group of young people transitioning between a need for external discipline (called “punishment”) to internal discipline (that is needed for life). In our clubs will be young people in all areas of this transition.

When and how it is best to discipline

Techniques of discipline

- Establish rapport with Pathfinders. When a child experiences a relationship characterized by warmth, love, understanding, acceptance, etc. there is a natural tendency to want to please by doing what is asked.
- Set a good example. Speak often about doing what is right because it is right. Talk about doing good even when no one is looking; about character building being a personal effort. But do not say these things if you are not going to live up to them for you will do much harm if you are caught not living up

to these words.

- Be “in charge” naturally. Assume that you are in charge and that Pathfinders also know this.
- Do not be impulsive or inconsistent. Two culprit areas are: the rules, and consistency. “Say what you mean and mean what you say.” Do not let your words fall to the ground. But at the same time, do not speak them if you do not mean them. If you do, then you have to follow through. Do not threaten, as you will have to follow up.
- Keep rules to a minimum. It is better to set the rule and let it be. Many clubs have three: don’t lie, don’t disobey, and don’t be disrespectful. Others have: Don’t hurt yourself, don’t hurt others, don’t hurt things. If these are broken, take the Pathfinder to the side and talk with them; if it continues, talk with them with their parents. Additional steps are needed for persistent problems.
- Do not punish energy. Most kids are not “bad” kids (meaning disobedient, disrespectful and liars). Most have a lot of energy. This is not bad. We actually want that. We want young people who are on fire. We just need to have patience and direct that energy into useful



tasks. Sometimes it helps a young person with a lot of energy to “shadow” the director.

- Plan program carefully. Any spare moments that are unused by you (the leaders) will be used by Pathfinders in a chaotic manner. Start and end on time. Move from activity to activity with energy, knowing what is coming next.

- Anticipate. See potential problems before they happen, and you will be able to warn the child. Often a gentle pat on the shoulder is all that is needed to help the Pathfinder know that you know what is happening or about to happen.

Sometimes a kind word helps a child through a trouble spot. Another tactic is diversion. A dose of reality helps through frustrated times. Praise the positive. Allow a child to save face.

- Allow honesty. It should be a place where they can feel “peace” (within the club)—this is at “church.” We should encourage honest answers (as long as Pathfinders are respectful) so that we can help them to see all sides and to expand their thinking. We should challenge them. And we certainly should make them feel like their ideas are welcome and often useful.


- Stay cool. Don’t overreact. The worst thing you can do is lose your mind in a crisis or in a heated moment. Your calm will be like cold water on a fire.

Remember that young people reflect the mood of the leaders (especially the ones they respect.) So when we need to adopt a posture of correction, we should convey the attitudes we want to see reflected back.

- Take time to learn the facts. Try to hear all sides before making a judgement. Often there are good reasons for what happened. Never accuse. If you do make a mistake and jump to conclusions, you need to admit your mistake. Young people are forgiving. They are also resilient.

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

- Never ridicule. Self-worth is fragile in adults, but extremely so in young people. Pathfinder



club is all about building this up, not tearing it down. We correct for the purpose of building better people for service to God and others.

How to educate staff

It is important to know what our response is before we get into a discipline situation. As directors, it is equally important that we get all of our staff on the same page regarding discipline before that situation arises.

Development of club strategies

- What is effective discipline? Discipline is effective when a person learns what behavior is not acceptable and why. It may include punishment, explanation (hinders relationship with God, keeps one from achieving goals, infringes on rights of others), a behavior contract.
- When we understand what the Pathfinder is going through, the discipline we employ is as effective as possible. External discipline should be redemptive, not vindictive. Violence of any type is never to occur. Never punish in anger or to get revenge. Always correct with thought in mind that you want this person to be close to you in the future, not that you want them to “go away.”

- Verbal Interaction—what we normally do with our voices.
- Caution Ticket—a method of warning them that they are going too far.
- Isolation & Written Contract—for situations that need one-on-one attention.
- Parent Conference—just prior to potential suspension.

NOTE that some situations call for immediate suspension without these four steps: substance abuse, sexual violation, use of weapon.

Now we will have you, the directors, write your behavioral management plan. You will need to decide on rules you want for your club (probably want to keep these simple) and what procedures you will follow in discipline situations.

Suggested Activities

- Write a Behavioral Management Plan.
- Establish rules for your club.
- Establish discipline procedures for your club.

Working and Communicating with Parents—PYSO 207

Description

This workshop presents strategies and tactics for establishing trusting relationships between your staff and parents. This includes but is not limited to:

- Documents that present your philosophy and practice of supervision, discipline, and care
- Candid discussion of ministry protocol for complaints or charges of inappropriate behavior
- Establishment of regular, frequent, two-direction communication
- Open discussion of parent expectations and parent participation
- Clear guidelines on parent 'role' when they are also a staff member; and
- A parent's commitment to allow the child to attend ministry events and to avoid denying participation as a form of punishment for non-related problems

Audience/Participants

Current and future Pathfinder Club Directors, Associate Directors and Deputy Directors

Resource Material

1. Strategies for establishing trusting relationships between your staff and parents
2. Communication characteristics
3. Sharing your philosophy and practice
4. Techniques for relating with difficult situations
5. How to engage parents in your club and communicate effectively

Workshop Content

Establishing trusting relationships between staff and parents. Dealing with parents is similar to appropriate Christian relationships with any human being. Focusing on sufficient communication, honesty, and affirmation builds rapport. Treat each situation separately and learn to speak the truth with love. The need for communication: This is probably the most crucial element of dealing with parents.

Expectations for Pathfinders, as well as schedule updates, can be given out by email, as well as in a parent meeting. When new



children join, it is helpful to give the parents a questionnaire to ascertain any important things to know about the Pathfinders. Parents also love to know when their kids succeed and are a help in the club. Do not just communicate with them when difficulties arise.

Key Texts: 1 Timothy 4:12-16, Ephesians 4:25-32

Communications characteristics

The following characteristics flow out of a Christlike life and from how you would want a leader to treat you as a parent: clarity, succinctness, frequent communication, using diverse methods of communication so everyone understands, confidence in what Christ has set before you to do/say.

Affirmation. The more good things that you can say about a child to the parents, the more the parents will trust that you care about their child. It is also important to look for ways to affirm parents as well. Positivity and compliments not only encourage better behavior, but even can change your own mindset towards difficult situations/families. Remember that many times, the journey and

process of growth and relationship is rewarding, even when there are bumps along the road. One good way to connect parents and Pathfinders and staff is to do service projects together.

Sharing your philosophy. Share your philosophy. Pathfinders provides a safe place for kids to grow in Christ and community. One difficulty is that in this postmodern society, kids often do not come from strong, safe, Christian families. So, it is even more crucial to model to parents this safety and community support. Rather than reacting to difficulties, try to anticipate and prevent them before they can arise. Make sure that any sensitive conversations remain confidential, unless abuse is involved. Share with parents how you plan to empower their children to be leaders, which will involve making mistakes. This is complicated, as some kids are punished harshly for any small mistakes, while others are never allowed to make mistakes, so individualized discussion with parents and treatment of situations is a must. When it comes down to deciding between protecting kids and having parents like you, kids must come first.

Be your honest self. People can usually tell



when others are not genuine and sincere. Be yourself, and don't be ashamed of that, realizing that not all families may fully agree with you. Live each moment as if you are in the presence of Jesus. Be open and honest about mistakes you have made; this goes a long way towards building trust with parents. Be the first to apologize and make things right, don't wait for others to do so, even if they may have been upset unnecessarily.

Techniques for relating with difficult situations

Be willing to take criticism. This is one of the most complicated and difficult parts of being a director. Some parents either help too much or criticize too much and can be a hindrance as staff.

Ideally, Pathfinders are at the age when they need and even thrive under small amounts of separation from parents.

However, it is unavoidable in small churches/clubs, and most clubs would not exist without parental help. Therefore, it is crucial to have very clear communication about expectations for parental staff from the very beginning of each year.

When setting up staff for various classes,

separate parents and kids as much as possible. However, no matter what is done, favoritism will be present, mostly unintentionally, but there, nonetheless. If you expect it, though, it loses at least some of its power.

You may have to take criticism from both sides, so be willing to stand firm on your position to protect kids and remain calm and kind at all times.

Learn to laugh. Almost every interaction with parents provides an opportunity to laugh. And if you love to be with people, all people, even the difficult ones, you will find even more chances to laugh, rather than times of frustration. Many of the most amusing times are with parents.

Making a mental or actual notebook of things that amuse you can help to alleviate the stress of difficult interactions. If there is nothing that you can find to laugh about in the situation, spend more time than you normally would in talking to God about your confusing and painful experiences. He is the only one who can turn our mourning and trials into joy and peace through His presence and strength.

Each situation and interaction with parents is different. You cannot usually directly apply



one response to the next instance. Therefore, it is always crucial to listen, listen, listen, and to watch body language and tone, before you respond. It is better to remain silent for a while or to say gently that you need more time to think before responding, rather than saying something you may regret for years. Choose to speak love into crisis, being the first to apologize, rather than reacting to the escalation of others.

Take every opportunity possible to affirm kids to parents, parents to kids, as well as both to their faces. Look for ways to bridge gaps between people and to encourage community and support.

Discern as much as you can of the backstory before you enter a situation with recommendations or decisions. Pray, pray, pray for wisdom as you interact with parents and Pathfinders. Always love, but never hesitate to speak the truth (in love) where it needs to be spoken.

Treat parents the way you would want to be treated. Communicate clearly, speak the truth in love, and live with consistent integrity.

Suggested Activities

Split the class into groups, and ask them to use the principles above to discuss how to deal with the following situations:

- Parents complaining about discipline
- Two parents complaining about bullying – same kids
- Parent staff making decisions that go above yours, regarding their kids
- Visit the Adventist Risk Management website (adventistrisk.org) and study their specific guidelines for children’s protection in your country.

CHILD PROTECTION PLAN RESOURCES

Seventh-day Adventist Church in North America



NAD - YOUTH/CHILDREN'S MINISTRY VOLUNTEER CODE OF CONDUCT (To be adapted by SDA Legal Department of your local field)

Acknowledgment

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

My Commitment to Volunteer Ministry

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

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

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

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



Pathfinder Club Secretary/Treasurer Certification is something that every staff member responsible for records or money should complete. These seven workshops present the basics for tracking information and funds that your club needs to be successful.

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

Workshops in the Secretary / Treasurer Certification include:

- Reports, Records and Merit Systems—PFAD 140
- Annual Calendar Development—PFAD 141
- Forms: Health and Medical, Permissions, Volunteer and Vehicle Driver forms—PFAD 142
- Club Finances—FINA 100
- Introduction to Budgeting—FINA 101
- Introduction to Fundraising—FINA 110
- Practical Communication—CMME 104

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

Pathfinder Club Secretary/Treasurer Certification is part of the Club Ministries Training (CMT) which includes certifications for Adventurer Club Ministries, Pathfinder Club Ministries, Master Guides, and Youth Ministries.

CMT is based on the Adventist Youth Ministry Training (AYMT) curriculum, developed by the North American Division.