

New Skills Development cont.

CAMPING (4 hours)

Course participants will give study to four major areas of Pathfinder Camping Ministry.

1. Camp Planning and Programming (1 hour)
2. Sabbath and Worship in a Camp Setting (1 hour)
3. Camp Safety and Hygiene (1 hour)
4. Firelighting and Camp Cooking (1 hour)

1. CAMP PLANNING AND PROGRAMMING

OBJECTIVE

To provide participants with an opportunity to discover the importance of proper camp planning and programming and to learn and understand the factors that make for a successful Pathfinder camp-out.

EXPLANATION

A good camp is well organized and planned. Study therefore needs to be given to questions like: who plans the camp, when is it planned, who does what function and when? Thought needs to be given to things like transportation, cooking arrangements, equipment etc.

TEACHING RESOURCE

pp 113-131.

2. SABBATH AND WORSHIP IN A CAMP SETTING

OBJECTIVE

To allow participants to assess the significance of the Sabbath hours and worship occasions in a campout, discover and learn about a variety of creative ways of using these special periods.

EXPLANATION

The most difficult and yet the most important time to provide stimulating activities on a campout is during the Sabbath hours and during worships. Pathfinders may develop strong attitudes about their Christian lifestyle during these special hours. This requirement allows for input and exchange of ideas and information that will allow participants to discover a variety of ways of dealing with these times.

Camping cont.

Teaching Resource

pp 131-155.

3. CAMP SAFETY AND HYGIENE

OBJECTIVE

To direct participants in their discovery of the important factors that lead to safety and proper hygiene; important factors that need to be understood and cared for in a camping setting.

EXPLANATION

Camping involves certain risks. This segment of the course provides information on the possible risks of camping; how to recognise them, and how to allieviate their possibility on a campout. Participants will also give some study to remedies, ways of assisting casualties etc.

Teaching Resource

pp 156-162.

4. FIRELIGHTING AND CAMP COOKING

OBJECTIVE

To provide information on procedures for lighting fires, varieties of fires and their purpose; fire safety and basic camp cooking.

EXPLANATION

Of all the regular camping activities, the one that generally gives the most difficulty is firelighting and cooking over a campfire. This need not be the case if a few simple principles are followed. This segment will allow participants to learn some helpful information that will assist in making Pathfinder outings and campouts safe and enjoyable.

Teaching Resource

pp 163-168.

1. CAMP PLANNING & PROGRAMMING

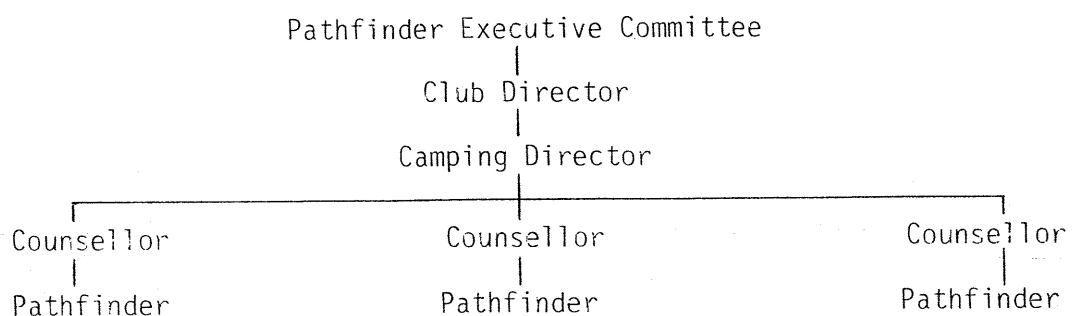
In club organised camping there is basically two types of camps that are conducted. These are the full club camp and the unit of Pathfinder Class camp. Both of these types of camps need to be conducted in order to allow for the completion of the Pathfinder

Camping cont.

requirements and also for the needs of the Pathfinders themselves. All camps must have a purpose. Full club camps are fun camps, i.e. beach camps, ski camps (snow or water) etc. in which all the club members participate. These are conducted mainly to promote club unity and to give the Pathfinders some fun. Another club camp might be for fair training exercises. The camp leader for club camps is either the club Director or club Camp Director. The Unit/Class camp is what we term a "work camp" because the main purpose of this camp is to accomplish Pathfinder Class Requirements. These camps provide an atmosphere in which requirements can best be done and also create a dependance and unity among members of the camp. The camp leader for these camps is usually the Unit/Class Counsellor.

When does the planning of Camp-outs commence? Initial planning for all camp-outs must be made, and included on the Pathfinder Calendar when it is being prepared before the beginning of the Pathfinder year. The number of full Club and Unit/Class camps for the entire year should be decided at this time, and specific dates allocated to each. This promotes organisation in club structure and also for the presentation of Pathfinder Class requirements. All camps and the reason for the camp should be included on the Pathfinder Calendar before it is given to the parents. This will enable the parents to plan their year to best support your club program. If camps are not placed on a calendar or if a calendar is not distributed, it makes it a bit hard for the parents to know what you are doing and makes it difficult for them to support your program. If possible, when planning your Pathfinder Calendar for the year, try to have all Unit/Class camping groups go on the same week-end (but to different locations). This again helps the parents who have more than one pathfinder in your club. (Not bad for leaders either!).

Who is responsible for planning the camp? The initial planning involving the number of camps and the Pathfinder Calendar is the responsibility of the local Pathfinder Executive Committee, including the camping director, in consultation with the Unit/Class Counsellors. The planning of individual camps in detail is the responsibility of the camp leader as appointed by the local Pathfinder Executive. However, ultimate responsibility for the Pathfinders rests upon the Club Director and the Pathfinder Executive. The line of responsibility is indicated as follows and each person in the chain is responsible for those below.



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It is quite possible, in the case of an accident, for not only the camp Leader but also the Club Director to be sued if negligence can be proved, even if the Club Director was not present on the camp. It is, therefore, very important that all camp plans and programs be approved by the Pathfinder Executive Committee. The recommended procedure for doing this is by the use of Camp-out Submissions. A Camp-out Submission is a written document presented to the Pathfinder Executive Committee by the camp Leader detailing plans and the program for the proposed camp. The Pathfinder Executive Committee reviews the submission and approves it before the camp can commence. It is therefore important to prepare Camp-out Submissions well in advance of the camp-out. (Good for organisation). The Executive retains a copy of the Submission. Camp Submissions are important for several reasons:

- (1) It reduces the liability of the Club Director and the Executive Committee if an accident occurs on an activity that was not included on the Submission and approved by the Executive Committee.
- (2) It gives the Executive Committee a chance to approve or disapprove of proposed activities as for their suitability for Pathfinders.
- (3) It leaves a detailed document behind with a responsible person which contains the activities and location etc. of the camping group in the case of an emergency.

Camp-out Submissions should contain the following information:

- camping unit name
- date of camp
- camp leader
- camp members
- location of camp
- purpose of camp
- equipment
- transportation
- program of activities

Before we discuss the contents of Camp-out Submissions in detail, a point should be made about Pathfinder Insurance. Before any Pathfinder camping is carried out, check with your local Church Treasurer and also with Risk management at the Australasian Division office that your Pathfinder Insurance Policies up to date to cover yourselves against personal liability. Risk Management need to have accurate information about numbers in your club and you need to be sure that the correct contribution is being made. Also, the local Pathfinder Executive, again in consultation with Risk Management, need to discuss and decide upon any club equipment insurance against damage or loss.

Camping cont.

Camp Purpose

The first thing that a camp leader has to do is to decide upon and define the purpose for the proposed camp-out. This has already partially been done by the Pathfinder Executive Committee when they formulated the Pathfinder Calendar with either work or fun camps. However, the camp leader needs to expand and specify the activities that will be done and, in so doing, set the goals for the camp-out. Try to achieve just one major goal in a camp-out with subsidiary goals that enforce the major goal, enforce past goals or lead into a major goal for the next camp. Avoid repeating goals over and over again (unless it is a continuous goal i.e. honours). Try to avoid straight theoretical requirements for camp-outs. Camp-outs are for intense activity. Theoretical work will obviously need to be done on a camp-out but associate it to practical activity. Pathfinders like adventure, challenge and development of new skills. This is especially applicable to the older age group. With boys the harder the challenge, the more enjoyment they seem to get, especially when the challenge can be accomplished. Needless to say it is damaging to set a goal before a young person that you know cannot be achieved. Always set realistic goals.

Camp Locations

The selection of a camp site is largely dependant upon the purpose and intended activities for the camp. In other words the goals or purpose of the camp determines the site. An example might be a camp-out with the main goal of completing a canoe trip for a Pathfinder requirement, with a subsidiary goal to study River front ecology for part of an honour. These goals dictate the necessity for a river of suitable size and temperament for the group as well as a river with varying river front ecology. Don't plan your camp around the site. Good sites are hard to come by and it is easy to plan a camp-out once you have a site, but invariably you will find that the types of camps that you offer will become stereotyped. As far as possible check out the camp site for its suitability. It is recommended that Club Directors and Camping Directors compile a list of camp sites that are suitable for different purposes.

On the camp-out Submission it is essential for camp leaders to include map and grid references for the camp site. For mobile camps like canoe, hiking, cross country skiing etc, in which camp sites change, it is very important that map and grid references be given for all camp sites as well as the proposed route between camps. This information is invaluable in an emergency situation; for example trying to determine where possible mistakes may have been made by a lost group allowing searchers to know where to concentrate their search.

Camp Programming

Once the purpose for the camp has been determined, camp programming is easy. There are certain activities that are always done on a

Camping cont.

camp-out irrespective of the type of camp. These include activities associated with sleeping, eating, personal health, worships and free time and will occupy a great deal of the camping time. These activities and activities associated with the purpose of the camp form the basis of a basic program. There is no basic program that is suitable for all camps. This is because the camp program revolves around the purpose or goals for the camp which will change from camp to camp. However, a typical basic program from which camp programs can be adapted to suit the camp purpose might be as follows:

	7.00 am	Rise
7.00 -	7.30 am	Wake-up (wash, dress etc.)
7.30 -	8.30 am	Worship
8.30 -	9.30 am	Breakfast
9.30 -	12.00 pm	Activity
12.00 -	1.30 pm	Lunch
1.30 -	4.00 pm	Activity
4.00 -	5.00 pm	Free Time
5.00 -	7.00 pm	Tea
7.00 -	9.30 pm	Activity
9.30 -	10.00 pm	Bed
	10.00 pm	Lights out

This basic programme will change greatly depending upon the purpose of the camp. For example, if the purpose of the camp is to complete the 32km hiking expedition for the AY Silver Award, the 5 hours of daylight activity per day in the above basic program might not be enough to complete the required distance. In this example, depending upon the terrain you may need 8 to 10 hours of activity time per day in order to complete the distance. In this case the basic program might be shifted to the following example:

	6.30 am	Rise
6.30 -	7.00 am	Wake-up
7.00 -	7.15 am	Worship
7.15 -	8.15 am	Breakfast
8.30 -	12.30 pm	Activity
12.30 -	12.45 pm	Lunch
12.45 -	5.00 pm	Activity
5.00 -	7.00 pm	Tea
7.00 -	8.00 pm	Activity
8.00 -	8.30 pm	Bed
	8.30 pm	Lights out

Continuing on with the example you will notice a few changes. The main change has to do with meal time and this is directly related to the purpose of the camp. Breakfast, still the main meal of the day, has only been allowed one hour. Cereal, something on toast, and fresh fruit - little washing up and a little preparation time. 15 minutes for lunch - non preparation meal, dried fruit, biscuits etc. 2 hours still given for tea because time is allowed for a full hot meal and sweets if desired. Time is also given for preparation and cleaning up. The other main change is the early bed time which again is directly related to the purpose of the camp.

Camp cont.

When the purpose of the camp consists of more than one goal, determine how much time should be spent on each goal and develop your program accordingly. It is not always desirable to fill your camp program with requirements or "work" activities. If possible include some special activities like games, swimming, special skills development (i.e. rock climbing etc.). Remember that young people like to keep active. Also make your plans known to the camping group. In some cases it is a good idea to give them copies of the program. If they know what is happening they are usually happy to co-operate.

On the Camp-out Submission a full day-to-day camp program should be included in the format of the basic program above, with approximate times for activities included. This is essential for several reasons:

- (1) it helps camp leader to organise the camp,
- (2) gives Pathfinder Executive Committee an opportunity to approve or disapprove of proposed activities in the light of the age and capabilities of the Pathfinders,
- (3) activities can be assessed to see if they comply with those covered by the Pathfinder Insurance Policy,
- (4) in the case of an emergency, reliable information about the activities of the campers is available.

Camp Equipment

Camping equipment will be discussed in detail in another section but it needs to be mentioned here in connection with Camp-out Submissions. Equipment that needs to be borrowed by the camping group from the club must be included on the Submission. This equipment again, will be determined by the purpose of the camp and may include things like tents, flies, water containers, canoes, ropes, compasses, axes, billies, rucksacks, sleeping bags etc. The equipment list, when accepted by the Executive Committee is passed on to the Equipment Officer for the club who will check the Submission so that the Executive Committee can make arbitration in the event of two camping groups desiring the same equipment. All equipment must be checked before any camp-out.

Transportation

After determining the location of your camp site, consideration must be given to getting each member of the camping group to the site. If public transport is not available you will have to arrange alternative transport for all your group and their gear. This alternative transport may come from within your own group or from parents who are willing to assist. These transport arrangements need to be included in the Camp-out Submission. It is an advantage to have all transporting vehicles travel to the camp site together. If this is not possible and to minimise delays, be specific with your instructions as to meeting places and times etc. If your drivers are not staying with you on the camp, you will need to make arrangements for your return journey.

Camping cont.

Example of Camp Submission

Camping Group	-	Ranger Unit
Camping Date	-	24, 25 and 26th August
Camp Leader	-	Mr. Mucho -Unit Counsellor
Camp Members	-	Fred
		Bob
		Nick
		Greg
		Karen
		Ruth
		Mrs. Mucho (female chaperone)
		Mr. S. Alec

Reason for Camp

1. Ranger Requirement OL1 - two night camp-out
2. Ranger Requirement OLA1 - Start Orienteering Honour
3. Ranger Requirement OLA2 - Build a reflector oven.

Location of Camp

Stationary camp in Wild Dog Mountains on Jenolan Map N-114B.
Camp site at grid reference 724615 with visit to Glow Worm Caves
at grid reference 730610.

Camp Equipment

Will need	-	5 x 2 man tents and flys
	-	6 x Orienteering Compasses
	-	1 x Axe
	-	1 x Water container

Transportation

Pathfinders will be picked up and delivered back to the club hall.
They will be transported to and from the camp site by the private
cars of Mr. Mucho and Mr. S. Alec. Equipment will be taken in
Mr. Mucho's trailer.

Camp Program

Friday:	3.30pm -	Leave club hall
	5.30 -	Arrive camp site
	5.30 - 6.30	Set up camp
	6.30 - 7.00	Eat packed tea
	7.00 - 7.30	Open Sabbath
	7.30 - 9.30	Night walk with object lesson with stars as theme
	9.30 -10.00	Bed
	10.00	Lights out

Camping cont.

Sabbath:	6.00am -	Rise (optional)
	6.00 - 6.30	Wake up (dress and wash)
	6.30 - 8.00	Early morning Inspirational Walk
	7.30	Rise
	7.30 - 8.00	Wake up
	8.00 - 8.30	Worship
	8.30 - 10.00	Breakfast
	10.00 - 12.00	Nature Bringo (game)
	12.00 - 2.00pm	Lunch
	2.00 - 4.00	Sabbath School Diarama
	4.00 - 5.00	Free time
	5.00 - 7.00	Tea
	7.00 - 7.30	Close Sabbath
	7.30 - 9.00	Finding Direction from stars - part of Orienteering Honour
	9.00 - 10.00	Campfire sing-a-long (optional)
	10.00 -	Bed
	10.30	Lights out
Sunday:	6.30am -	Rise
	6.30 - 7.00	Wake up
	7.00 - 7.30	Worship
	7.30 - 9.00	Breakfast
	9.00 - 10.30	Compass Bearings
	10.30 - 11.30	Build & use a reflector oven
	11.30 - 1.00	Lunch
	1.00 - 2.30	Complete short orienteering course about camp
	2.30 - 3.00	Break Camp
	3.00	Leave
	5.00	Arrive back at club hall

Apart from the planning required for the Camp Submission there are a couple of other things that need to be planned for a smooth running camp.

Menu and Food Preparation

There are several ways in which food can be organised for a camp-out and a decision needs to be made on the best method for the purpose of your camp-out. These methods are:

1. Individual Pathfinder Preparation and Cooking.

In this method each Pathfinder plans a menu for himself and prepares and brings all his own food and cooking utensils. On the camp each Pathfinder prepares, cooks and cleans up for himself around a communal fire. It is recommended that this method be used only for teen Pathfinders and experienced campers. It is an ideal method for tramp or mobile camps but is only practical for small groups, ie. Unit/class camping.

Camping cont.

2. Small Group Preparation and Cooking.

In this method groups of two or three Pathfinders are formed and they plan a menu for their camp. The menu is then divided up among the group and each person only brings the food and cooking utensils designated to him. On the camp-out the group prepares, cooks and cleans up together either on individual or communal fires. This method has the advantage that it does away with the necessity of individuals preparing small amounts of food to bring. Each person brings enough of the specified food item for the entire group, but doesn't bring food for the entire menu. The thing to watch with this method is to make sure that the group is compatible, and that unreliable Pathfinders bring what they are asked. Meals can be spoiled if one Pathfinder forgets to bring one of the food items. However this method does lend itself to creating unity, friendship and a good working reliance and trust among the pathfinders.

3. Unit/Class Preparation and Cooking.

If unit/class cooking is desired there are two methods:

- (a) a method similar to that of small group cooking but on a larger scale. It has the same advantages and disadvantages but is a little more difficult to organise. Instead of assigning each person specific food items to bring, ask each person to bring the food for one entire meal or part of the meal. It may be that one person brings food for Saturday tea, another Sunday lunch, another the cereal, another the bread etc.. Things like salt, milk, sugar etc are then divided up among the group.
- (b) Another method for unit/class cooking is when the group plans a menu and then contributes a sum of money for the purchase of the food. The camp leader purchases the food. On the camp the Pathfinders prepare, cook and clean up on a communal fire

4. Club Cooking and Preparing.

As the group gets bigger the more difficult it becomes to organise the menu and food. The only successful way to plan a menu and the food is to have the Pathfinder Executive Committee or Camp Leader formulate a menu and then have the Pathfinders contribute to the cost of purchasing the food. Once this is done there are two methods for preparing the food:

- (a) Prepare a roster of unit/class groups to prepare, cook and clean up for each meal.

Camping cont.

- (b) The second alternative is to persuade a mum to come along as cook. This person could also be responsible for the camp menu. Again unit/class groups will need to be assigned for preparation and clean up.

Menus need to be planned well in advance of the camp and time should be allocated during the club time for camping groups to do this. When menus are being planned by Pathfinders, they will need supervision. When the items on the menu are divided among the group, it is important that the camp leader not only shares with items for the menu but also brings extra food items for emergencies. Items such as salt, sugar, milk powder, dried fruits and biscuits and a couple of packets of instant meals could mean the difference between a good meal and a bad meal for a hungry Pathfinder.

A Suggested Camp Menu:Breakfast:

Should contain one quarter of the energy supply for the day. It will need to sustain you into the afternoon. Make it a good meal. Protein will stimulate the use of carbohydrate, but sugar in quantity causes depression from insulin.

- 1 egg cooked according to taste
- 2 slices of wholegrain bread and butter
- 4 weet-bix or the equivalent dry weight of cereal
- $\frac{1}{2}$ cup meusli, toasted will change the texture
- $\frac{1}{4}$ cup sultanas
- $\frac{1}{2}$ cup soaked dried fruit, nuts and/or carrot to finish
- milk to taste

Lunch:

Depending upon the type of camp, lunch can only occupy a short period of time, however must not be missed. Eating triggers the use of reserves and will start to provide energy in the late afternoon.

- 1 cup of soup (or two) from powder. This is only flavour and water, and may be heated. It helps the rest to go down.
- 4-6 slices of wholegrain bread with butter, cheese, marmite, jam etc.
- $\frac{1}{2}$ cup of soaked dried fruit, nuts and/or raw carrot to finish.

Tea:

Another important meal with time taken to prepare it. It will stock the body reserves for the next day, especially for the morning start. There are several possibilities. Remember most light weight, freeze dried, foods are low in energy.

Camping cont

Stew 1: 1 potato
1 carrot
1 onion
25 gms dehydrated peas
TVP

Boil. When cooked, add instant soup powder to flavour, and stir in some cheese to melt.

Stew 2: Dehydrated vegetables

Boil. When cooked, add instant soup powder to flavour. While this is cooking, cook a couple of potatoes in foil in the ashes at the side of the fire. Melt some cheese and butter into them when cut open.

Stew 3: 3/4 cup of a 1:1 mixture of white rice and lentils. Herbs and maybe some dried mushrooms for flavour.

Boil. When cooked, add instant soup powder for flavour. The mixture of legume and cereal provides a complete protein.

Sulphur-crested Cockatoo Stew: ("Bushman's Humour")

1 Sulphur-crested white cocky - plucked
3 smooth river rocks
herbs to taste
1 large billy or pot

Place cocky in bottom of the billy. Place smooth rocks on top of cocky and cover with water. Boil for 3 hours. Add salt and turn rocks. Boil for another hour. Drain water, throw away cocky and eat the rocks - they will be more tender!
Bushman's Recipe.

Of course if you are tired, or just want to save the washing up, a cup of soup with wholegrain bread in it is a good food and quick to prepare. For any evening meal, there is always bread and butter, nuts, carrots etc., and a large variety of instant deserts if desired.

Camp Recipes:

Flap Jacks:

1/2 cup wholemeal S.R. flour (1 tsp baking powder/cup), pinch salt, water to make a creamy mixture. Pour enough into sizzling butter or oil in a hot frying pan to spread about 10cm. Toss when more than half set on top. Eat hot with butter, marmite or jam.

Johnny Cakes:

As above but mix sufficient water to make a consistency that will fall off your mixing fork.

Camping cont.

Bregg:

Heat butter to sizzle in a frying pan. Break an egg into the butter. Break the yolk with a fork. Lay a piece of bread in the egg, then turn the bread over and put it back on the egg. It now has egg on both sides. When the "bregg" is brown underneath, turn it with a fork and brown the other side. One egg will do two slices.

Potato Soup:

2 oz dehydrated peas
8 oz dehydrated potato with onion
1 hard boiled egg - sliced
1 slice diced Nut Meat (or similar)
butter

Boil water, add peas and boil for 5 mins. Mix in potato with onion and add sliced egg and diced butter. Melt in butter and mix. Quick, easy and great to eat.

Gluten Fingers:

$\frac{1}{2}$ cup rolled oats
 $\frac{1}{4}$ cup gluten flour
 $\frac{1}{4}$ cup wholemeal SR flour
1 tsp crushed nuts
1 tsp instant soup powder or gravy-quick

Add water to make a stiff dough. Roll into sausages the size of your little finger and fry in butter or oil. Take time to let them cook through.

Apple Rings:

Cut an apple into 3mm slices. Make a batter by mixing wholemeal SR flour with an egg and a pinch of salt and mix to a creamy consistency. Dip the apple rings in the batter to coat them then drop into sizzling butter or oil to fry.

Camp Sleeping Arrangements.

It will save a lot of time and argument if the camp leader has decided on the camp layout and the occupation of tents beforehand. For stationary camps know how you want the tents pitched and assign members to various tents. Naturally, you will need to consider personalities and temperaments and be prepared to listen to requests from your camping group. Be mindful of the "odd man out". Every one must feel included. It is wise to set a curfew time after which you expect the camp to be quiet and settled.

Camping cont.

Notification of Parents

The last thing that needs to be considered when planning a camp is to ensure that parents have been adequately informed about the camp and its arrangements. Don't expect parents to know that a camp-out is on just because it is on the Pathfinder Calendar that they have on their fridge at home, and don't expect the Pathfinders to go home and remind them that the Camp is on because it doesn't happen. Therefore, after your Camp-out Submission has been approved by the Pathfinder Executive Committee, make sure that you not only remind them that the camp is on and that their Pathfinder is expected to come, but also to inform them about delivering and picking up their Pathfinder before and after the camp. It is also advisable to give the name of a person (staying behind) to the parents whom they can contact in the case of an emergency. This person will be supplied with a copy of the Camp-out Submission and may be a Pathfinder Staff member, such as a Deputy Director, sponsoring Elder or a responsible parent. It is advisable for local Pathfinder Executive Committees to prepare a standard Camp Notification Form to be given to parents.

Camp Notification Form

Dear Parents,

A camp-out is planned for the (Ranger) _____ Pathfinder group on the (date) _____ in which (name) _____ is a part. Following is information about when and from where we will be leaving and when we will be back. Persons to contact in the case of an emergency during the camp is (name) _____ on (number) _____

Thanks,
(name)
Pathfinder Club.

Departure: When
 From

Pick-up: When
 From

Special
Instructions:

Camping cont.

It is very important that if you tell parents that you are going to be back from a camp-out at the Club Hall at 5.00pm on Sunday, that you are at the Club Hall with all the Pathfinders at 5.00pm. Parents can be quite irate when they have been waiting at the Club Hall for two hours when you get back late. But you can't predict the unpredictable and sometimes it is not always possible to predict a pick-up time so how do we overcome this problem? It is recommended that the following procedure be adopted for the pick-up of Pathfinders after a camp-out. Tell the parents that the group will be back between 3 and 5pm Sunday and that they will be contacted during that time with the exact time. Have someone lined up (a couple of people for a large group) who will ring the parents with the information. When you are returning from your camp, stop and phone the selected person and give the estimated arrival time at the pick-up place. This person will then contact parents.

Teaching Method

Group Discussion.

Bibliography

Australian Pathfinder Staff Manual - Camping Section
pp 137-148

Bushcraft Handbook - Richard Graves
Camping for Beginners - P. Nicholls
Bushwalking & Camping - Paddy Pallin
Scout Handbook.

2. SABBATH AND WORSHIP IN A CAMP SETTING

This is what the Lord says: "Maintain justice and do what is right, for my salvation is close at hand and my righteousness will soon be revealed. Blessed is the man who does this, the man who holds it fast, who keeps the Sabbath without desecrating it, and keeps his hand from doing any evil" Isaiah 56: 1,2 NIV.

It is important to remember that camping is a ministry to our youth and therefore we must not neglect our spiritual life just because we are away from home. Sabbaths, worships and blessings for meals must be encouraged.

It is not desired or necessary for this requirement to enter into a discussion on what activities are permissible on Sabbath and which are not. There are so many activities which can be used to reveal a loving God, that it is not

Camping cont.

necessary to enter into the "grey" areas of activities. However it should be pointed out that as the Pathfinder Club Director is appointed to conduct a service for his local church, he is compelled to conduct activities approved by that church.

As with all activities, worships and Sabbath activities need to be planned and prepared before the camp. A well planned Sabbath day, with enjoyable Sabbath activities is the only way to satisfy the needs of pathfinders through the sacred hours.

Sabbath Services - Sabbath School and Church - should be part of the Sabbath activities. This is to remind the youth of the importance of these services. However it is not necessary to stick to the familiar programs. It is recommended that at 9.30am on Saturday morning you do NOT get the group together, seated on the pews, with an open hymn book and commence Sabbath School. With twenty-four hours in which to find activities, use your setting in the outdoors to the best advantage.

Planning the Sabbath hours is the key to a successful, rewarding Sabbath day. Before we look at individual Sabbath activities, let's suggest some Sabbath day programs.

Basic Program

6.30 - 7.00pm	Open Sabbath
7.00 - 9.00	Sabbath Activities
9.00 - 9.30	Bed
9.30 - 10.00	Lights Out
7.00 - 7.15am	Rise
7.15 - 7.30	Wake-up (wash & dress)
7.30 - 7.45	Prayer groups (units/sub-units)
7.45 - 9.30	Breakfast
9.30 - 11.00	Sabbath Activity
11.00 - 12.00	Sabbath School Activity
12.00 - 1.30	Lunch
1.30 - 2.30	Church Activity
2.30 - 3.00	Free Time
3.00 - 5.00	Sabbath Activities
5.00 - 6.30	Tea
6.30 - 7.00	Close Sabbath

Alternative One

9.30 - 10.30	Sabbath Activities
10.30 - 12.00	Sabbath Activities
12.00 - 1.30pm	Lunch
1.30 - 2.30	Church Activity
2.30 - 3.00	Free Time
3.00 - 5.00	Sabbath Activities

Camping cont.

Alternative Two

6.00 - 6.15 am	Rise (optional time)
6.15 - 6.30	Wake Up
6.30 - 7.30	Early morning Inspirational Walk
7.00 - 7.15	Rise (for uninspired)
7.15 - 7.30	Wake Up
7.30 - 8.00	Worship
8.00 - 9.30	Breakfast
9.30 - 10.30	Church Activities
10.30 - 12.00	Sabbath Activities
12.00 - 1.30	Lunch
1.30 - 2.30	Sabbath Activities
3.30 - 4.00	Free Time
4.00 - 5.00	Sabbath School Activities
5.00 - 6.30	Tea
6.30 - 7.00	Close Sabbath

Alternatives to the basic program have been included to emphasise the point that the basic program should be varied from Sabbath to Sabbath and from camp to camp. Don't get into the practice of having church activities straight after lunch for example, vary the times particularly for the Sabbath Services so that the program doesn't become routine.

Now let's have a look at some examples of the types of Sabbath Activities available.

SABBATH SERVICE ACTIVITIES

The number of persons in the camp will obviously affect the type of activities that can be done. It may not be necessary or even desirable to conduct both services as both can be combined into one of many available activities from which object lessons can be drawn.

1. Sabbath School Activities

There are many types of activities that can be used to emphasize the Sabbath School lesson other than opening the Sabbath School pamphlet in a meeting situation.

- (a) Role Play - this can provide interest for both large and small groups of campers - the object is to act out portions or all of the lesson. There is no need for a "formal" service. Open with prayer (and a song if appropriate) then straight into the activity. Divide the group up and assign each group a section of the lesson. Give thirty minutes for each group to research and prepare themselves with dialogue and costume (if desired) for a five minute play. Then have each group present its play in a logical sequence, as portrayed in the pamphlet, while the remaining groups watch.

Camping cont.

At the conclusion, an appropriate person should briefly summarise the plays (lesson) and draw out the object lesson.

- (b) Diaramas (Nature Pictures) - Diaramas, when pertaining to this activity, are three dimensional pictures constructed from anything that can be found in the bush. No material other than what is naturally occurring can be used. This activity can be conducted along the same lines as the role play activity where each group is given a portion of the lesson from which they are to create (build) a scene. It may be that for the first attempts you will have all the groups make the same scene and then in turn have each group explain its scene. With "experienced" diarama builders, it is much more rewarding for them if each group is given a different scene of a story (from the lesson if possible) and then have each group relate its section of the story.

Simple Example:- theme, Life of Christ. Scenes: birth, selection of 12, first miracle, temptations, death, ascension. It seems that no matter how many times Pathfinders do diarama activities they enjoy finding new ways to express their creativity while learning the lesson.

Variations:

Diarama Play:- this is best expressed as a cross between a diarama and a role play. Again each group or person is assigned a section of the story from which they create their background pictures. However, the members of the group themselves play the roles of the characters.

Diarama Story:- this is where entire stories are told on one background scene. This is achieved by having moving diarama characters. Example, Jesus' entry into Jerusalem. Stick figure Jesus lashed to His stick figure donkey which is embedded in wet sand on a piece of bark which is being pulled along by a piece of green vine. Several of these moveable scenes can be created in one background scene to tell the full story. You will be amazed by the creativity and imagination of the Pathfinders. The final scene of a diarama story on the theme of Jesus Life. Stick figure Jesus is lashed to a curled piece of bark which is threaded by a green vine. The vine is anchored at one end to the ground while the other end is tied to a branch of a low tree - Jesus ascends slowly by pulling a second vine, up into the clouds of a low hanging branch. Simple, self-created images like these have a lasting impression on young minds.

- (c) Sabbath School Round-about - this is more along the lines of the conventional Sabbath School but does require a large area, and is only successful for larger groups. The normal Sabbath School program i.e. song service, story, lesson, etc is divided up among designated persons.

Camping cont.

Other activities can also be included such as quizzes, object lessons and nature awareness. It is also advisable to divide the lesson up between two or three persons. The remainder of the camping group is then divided into smaller groups equal to the number of activities selected. One of two things can happen at this point - either the groups can find themselves a location with enough distance between each other not to interfere and the various activity leaders can move around the groups, or the activity leaders can find a location and have the groups move from location to location. The latter, although requiring more organisation is the better system because it gives the members of the groups a chance to stretch their legs which helps them to be more attentive in each activity and also the activity leaders can establish themselves in a location with all their visual aids etc. At the commencement of the round-about activity, each group is assigned to a location and an activity. After a designated time (approx. 10-15 minutes, depending on the number of activities), the groups (or leaders) move onto the next location and activity. This continues until all groups have attended all the activities.

2. Church Activities

- (a) there are probably many people among your church company, club staff, as well as Directors and Conference Leaders who will be willing to share thoughts about experiences and interests that can be associated with lessons from scripture. It is always good to present the Pathfinders with a new face. When selecting guest speakers, it is an advantage to select someone who can draw spiritual lessons from what the camper can see about them, as this is always more meaningful. For example, someone who collects rocks and minerals, who can explain how different rocks are formed and how crystals are shaped and then relate how God can shape and form lives. Also a butterfly collector who can talk about how delicate and beautiful the butterfly is and relate that to God's love. There is no better way to reveal the God of nature than to closely examine what He has created. People who have been in the situations where they have held the hand of God through danger while they are doing His will, can often best reveal a God who cares, guides and protects.
- (b) Diaramas - Again diaramas can be used as a church activity. It is not advisable to do more than one diarama each Sabbath. Select a topic for your diarama that needs to be researched by the Pathfinders for detail. Choose one of the previously mentioned variations and start your activity. As with all diaramas, it is important that the correct lessons are produced. Some suggested topics are: the stoning of Stephen, Creation, Receiving the Ten Commandments, Sanctuary Scene (Teens) etc..

Camping cont.

- (c) Youth Service - Ask a group of Pathfinders (perhaps a teen unit) to conduct a church service for the group on the next camp-out. Obviously fair warning will need to be given in order for them to prepare. After they have picked themselves up off the floor, they, and you, will find this activity a rewarding and beneficial experience. Guide the group with their preparations and organisations. Items that could be included in this service for which Pathfinders can be assigned are: Song Service, Prayer, Story, Special Item, Sermonette, Quiz, Benediction. The sermonette can be conducted by one person or divided up between a couple. Depending upon the experience of the group, you may wish to ask a Jr. Counsellor to conduct the sermonette.

SABBATH ACTIVITIES

This section deals with all the non Sabbath Service activities allocated in the basic program. Many of these activities can also be adapted for Sabbath Service activities. For example, a church activity involving a scavenger hunt for nature items that are a result of sin.

There are many activities that can be done on Sabbath involving walks, games, object lessons, nature study etc. for which examples are given following. However, many Pathfinder Class requirements can be done on Sabbath in the camping situation. This also includes doing nature honours. However the worst thing that one can do when doing Pathfinder requirements, either at the Club Hall or particularly on camps, is to sit down with the group around you with an open Resource Manual on your lap. Just because it is the Sabbath doesn't mean that it can't be active. Being active with good Sabbath activities is the best way to spend a camping (or any) Sabbath day.

Friday nights quite often presents particular problems on camps. Usually it is the first night of the camp and the Pathfinders are very active. Use this activity. Adapt some of the following activities to night conditions. Observation hikes and some nature games can be adapted but don't forget the Pathfinder requirements, eg stars.

WORSHIPS

Try to avoid just plain reading scripture or the Spirit of Prophecy or anything for worship. The best worships are conducted in small groups (units) in which the entire group can participate with activities based on scripture or the Spirit of Prophecy. Encourage unit leaders to take units away from the camp area into the bush so that there are fewer distractions. Again, plan your worships ahead of time. Select a theme for the worships which can also include opening and closing Sabbath. Worships may involve worksheets or short activities for which examples are attached.

Camping cont.NATURE GAMESHelen Keller

Tell the story of Helen Keller, who lacked only two of the five senses, yet overcame all handicaps and lived a happy, useful, inspirational life. Blindfold a child and plug his ears. Let him try to identify common natural objects. Make a game of blindfolded children, dividing in two groups, if you like. By touch they can classify objects as mineral, plant, animal, and often identify exactly. Use flowers, seeds, rocks, shells, leaves, etc. Lead a blindfolded person to a tree, and let him identify it by texture of bark, by its leaves, seeds, twigs, buds, odor, taste, etc. The possibilities out-of-doors and indoors are endless...relays, games, stunts.

Finish the exercise by identifying and analyzing the uses and beauty of objects when we have full use of our faculties. We appreciate our senses if we are deprived of them even for a short time.

Uncle Tripp

There was a man named Uncle Tripp. He had no arms or hands. He had no fingers to feel with or to work with; yet he earned his own living and did many things other people did. He could feed himself, dress himself, write a beautiful hand (!) with his pen between his toes. He could use ordinary carpenter tools and build beautiful furniture. Follow the story with a demonstration of how you can pick up acorns with your toes and put them in a box or basket. Have a contest seeing who can pick up things with his toes or, blindfolded, who can recognize objects by feeling with his toes.

The Museum

Collections are most valuable. There should be school collecting, club collecting, personal collecting. The objects will be most useful when, because of unfavourable conditions, we must bring some of the natural treasures indoors.

Even a few well-selected objects can be used for a group exercise in "What do you see?" Example: An acorn may be shown.

"What do you see?"

"An acorn"

"Is that all? What do you see?"

"Seed of an oak tree." (You can show the start of root and first two leaves)

"A beautiful design."

Camping cont.

"Beautiful oak floors and furniture"
 "A good tree for climbing and a place for swings."
 "Shade on a summer day."
 "Place for bird nests."
 "Acorns are food for squirrels."
 "Men eat them too; the Indians did."
 "I see the live oaks of the South, hanging with moss."
 "I see the oak tree that grew in our yard. Once I
" (Stories)

Nature Riddles

First choose a phase of nature - mammals or
 Let a young person describe the appearance, actions,
 habitat of such a creature. Let the children guess by
 lifting hands for recognition. This creates wide
 enthusiasm.

Quests

Make a list of the probable "discoveries" to be made on
 a hike. Give a copy to each hiker or to teams of four
 to six. For beginners in the field of nature the list
 may include such items as two kinds of spider webs, a
 bird's nest, a four-footed animal, and winged seeds.
 For more experienced people the names of specific plants
 or animals may be added. Give each item a score value
 according to the probable difficulty to be had in finding
 it, as spider webs (1), bird's nest (5). When discovered,
 the objects listed in the quest are pointed out to every-
 one, but only the discoverer gets the score.

Secret Number Nature Hunt

Following is the Secret Number Nature Hunt given at one
 of our summer camps. Form and contents may be changed
 in many ways.

It will be recognised that the answers given in parenth-
 eses after each test are sent in relays (in this case,
 each relay as a Junior unit) several minutes apart. They
 are first instructed that there is no race, and emphasis
 is to be placed on accuracy rather than speed. The
 reward is in the satisfaction of giving correct answers,
 not by comparison of group with group. This example was
 made very easy for beginners, and, since they were mostly
 church school children, greater ease of answer was afford-
 ed in the Bible allusions. More experienced players
 should be given harder tests.

1. Go east, up the road and across, to a clump of bee
 balm. The number of faintly tented bracts around
 and below the flower head is the secret number.(6)

Camping cont.

2. Go up the road, south, about 100 paces. On the right is a small loblolly pine. The number of needles in a single bundle is the secret number.(2)
3. Go along the road, south, about 250 paces, to a red oak sapling second on the right. Find on it a poison plant some feature of which contains the secret number, 3
4. Within a radius of ten paces from this point find a nonpoisonous plant sometimes called, in part, by the same name, and find in it the secret number (5). (Five-leafed ivy, Virginia creeper, 5 leaflets.)
5. Leaving the road, go through the woods in a southern direction, about 60 paces, to a large white oak on which is a poisonous plant. The main branching arrangement of this oak contains 3 secret numbers; namely, 3 on 2, and 4 on 2. Describe this arrangement. (2 main branches, one having 3 branches, the other 4.)
6. Return to the road by the shortest route. Across the road is a clump of sumac, in the midst of which is a specimen of Hercules'-club, a bristly plant, the number of whose leaves (not leaflets) is the secret number, which is two more than the number of Jesus' apostles. (14 leaves).
7. Up the road about 50 paces on the right are several plants of wood-land sunflower. The usual number of their ray flowers contains a secret number, and the number of their leaves in a whorl contains the other secret number. Give both. (8 ray flowers, 6 leaves in a whorl.)
8. Within a radius of 10 paces from this point is a specimen of the most celebrated flower in literature, the number of whose petals is the secret number. (Wild rose, 5 petals.)
9. Up the road about 40 paces find a hollow tree. In it is a bottle containing an insect of grasshopper type, the number of whose legs is the secret number. Put the bottle back exactly where you found it. (6 legs)
10. Go up the road about 60 paces to a ditch, by which is a scarred tree, the number of whose leaflets is the secret number. Name the tree and the number. (Hickory, 5 leaflets).
11. Nearby is a roped-off area. Do not enter the enclosure. Within are a number of flat white fungi, the number of which is the secret number, which equals the number of laws written on two tables of stone. (10)

Camping cont.

12. Go up the road to the crossroads. In the left-hand corner area is a black oak to which the number 12 is affixed. Within a radius of 12 paces count the number of white oaks, which is the secret number and the number of souls saved in Noah's ark. (8)

Return by the road, avoiding all units you meet, and giving out no information you have gained.

From Where I Sit

This game may be played in a forest or near a garden. The players are seated in a circle. The first one says, "From where I sit I see a, " (naming a flower in sight). The second player says, "From where I sit I see a (naming the first player's flower) and a" (adding one seen by himself. The next one names the first player's flower, then the second player's flower and adds one that he sees. This continues, each player adding a name to the list. Any player who makes a mistake in listing the flowers becomes a third of a "flower." If one player doubts another as to the correctness or order of flowers or name of flower chosen, and the one doubted is right, he (the doubting player) becomes a third of a "flower". As soon as a player becomes a whole "flower" he is dropped from the circle. The one to remain in the circle longest is a daisy. (This will be recognized as an adaptation of the game "Ghost.")

Nature Alphabet

The leader names a letter of the alphabet. Each player in order selects a bird, flower or tree (decided upon before starting) which begins with that letter. Anyone who cannot do so in less than five seconds is out. No one is to name an object which has already been named. A time limit for the game may first be set, at the end of which the percentage of answers determines the degree of success of the group.

Spot Spy

This game is great fun when one is resting on a hike or loitering along the way. The leader says, "I can see five white oaks." The group is given one or two minutes to spot the white oaks. All those who see them may indicate it by sitting down, taking off their hats, or by some other agreed signal. All those who see the object receive a credit point.

Tree Trailing

Hide messages en route and send out companies thirty minutes apart. The messages may read as follows: "Take the valley trail to the east until you see a large yellow willow. In an abandoned flicker's home there is a note.

Camping cont.

Read it carefully." This note may read: "Within sight of this spot is a silver poplar. As far from that as it is high and in the direction of the noonday shadow is buried a message on birch bark. Please leave this scroll as you find it." Before sending out the trailers, it should be announced that skill and not speed is the essential thing. The trail should become more difficult as it goes on. Such a trail may be made more interesting and exciting if it follows a story; for instance, following the trail of Virginia Dare; or successive expeditions to rescue Livingstone in mid-Africa.

Bird Guessing Contest

1. A flash of lightning on wing (Bluebird)
2. An act of digestion (Swallow)
3. Thy note from household clock is heard (Cuckoo)
4. Of "golden egg" fame (goose)
5. Trembling from flower to flower thou goest
(Humming-bird)
6. Gay in plumage, and equally proud (Peacock)
7. Messenger from babyland (Stork)
8. An English emigrant bird of the street (Sparrow)
9. Harbinger of spring (Robin)
10. First name of a great religious reformer (Martin)
11. Yellow captive of the cage (Canary)
12. "Jenny" named in children's books (Wren)
13. See my hanging nest on cottonwood tree (Oriole)
14. Red-coated pontiff of Blue-Grass State (Kentucky
Cardinal)
15. Take away my "h", and you number me with the poor
(Pheasant)
16. Long ago you frightened Mr. Poe (Raven)
17. I sing the songs that others have sung (Mocking
bird)
18. Named for the animal that dairies need (Cow bird)
19. A country in Europe (Turkey)
20. Singer famed by thousands (Nightingale)
21. A bird of the night, looking so wise (Owl)
22. A country in Africa, and a domestic fowl (Guinea Hen)
23. Stringed instrument, by ancients used (Lyre bird)
24. You call "meow," and imitate your foe (Cat bird)
25. I'm always offered crackers (Parrot)
26. A colour, and a letter of the alphabet (Blue Jay)
27. "Bob White" you call (Quail)
28. A symbol of perfect love (Dove)
29. "Came chanticler's muffled crow." (Rooster)
30. Thou graceful water bird (Swan)
31. Named after man's first earthly home (Paradise)

Camping cont.

NATURE GAMES AND SABBATH PROJECTS

Most junior youth like to play games. The wise nature leader will use this desire to cultivate an interest in nature. For the nature leader with a creative mind there are many different games that can be developed.

The Pathfinder Club nature leader will have many possibilities on the Sabbath to present much to the club members about nature. Many nature games are either suitable for Sabbath or can easily be adapted to a Sabbath setting.

Some feel that nature study is simply the learning of many names. But many successful nature activities and games can be conducted without emphasizing names. Try some of the following:

1. Sight and Sound -

How many colours can your group find? How many separate distinct sounds, such as cricket, frog, bird, wind, can they hear?

2. Pitfalls.

Find spider webs, doodlebug traps, flytraps (pitcher plant), etc.

3. Disaster.

Look for an object struck by lightning, a rock split by a tree, fire damage, partly eaten leaf, bird or plant life damaged by hikers or campers. There are many other possibilities.

4. Discarded Objects.

Find skins shed by snakes or insects, bird feathers or fallen leaves.

5. Transportation

Discover how plants and animals get around. In addition to walking, crawling, flying, some ride in the wind or on "host animals".

6. "Signs of the Times"

Look for signs of the season, such as change in plants and animals, migration.

7. Ten Stones

Each Pathfinder is given ten stones. As the group hikes along, the leader points out an object and asks a question regarding it. Then he asks one to give the answer. Each one who knows the correct answer may discard one stone.

Camping cont.

The winners are those who are the first to discard all their stones. This can also provide opportunity to teach honesty, for each must judge whether he has the correct answer in mind.

8. First Man Up.

The group on the trail is stopped at convenient places where the leader directs their attention to some nature object. He then asks the Pathfinder in the front of the line a question. If he knows the answer he may stay up front, but if he does not know the answer he goes to the back of the line. The group should not number more than fifteen.

9. From Where I Sit

This game may be planned in a woods or near a garden. The players are seated in a circle. The first one says, "From where I sit I see a (name of flower, bird, insect, etc)." The second player says, "From where I sit I see a (name player number one's object) and a (names another object)." A player who cannot name the previous player's object becomes a third of a flower. When he becomes a whole flower he is dropped from the game. A player may challenge any other player as to the existence of the object named. If the challenger finds the former player was correct, the challenger becomes a third of a flower. If the challenger is correct, the player who named the wrong object becomes a third of a flower.

10. Secret Numbers

This is one of the favourite nature games. The nature leader lays out a trail in advance of the game with as many stations as desired. Simple objects should be used for the beginners to make it easier for them to follow the game. A secret number will be determined at each station. At the end of the game the nature leader gives the total of the secret numbers. Those who have the correct answers from each station should end up with the same total. It is good to recount the various stations with the group, and perhaps an opportunity can then be taken to instruct them regarding some of the objects they saw on the trail. The following are suggested directions:

- (a) Trail begins here. This tree is a white pine. The secret number equals the most common number of needles in each bundle on this tree. The next note will be found at the base of the largest tree you can see to the south of this point.

Camping cont.

- (b) This tree is a sugar maple. If the leaves of this tree are arranged in two's opposite each other on the twig, the secret number is 10. If the leaves are alternate and not opposite, the secret number is 5. The next note will be found under the bark of a large stump. Continue south along the trail.
- (c) Each ring on a stump indicates one year of growth. If this tree was more than fifty years old when cut, the number is 20. If the tree was less than fifty years old when cut, the secret number is 10. Continue along the trail and look for the next note in the first drainage pipe under the trail.

11. Nature Treasure Hunt.

This game can prove both interesting and informative. A list of specific leaves, insects, and other nature objects is presented to individuals, or small groups if there is a large club. Those participating are to go out into the field and find the objects listed. There may be some items to be collected, some to be heard, and some to be observed. A point system may be worked out giving more points for objects more difficult to find. This game can often consume two to four hours.

12. Creation Week

This game is played by dividing the players into six groups, each group representing one of the days of Creation. At a given signal the groups go out and collect specimens that were created on the day they are representing. At a given time the groups all return, and beginning with the group representing the first day of Creation each group shows its specimens, telling as much as possible about them and how they fit into the week of Creation. For such days as the fourth day of Creation where one cannot bring the sun, moon, and stars, the group will have to bring in some of the things that are affected by the sun, moon, and stars; for instance, the sun is responsible for green grass. So that everyone has a part in the game, it is better if everyone in the group has a chance to speak and not one spokesman only.

13. Find Me

Five to twenty-five persons may play this game. Each one in the group should be given a list of things he would likely see during a hike. Value points may be given each object, depending upon the difficulty in finding. Participants may compete individually, or groups of four or five may be formed if there are enough participants. A restriction should be placed upon the distance to prevent going too far in search of objects. The leader should be stationed at the center of the field and a time limit should be set and a whistle blown calling all participants in. Groups or individuals are then scored.

Camping cont.

14. Nature Hunting

Participants may number fifteen to sixty, with ages ranging from junior youth on up. Make a map of the hunting area and designate several points about equally distant from the starting point. Arrange the participants into groups of four or five and send each group on a hunting trip to a definite point. Fifteen or twenty minutes may be allowed for the trip and return. When the groups have returned, call for reports on what was seen. The report may become very interesting when the groups report in detail on the various objects discovered on the hunting trip. The leader should be one who is familiar with the interesting objects in the area. It may become necessary for him to explain some of the unusual things seen.

15. Who Am I?

Ten or more may participate in this game. Pin a picture of an animal or plant on the back of each participant without his knowing what the picture is. By asking other people questions, participants attempt to identify themselves. The game may also be played with partners, half of the picture being pinned on each partner. In this case a player must not only find out what he is, but also find his partner.

16. Tree Tag

Four to twenty may play. One person is "it." A certain kind of tree is designated as "safe" and participants cannot be tagged when touching it. To make the game more interesting the leader may from time to time change the tree that is "safe". In this way the young people learn to identify the trees rapidly.

NATURE QUIZZESBiblical Zoo

In the following quotations from the Bible, names of specimens of animal life have been omitted. Can you supply the right ones? Score 5 for each correct answer. 75 is fair; 90 or above, excellent.

1. "Let arobbed of her whelps meet a man, rather than a fool in his folly" (Prov. 17:12).
2. "A living dog is better than a dead....." (Eccl.9:4)
3. "Beware of false prophets, which come to you in sheep's clothing, but inwardly are ravening....."(Matt.7:15).
4. "Thehave holes,and the birds of the air have nests" (Matt.8:20)

Camping cont.

5. "And she came to Jerusalem with a very great train, withthat bare spices, and very much gold, and previous stones" (1 Kings 10:2)
6. "Asahel was as light of foot as a wild....." (2 Sam. 2:18)
7. "Once in three years came the navy of Tharshish, bringing gold, and silver, ivory, and, and peacocks" (1 Kings 10:22).
8. "The high hills are a refuge for the wild" (Ps. 104:18)
9. "Theare but a feeble folk, yet make their house in the rocks" (Prov. 30:26).
10. "Theshall lie down with the kid". (Isa. 11:6).
11. "And the sucking child shall play on the hole of the " (Isa. 11:8)
12. "And when Paul had gathered a bundle of sticks, and laid them on the fire, there came aout of the heat, and fastened on his hand". (Acts 28:3).
13. "Barley also and straw for the horses and brought they unto the place where the officers were, every man according to his charge". (1 Kings 4:28).
14. "As for the, the fir trees are her house. (Ps. 104:17)
15. "There shall the greatmake her nest, and lay, and hatch and gather under her shadow" (Isa. 34:15).
16. "There shall thealso be gathered, every one with her mate" (Isa. 34:15).
17. "I am like aof the wilderness" (Ps. 102:6).
18. "Gavest thou the goodly wings unto the" (Job 39:13)
19. "At the last it biteth like a serpent, and stingeth like an " (Prov. 23:32)
20. "And thebrought him bread and flesh in the morning, and bread and flesh in the evening; and he drank of the brook" (1 Kings 17:6).

Camping cont.

Names of Jesus

1. "I am the of and the of the valleys" (S. of Sol.2:1)
2. "The next day John seeth Jesus coming unto him, and saith, Behold theof, which taketh away the sin of the world" (John 1:2)
3. "One of the elders saith unto me, Weep not: behold, theof the tribe of Juda,hath prevailed to open the book" (Rev. 5:5).
4. "I am the,ye are the branches" (John 15:5).
5. "There shall come forth aout of the stem of Jesse, and ashall grow out of his roots" (Isa. 11:1).
6. "In that day there shall be aof Jesse, which shall stand for an ensign of the people" (Isa. 11:10).
7. "I am theand the offspring of David" (Rev. 22:16)
8. "I amthe bright and" (Rev. 22:16).
9. "For the Lord God is a and shield" (Ps. 84:11)

Association

Identify the person or incident associated with each of the following:

1. A crown of thorns.
2. A rooster.
3. A bush not burned.
4. A dog licking blood in the street.
5. Locust and wild honey.
6. A raven and a dove.
7. A firebrand between two tails.
8. A fleece wet with dew.
9. A beast rising from the sea.
10. A colt tied.
11. Bees and honey in a dead lion.
12. A worm-eaten gourd.

Camping cont.

NATURE HUNT

Explore - hunt - collect - and see as far as possible as many of each specialty item in God's second book - nature.

- I. SEEDS - COLLECT - Scattered by winds, birds, water, man and animals.
- II. SHELLS - COLLECT - 70,000 species of Molusca.
 1. Fresh water univalve
 2. Fresh water bivalve
 3. Land snail
- III. BUTTERFLIES & MOTHS - COLLECT - Always have two pairs of wings, 6 legs and a pair of antenna.
- IV. PLANTS - COLLECT
- V. MAMMALS - SEE - 10,000 species make up the mammal population of the world.
- VI. ROCKS AND MINERALS - COLLECT - One of the oldest hobbies in the world.
 1. Igneous rock - granite
 2. Sedimentary - mud concretion, sandstone or limestone
 3. Metamorphic - quartzite, schist or gneiss
- VII. TREES AND SHRUBS - COLLECT LEAVES - To identify and observe the bark, leaves, flowers and fruit. White pine is the Michigan state tree.
- VIII. BIRDS - SEE - Possible to see 400 kinds of birds in Michigan. Robin is the Michigan state bird.
- IX. FLOWERS - COLLECT - Look in identifying for flower, leaves stem, fruit and root. State flower - Apple Blossom.
- X. REPTILES AND AMPHIBIANS - SEE - Reptiles are more abundant in U.S. than Amphibia.
- XI. FISH - SEE State fish is Brook Trout.
- XII. FOSSILS - COLLECT - Petoskey Stone, which is a colony coral, is the Michigan state stone.
- XIII. FUNGI - COLLECT
- XIV. GRASSES - COLLECT - Around 5,000 species in the world.
- XV. INSECTS - COLLECT - They are both useful and harmful.
- XVI. SPIDERS - SEE
- XVII. LICHENS, LIVERWORTS AND MOSSES - COLLECT
- XVIII. FERNS - SEE
- XIX. SAND - COLLECT
- XX. ORCHIDS - SEE

BECOME A NATURALIST - A LOVER OF GOD'S SECOND BOOK

Camping cont.

QUESTIONS

1. On what day were birds created?
2. To what kingdom do the birds belong?
3. How are all birds known?
4. What bird is the largest of all our birds in the world today?
5. What bird is known as our state bird?
6. What is our smallest bird?
7. What bird is known as our National bird?
8. What is the largest known bird in the U.S.?
9. What is meant by migration?
10. Name three migratory routes.
11. What birds migrate in "V" formation?
12. Name one bird that builds an all mud nest?
13. What birds are known for their intelligence?
14. What birds are omens of spring?
15. Name two birds that remain with us all winter.
16. What birds are known as our mocking birds?
17. How are the birds guided in their migratory flights?
18. What birds belong to the weaver family of birds?
19. Give another name for the bill of a bird?
20. Do all birds have the same kind of beak? Why?
21. Why do birds eat small stones and gravel?
22. Name two birds that regurgitate their food for the young.
23. Name two birds that regurgitate indigestible foods in the form of pellets.
24. Can you name one bird that walks or trots under water?
25. Name one bird that makes its nest from the glue-like substance from the saliva gland of the mouth.
26. What bird is many times called a "Camp Robber"?
27. What bird would you say has a non-stop voice?
28. What bird is called the soloist of the woodlands?
29. What bird flies the greatest distance in migration?
30. What bird lays its eggs in other birds nests for others to care for?
31. What bird is known as the clown of the bird kingdom?
32. What bird has the habit of burying seeds of oaks, beeches, acorns and other trees and not finding them? He is also responsible for a valuable stand of trees.
33. What ducks are the most beautiful of all ducks?
34. Name two birds that cannot fly.
35. Do all birds lay eggs?
36. What are talons?
37. What tiny bird makes a non-stop flight over the Gulf of Mexico?
38. What bird spreads its long tail into a fan?
39. What other name has been given to our common mallard ducks?
40. What duck nests in a tree?
41. Name two birds that can be taught to talk.
42. What bird uses snake skins in its nest?
43. Name two birds that give their name in their call.
44. What bird is known as the bird of peace?
45. What bird weighs no more than a penny?
46. Name the largest bird of the swallow family.
47. What song bird is known as the champion long-distance traveller?
48. What owl is called the "monkey-faced" owl?
49. What common birds found in the U.S. are not native to this country?
50. What species of birds have their eyes to the front of face?

Camping cont.

SEEK AND SEARCH OBSERVATION HIKE

"He who studies most deeply into the mysteries of nature will realise most fully his own ignorance and weakness. He will realise that there are depths and heights which he cannot reach, secrets which he cannot penetrate, vast fields of truth lying before him unentered. He will be ready to say, with Newton, "I seem to myself to have been like a child on the seashore finding pebbles and shells, while the great ocean of truth lay undiscovered before me." Education p.133

Purpose: This is an observation hike only. All flora and fauna in this reserve are protected by law and are not to be collected. Though this hike is for both fun and education, the primary purpose is to direct our minds to the Creator.

Procedure: Seek and Search can be done as a family group, in two's or as individuals. The objective is to positively observe as many of the items listed below to obtain the highest possible score. Ask and enquire about items with which you are unfamiliar so that you are able to correctly identify them. Tick items that you can positively identify. At the completion of the hike, add up your ticks to obtain your score. Two things to remember:

1. - be careful and never destroy as Satan destroys, and
2. - we may not know if you are dishonest, but God does.

"Go out, keep your eyes open, your ears cocked, your nose sniffing, your hands free, your mouth shut and your feet dry." Marie Gaudette.

EASY FINDS

Fern frond	Pine needle
Eucalyptus leaf	Piece of moss
Compound leaf	Four petal wildflower
Five or more petal wildflower	Pine cone
Wattle tree	Leaf with longitudinal veins
Feather	Lizard
Gum tree	Spider's web
Sand stone	Rock overhang
Ant	Grasshopper
Waterfall	Dead leaf
Gum nut	Fly
Tree sap	Waratah
Banksia fruit	Example of wind weathering
Thistle	Example of water weathering
Tree with fire damage	

Camping cont.

NOT AS EASY FINDS

Winged seed	Mosquito
Tadpole	Ant nest (not termite)
"Hitch-hiker" seed	Geebung
Sydney Golden Wattle Tree	Maiden hair fern
Mistletoe	Mahogany tree
Kookaburra	Snail
Fishbone fern	Mountain Devil (plant or lizard?)
Sassafras tree	Magpie
Smooth barked apple tree	Scrub wren
Needle Banksia	Slug
Tree fern	Rough barked apple tree
Black boy (grass tree)	Frog or toad
Willy Wagtail	Forest Oak tree
Bee or wasp	St. Andrew's Cross spider
Yabby	Dragon fly
Grey Ironbark tree	Swallow
Water Scorpion	Tea-tree
Noisy Miner	Turpentine tree
Rock orchid	Finch
Indian Myna	Stinging nettle
Grey Gum tree	Sparrow (house or bush)
Dandelion	Caterpillar
Orb web	Lichens
Skink lizard	Flat weed
Bracket fungi	Dove or pidgeon
Leaf rolling spider's nest	Magpie-lark (pee-wee)
Cockroach	Blue-wren
Earwig	Golden Whistler
Termite's nest	Blackbutt Tree
Currawong	Butterfly
Millipede	Ground orchid
White scale	Johnny Hairylegs

Camping cont.

MAKING NATURE HIKES INTERESTING TO PATHFINDERS

The one golden rule for making nature hikes interesting is to have an objective. This will change an aimless walk into an adventure. It will change an otherwise idle trip into a treasure hunt. If you go out to find orchids, the commonest little orchid will become a great prize; if you are looking for insects, the most ordinary beetle will assume great value to the collector.

A group of Pathfinders who are bent on fulfilling the requirements for one of the AY Honours in Nature are always very keen to find specimens and make observations that will help them to achieve their objective. However, not all Pathfinders are interested in actually earning an AY Honour. There are ways to interest them in nature notwithstanding.

1. "A Hunting Party" (cameras instead of guns). Photograph natural objects and have an exhibition later, with possibly a prize for the best photo, the most unusual one, or the one that required the most effort and patience. This could also start or finish the Honour in Photography
2. Pitfalls for the Unwary. Look for spider's webs, doodle-bug's traps etc.
3. Accidents or Untimely Ends. May suggest a search for a rock split by a tree root, leaf partly eaten by insects, some plant crushed by careless feet, or a tree blown over or cut down.
4. Remnants or Discards. Is just another way to say the search this time is for such things as a lost feather, cast-off skin of insect or snake, forsaken nest of bird or wasp, fallen leaf, etc.
5. Hitch-Hikers and Parasites. Ticks on a possum, burrs on a sheep's wool, barnacles on a clam shell, leaf parasites, etc.
6. Bush Scents. Collect anything with a distinctive odour, and test blindfolded Pathfinders.
7. Feel It. Guess what it is by its feel.
8. Bush Restaurants. Bees or other insects getting nectar from flowers, ants milking aphids, birds eating wild fruits.
9. Bushland Apartments. Bird's nests, wasp's nests, ant-hills, rabbit warrens.
10. Bush Babies. Pupa or crysalis of moths and butterflies, birds' eggs, ant's larvae, fern prothallus, seeds of all kinds.

Camping cont.

VARIED PROGRESSIVE HIKE

The progressive hike program has been very successful during the Sabbath hours with boys and girls. A hike is taken where there are periodic stopping places for group activities suitable for the Sabbath hours. A typical progressive hike is as follows:-

Stop No. 1 Bible 20 Questions: The boy or girl who is "it" states he or she is thinking of something in the Bible that is in the animal or mineral kingdom. The other Pathfinders have 20 questions to guess what the student who is "it" has in mind. If they do not guess within 20 questions, the person who was "it" starts another game. All answers are given by "Yes" or "No" by the person who is "it".

Stop No. 2 Send Pictures: Divide the Pathfinders into two's or more and have each small group build a sand picture. Each group will pick out an area on the ground or in some sandy place. The students search about the area finding natural objects with which to build a little Chinese garden or model park. They could use dry flowers and weeds, bits of bark, rocks, sticks, moss, reeds, pods, insect galls, bird feathers etc. As they collect and handle the various nature objects their curiosity is aroused.

Stop No. 3 Stories: A nature or some outdoor story can be told while the Pathfinders are resting on the hillside.

Stop No. 4 Guess My Name: The nature game is very interesting. First, the leader will state what he is, such as "I am a bird" or "I am a mammal" or "I am a tree", etc. An example:

I am a Bird -

8. I am smaller than a crow and larger than a wren.
7. I catch insects on the wing, and anywhere I can find them.
6. I am the first bird to awaken in the morning.
5. My coat is black and white.
4. I often attack birds larger than myself if they come near my nest.
3. My nest is made of fine bark, fibre and spider's webs.
2. I lay three or four creamy coloured eggs.
1. I am often to be seen perched on top of a cow or horse.

- I am a Willy Wagtail.

The leader will first give clue No. 8 in the game. If no one can give the answer, he will go to the next clue. He continues until someone names the bird. The clue number is given to the person who answers correctly as a score.

Camping cont.

Stop No. 5 Nature Riddles: The following riddles are all answered by the name of trees:-

- | | |
|---|----------------|
| 1. What tree always sighs and languishes? | Pine |
| 2. What tree is it that is made of stone? | Lime |
| 3. What tree grows nearest the sea? | Beech |
| 4. What tree always has a partner? | Pear |
| 5. What tree is often found in bottles? | Cork |
| 6. What tree is the straightest tree that grows? | Plum |
| 7. What tree is older than most other trees? | Elder |
| 8. What tree is always found after a fire? | Ash |
| 9. What tree do ladies wear around their necks? | Fir |
| 10. What tree wages war on crops? | Locust |
| 11. What tree is often found in people's mouths? | Gum |
| 12. What tree is the neatest tree that grows? | Spruce |
| 13. What tree runs over the meadows and pastures? | Yew |
| 14. What tree does everyone carry in their hands? | Palm |
| 15. What tree is an awful grouch? | Crab |
| 16. What tree is worn in the Orient? | Sandal |
| 17. What tree grieves more than any others? | Weeping Willow |
| 18. What tree is used in kissing? | Tulip |
| 19. What tree describes a pretty girl? | Peach |

Stop No. 6 Pebble Designs: Build up a Pathfinder badge with pebbles. If possible, find pebbles or appropriate colouring, but if this is not possible, merely outline the badge.

Stop No. 7 Have each unit hike about and gather whatever natural material such as flowers, nuts, moss, leaves, twigs, ferns, etc., that would make an attractive floral arrangement. Allow five minutes for these to be arranged.

Stop No. 8 Twig Alphabet: Look around for twigs that resemble the letters of the alphabet. See who can make the longest word from these twigs.

The above are suggestions. You will need to select whatever items you can fit into the program according to the type of country through which you are travelling, and the time at your disposal.

Camping cont.

1. Imagine you are a group of Senior Pathfinders. A youth group from the Uniting Church down the street has approached you with an invitation to join them for both church and social activities, suggesting there would be more co-operation and a sense of belonging in the community if all churches acted together. Discuss this together, and write them a letter of reply, using the 'butchers paper' provided.

Then answer these questions personally, using the small paper and pencils provided:

- (a) How do I feel about sharing my faith? Do I find it easy, or hard? When do I find it the easiest? Do I find it easier to witness to one person, a small group, or a large group? What makes me reluctant to share my faith? Am I happy with the amount I do?
- (b) The prayer that I would like to pray this morning is:
"Lord, thank you for sharing Yourself with me. Help me to"

2. Imagine you are a group of Pathfinders, and you have been given the following task:

- (a) "The most popular of all of Jesus' teachings is....."
- (b) "This is because"

(Fill in the blanks! Provide at least five reasons for (b).)

PLEASE USE THE BUTCHERS PAPER AND TEXTAS PROVIDED TO RECORD THE ANSWERS.

Then complete the following questions personally, using the small paper provided:

- (a) Jesus' teaching concerning the value of two sparrows, and His care and concern for us, is very important. How much am I aware of my value to God? Do I value myself, and see myself as a worthwhile person, or do I often find myself putting myself down? Am I consciously aware of spending a lot of time and energy making sure I am 'equal' to everybody else? What is my greatest gift - what do I do best?
- (b) The prayer that I would like to pray now is:
"Lord, thank you for me. Thank you for the value you place on me. Help me to"

Camping cont.

3. You are a group of Pathfinder Leaders and Staff Members concerned about the spreading of the 'Good News' of Jesus to as many as possible. As a group, you have been asked to run a one year program in an inner-city suburb, doing as much as you feel you can accomplish while continuing in the occupations you already do. This is your first meeting - now go from here!

Report your thoughts and plans on the butchers paper provided.

Then using the small paper provided, answer the following questions personally:

- (a) How do I feel about sharing my faith? Do I find it easy, or hard? When do I find it the easiest? Do I find it easier to witness to one person, a small group, or a large group? What makes me reluctant to share my faith? Am I happy with the amount I do?
- (b) The prayer I would like to pray this morning is:
"Lord, thank you for sharing Yourself with me.
Help me to"

4. You are a group of Pathfinders, and you have been asked to assist a minister establish a church in a small city which knows very little about Jesus Christ. You have accepted the challenge - you have all arrived at the city, and are housed! This is your first meeting. Now go from here!

Put your plans down on the butchers paper provided.

Then using the small paper and pens, put down your personal thoughts to the following:

- (a) The most valuable experience I've ever had of sharing God's love with someone was when
It was valuable to me because:
i
ii
iii
What particular 'part' of God's love do I like to talk about the most? Have I taken any opportunities to share His love with somebody this week?
Because of His love, I have chosen to
- (b) The prayer that I would like to pray now is:
"Lord, thank you for your love, and for revealing yourself to me so freely. Help me to"

Camping cont.

5. Imagine you are a group of Pathfinders wandering through a hospital ward. You come across a young man with a serious illness. He says things like..."It's no use living....I wish I could die....No one loves me any more" etc.

Using your butchers paper provided, write down some possible answers and suggestions.

Then using the small paper provided, answer the following questions in a personal way:

- (a) How do I feel about my own life? Am I happy with the way I am? Do I find I'm usually happy and relaxed, or am I often sad, depressed? Maybe I'm in the middle somewhere! In what ways does my relationship with God effect how I'm feeling? Does the weather tend to effect the way I feel about myself, my family, my God? Do I allow my moods to effect my close relationships with people?
- (b) The prayer that I'd like to pray now is:
 "Lord, thanks for our friendship over the years.
 The thing I'd like to thank you most for is....."

6. You are to imagine yourselves as a group of Pathfinders. Using the butchers paper provided, put down your answers to the following questions:

What six major tests or passages of scripture (any length) would you wish to memorize if you knew you were to have your Bibles taken from you? Why did you pick these particular texts? (As a group, come to a consensus of what the six will be)

Then using your small pieces of paper, answer in a personal way the following:

- (a) What qualities of Scripture do you admire most? How do you feel about your Bible Study? Do you enjoy it, or is it a bit of a drag? Do you feel God has made Himself clear in Scripture? Are you personally encouraged by your Bible Study? Is your study of the word primarily for information, or communication? Is your study real?
- (b) The prayer I would like to pray now is:
 "Lord, thanks for your Word. I would like to
"

Camping cont.

7. There is to be an inter denominational church debate, and your Pathfinder club members have been invited to enter a team and participate. The choice of titles are:

- i. "Euthenasia is Scriptual"
- ii. "Abortion - the obvious answer"
- iii. "The Sabbath - The Day of little issue"
- iv. "The myth of the resurrection"

Choose any one, and prepare an outline, either for or against, and include at least five texts of scripture.

Put your thoughts down on the butchers paper provided.

Then using the small paper provided, answer the following questions in a personal way:

- (a) I find that, when it comes to discussing touchy moral issues, I tend to I think this is because.....

What do I notice most about Jesus' approach to moral issues. What do I admire most about Jesus' ways with people. What has Jesus revealed to me about His love and forgiveness? How have I responded to His revelations of love?

- (b) The prayer that I would like to pray now is:

"Lord, thanks for your love. Help me to....."

8. You are a group of Pathfinders, visiting a jail. You have been given four minutes only to tell someone about Jesus. How would you do that? Put your thoughts down on the butchers paper provided.

Then using the small piece of paper, answer the following questions personally:

- (a) How do I feel about sharing my faith? Do I find it easy or hard? When do I find it the easiest? Do I find it easier to witness to one person, a small group, or a large group? What makes me reluctant to share my faith? Am I happy with the amount I do?

- (b) The prayer that I would like to pray this morning is:

"Lord, thank you for sharing Yourself with me? Help me to"

Camping cont.

9. You are to imagine you are a group of Pathfinder Leaders on a campout with your Club, and you wish to discuss with the Pathfinders the topic of "The Sabbath". Using the Brainstorm method, spend eight minutes listing as many unique ways you could use to approach this topic. Jot them down on the butchers paper provided. Then spend ten minutes discussing the merits and value of each idea.

Remember the rules of "Brainstorming".

- (a) All members of the group are encouraged to contribute an idea.
- (b) No idea is 'wrong' - any idea is acceptable! - the more creative, the better!
- (c) No value judgements are to be made on ideas expressed.
- (d) No discussion on ideas.
- (e) Stick to time limit.

Then using the small paper provided, jot down your personal thoughts on the following:

- (a) How do I feel about my Sabbath keeping? Am I comfortable about the way I keep the Sabbath? Is it a highlight-day? Are there any 'drag' spots in my Sabbath? What is the best thing about this day? If I could change one thing about the way Sabbath is celebrated at my church, it would be
- (b) The prayer that I would like to pray now is:
"Lord, thanks for the Sabbath. I would like to....."

10. You are to see yourselves as a group of Pathfinders sitting in a park, talking to a group of non-believers of the same age. They have raised the question:

"How do you really know that this Jesus you talk about is coming back?"

Using the butchers paper provided, put down what you think would be effective answers. Make them as convincing as you can. You should have at least six points.

Then using the small paper provided, jot down your personal thoughts on the following:

- (a) What's the first thing I want to say to Jesus when He comes back? What is it about the Second Coming of Jesus that excites me the most? Do I have some quiet fears about the possibility of the soon coming of Jesus? Do I have some fears about whether I'll be there? What gives me the greatest assurance of being accepted by God when He comes the second time?
- (b) The prayer that I would like to pray now is:
"Lord, I'm thinking about Your Second Coming. Help me to"

Camping cont.

11. You are a group of Pathfinders, and you have been invited to write a letter to your town/city mayor, letting him know of your club activities, the role and purpose of your club, and any other special points. However, you have also been invited to join with other society groups in expressing concern to the Mayor about some of the social and moral problems in your suburb, and some ways in which your club can help. After spending 5 - 8 minutes listing a few things about your club, choose some 'problem' from your 'suburb' and address yourselves to it! Put your thoughts down on the butchers paper provided.

Then using the small piece of paper provided, answer the following questions in a personal way:

- (a) What has been my greatest contribution to my neighbourhood? How many of my neighbours am I acquainted with? Do I think I have had any great impact on those in my street? Does it really matter? Where would I start if I chose to do something positive about making friends in my area? What would I like to see most of all happen in my street, that I could initiate? What is it that stops me from doing it?
- (b) My prayer that I would like to pray now is:
 "Lord, thanks for being my neighbour! Help me to"

12. You are to imagine you are a group of Pathfinders, and you have been given \$5,000 to finance any witnessing project of your choice, in a City Suburb, for a period of six months.

Discuss your plans and put your thoughts down on the butchers paper provided.

Then using the small pieces of paper provided, answer the following questions personally:

- (a) What excites me most about sharing the Good News of Jesus? What scares me the most? What has been my most valuable witnessing experience? How do I feel about the quality of my witnessing? So I share readily, or reluctantly? What holds me back? What encourages me most? If I could achieve one thing by sharing my love for God, what would it be?
- (b) The Prayer that I would like to pray now is:
 "Lord, when I think of the way you have shared your love for me, I"

Camping cont.

3. CAMP SAFETY AND HYGIENE

Safety

Safety isn't a popular subject because it is difficult for most people to associate themselves with accidents. It's the old "it won't happen to me" syndrome. However most accidents are caused, and therefore can be prevented, by our own actions. Accidents are caused by the failure to take preventative action. With care and fore-thought possible accidents can be anticipated and then avoided. Safety is a matter of commonsense.

Planning - A well planned and organised camp will be a safe camp. Camp planning and programing will be discussed in another section but there are a couple of points that should be specifically made here in relation to camp safety and hygiene.

A camper, especially a good camper, never goes camping without a map, compass and a basic knowledge on how to use them. Information about the camping program including camp locations, hiking routes and expected arrival back times should be left with persons of authority (police, rangers etc.,) or with a responsible person who will notify the authorities if you are not back within a reasonable time after your expected arrival back time. Make sure that you always notify the authorities of your arrival back. Many an emergency situation has been created unnecessarily because a camping group has been thought to be lost and in fact is home safely.

A camp leader taking out a group of Pathfinders should be familiar with each of their medical histories, particularly for medical problems such as asthma, diabetes, epilepsy and allergies etc.. If a Pathfinder goes down into a coma-like state, it would be handy to know if he has a history of diabetes or epilepsy, to assist in his treatment. Club Directors should hand out a medical questionnaire to all new members of the Club so that this information can be obtained. This information should be treated as confidential. Be sure that all members of your camping group (including staff) have had current tetanus injections as this will save unnecessary concern should an injury occur. Secure a good first aid manual and take it with you on the camp. Make sure the camping group has an up to date first aid kit. Planning a camp correctly may completely eliminate the possibility of having it spoiled by unanticipated troubles.

Pests - The Australian outdoors is full of all sorts of things that bite and sting. Be prepared to repel sandflies, bush flies, horse flies, mosquitoes and other stinging insects with a personal roll-on repellant. Make sure your first aid kit contains an adequate supply of an effective sting or pain relieving cream such as Stingose or Stop Itch to relieve the pain of bee, ant, wasp, scorpion, sandfly or other bites. Always keep tents zipped and

Camping cont.

all sleeping bags rolled to prevent pests as well as snakes and spiders from entering and finding refuge in your sleeping gear during the daytime. During the Spring and Summer months ticks are prevalent and campers should be aware of the problems they can cause and check their bodies daily for this pest.

Plants - As well as stings from pests, many Australian plants can cause discomfort through stings. Plants like stinging nettles and stinging tree can cause discomfort when touched. Other barbed plants such as lawyer vines, blackberries etc., can inflict lacerations to campers which may require treatment. As with pests, Stingose and Stop Itch is effective for relieving the discomfort of stings obtained from plants. Severe lacerations from plants can be treated with an antiseptic cream. Unless you are an expert at identifying and preparing edible plants, don't eat them. Some can make you very ill, others are fatal. Be familiar with the plants in the locality of your camp.

Snakes & Spiders - So few people are bitten by snakes and spiders that precautions are often overlooked, which is exactly what brings about the few bite cases that do occur. Never reach into a hole, or up over your head onto a ledge, or under a bush where you cannot see clearly and never sit down before examining the ground. Be careful in stepping over a log, a snake may be lying close on the other side. When walking in snake country, it is best to stroll in a leisurely manner, most snakes will flee at the sound of approaching campers, however, if the snake is taken unawares it will assume the attack position as a defence mechanism. If you are hurrying you may blunder onto an unsuspecting snake causing it to strike because it believes itself to be under attack. If it is evident that a snake is preparing to strike, try to get it to strike a lump of wood, the heel of a shoe or other inanimate object as a large percentage of its venom is released with its first strike. Special precautions should be taken when hiking or walking on warm summer nights, as snakes, particularly the Tiger Snake, are most active at night. If unsure of the source of the snake or spider bite, treat it as if it was from a venomous creature. Be very familiar with the current, accepted procedure for treating a snake bite.

Drinking Water - Very few Australian waterways are free from pollution. Pollution from industrial plants - both liquid and air borne - sewage and agricultural chemicals. The fact that water is running rapidly over rocks and gravel and appears to be clear, is no guarantee that it is free from the pollutants and contaminants mentioned above or that there are no dead animals lying in the water upstream. All water obtained from natural water courses, if doubted for its suitability for drinking and cooking, should be purified. This is a simple matter and can be achieved by the use of purifying tablets such as Potassium Alum or by boiling the water for 10 - 15 minutes.

Camping cont.

Water Safety - The use of rivers, creeks, lakes and oceans etc as a recreation connected with camping is common and desirable. Drownings can be avoided by observing simple rules of water safety:

1. Never swim alone.
2. Never dive into unfamiliar water.
3. If swimming in unfamiliar water, check the shore line for sudden drop-offs.
4. Make sure non-swimmers remain in shallow water.
5. Non-swimmers, when using inflatable air mattresses or tyres, should not go out of their own depth. A sudden leak may cause a tragedy.
6. Never stand up in a boat or canoe.

If you plan to include a lot of water activities in your camping plans, it would be wise to do a Life Saving Course.

Burns - Probably the most common injury around the camp is the burn, with the cook the most frequent victim. Most campfire burns can be avoided.

1. Don't build the cooking fire any larger than necessary.
2. Make sure that pots and pans are rigged sturdily over the fire so that they won't suddenly tilt causing the cook to grab them quickly.
3. Wear a glove or use a pot holder when handling pots. A removable pot grip, like a pair of pliers, is excellent.
4. Be careful with hot fat and oils.
5. Foods that have been soaked in water, such as potatoes, will spatter the fat when first dropped in.

Lightning - There is something terribly final about being struck by lightning! Lightning doesn't always kill. Frequently a near miss will render a person unconscious or merely stun him. In that case, treat for shock. If the victim is not breathing start artificial respiration and continue until breathing starts or until a doctor tells you to stop. Be sure to send for a doctor.

It is wise to give any tall or dominant tree a wide berth during a thunderstorm. Keep away from any tree that stands out above the others or which stands alone in a clearing. If trees are your only shelter, remain in a thick clump of young trees.

Incidentally, ignore the claim that lightning never strikes twice in the same place. A tree that has been hit before is no safer than one which has never been hit. During a thunderstorm, one of the safest places is in your car. Its rubber tyres insulate the entire car.

Knives & Axes - Pathfinders should be shown how to properly care for, sharpen and use axes and knives before they are allowed to use them. When sharp blades are not in use they should be carefully stored so that a rummaging hand doesn't find a blade in a box. Supervise all Pathfinders when they are using axes when cutting firewood.

Camping cont.

Don't Take Risks

Flooded Streams - Never risk lives in flooded streams or rivers. Flood water is always far more dangerous than it looks. Unless every member in the party has been trained to deal with flood-water conditions that exist at the time, wait until the stream goes down no matter how long this may take, or alternatively, take another safer route.

Fire Hazards - Be careful with your camp fires and always extinguish them with water before you leave. Avoid any areas where bushfires are burning. If you are trapped by a fire, cover up with woollen clothing and take rapid, firm decisive action to get downhill or upwind of the flames.

Steep Country and Rocky Slopes - Where the climbing becomes so severe that a member could fall, and such a fall be serious, proper rockclimbing safeguards must be taken or the route avoided.

In going up or down loose slopes the party must stay together at the same level and spread out across the slope to avoid hitting one another with falling rocks. In narrow places the party should negotiate the slope one at a time. Every member should carry his or her own pack. Carrying two packs in steep country may be chivalrous, but it is also dangerous.

Snow Conditions - In case of sudden exposure to extreme cold and particularly in snow conditions, first put on all your warm clothing with weatherproof clothes on top. Then keep moving steadily in the direction of the nearest warmth and shelter, keeping out of the wind as much as possible.

If you are Lost - Sometimes things go wrong, even with the best made plans, and you may get lost. By following a few simple rules, this need not be as serious as it seems. Every club should have a code or set of rules that each member knows thoroughly. This will enable others to know just what a camper is going to do in case he does get lost and will enable them to find him more easily.

The things that you do when lost are:

- (a) Sit down and think - don't panic. You will think of many fearful things - like being attacked by a wild animal or slowly dying of starvation. Most people think such thoughts during the first anxious moments after they realise they don't know where they are. But suppress them as quickly as you can, for they are foolish. You are certain to be found.

Force yourself to sit until you can think clearly. Don't try to remember details, but general landmarks. Work out whether it would be better to go on, go back or stay put. If you have food and water it will probably be better to stay put, and try and attract attention with a fire - a smokey fire during the day and a blazing fire at night.

Camping cont.

(b) Pray. - Kneel down and talk to God. Remember some of His promises: - "I am with you always." "The angel of the Lord encampeth round about them that fear Him, and delivereth them." Jesus is watching over you. The angels are taking care of you.

(c) Mark the spot you are at. Don't move from the point where you are until you mark it well. Blaze a tree, place a rag on a stick in the ground or put your hat on a stump. Do something to mark your spot. This will aid searchers when looking for you if you move on.

(d) Climb a tree or hill. From the top you may see a landmark that you recognise. If so, and you are now sure which way to go to get you back safely, proceed towards that landmark. But if you are not sure of any landmarks, STAY WHERE YOU ARE.

At the same time, when you are up at your high point, look for smoke. This usually means people are there.

(e) Use your map and compass. If you are smart enough to have brought a map and compass, use them. Spread out the map and orient it, either with the compass or by checking the landmarks.

Think of the last landmark you passed, that bridge, perhaps an old cabin, a hill, a sharp turn in the trail, and find it on the map. With your compass mark out a route, to the recognised landmark on your map. Follow the compass to the recognised landmark. Again, if you are not completely sure where the landmark is on the map, or you are not sure how to use a map and compass STAY WHERE YOU ARE.

(f) STAY WHERE YOU ARE. If you are unable to locate a familiar landmark that can lead you home either by sight or by map and compass, stay where you are. Wait for help to come. Listen for the calls of searchers. Collect enough wood to build a signal fire and to last you through the night if required. If you have to leave the position for some reason such as shelter or water etc, mark clearly the direction in which you have taken, and mark clearly the trail as you move.

(g) Light a fire. Build a safe fire. Have enough wood on hand to keep it going all night if required. During the day, once the fire is established, add green leaves to create smoke. Send your own smoke signals. At night keep the fire burning bright, it will create warmth and also the glow will attract attention. Keep an eye on your fuel - you may need it later.

(h) Give out distress signals. The accepted distress signal is three signals together, regularly spaced. These may be given by shouts, whistles, flashing of mirror or torch, distinctive waving of cloth, three fires, or by blanketing a smokey fire. The regularity with which the signals are given is the important thing.

Camping cont.

Hygiene

Many campsites offer hygienic facilities; pure drinking water, toilets, removal of rubbish and adequate water for dishwashing and personal washing. But without these facilities there is no reason for hygienic standards to drop in any way. It is most important that a sound standard of hygiene is observed.

Toilets - If toilets are not provided on your chosen camp site you will need to make suitable arrangements. Those trekking in the wilds may take advantage of natural cover available but always take care to bury all waste matter. With a larger group you will need better arrangements than this. The most simple is to use some hessian or canvas plus wood or steel tent pegs, and strong guylines to erect a screen on a level area to the leeward side of the site. A crouch over pit is dug inside the screen, the size of which will depend on the number of people camping. A spade is left near the pit to ensure that the user of the pit throws in a few spadefulls of earth each time it is used. Once the pit is filled with earth, it is re-turfed and marked with a foul ground sign. (see diagram). Toilet paper can be kept in a tin or plastic container to keep out dampness. An engaged sign at the entrance adds to the privacy and a lantern should be left burning at night. Provide soap and a dish of water near the toilets to ensure everyone has good hygienic habits. The toilets will be one of the first items to be set up and one of the last to be taken down on leaving. Be sure to mark the area used so other campers will know it is an unsuitable tent site.

Waste Disposal - Ideally all rubbish should be taken with you after the camp, to a tip, but this is not always possible. Remember that it is one of the greatest crimes of camping to make a mess by strewing tin cans about, or leaving any sort of rubbish. Always try to leave a campsite better than you found it. The waste disposal problem can be resolved by burning and burying. Burn boxes and food scraps and after fully opening tin cans so that their food contents burn out completely, crush them and then take them with you after the camp.

In order to reduce the amount of waste left on dishes after meals, wipe the dishes clean with grass and then burn the grass in the fire. This will in turn reduce the amount of grease left in the washing water. The water from greasy pans and dishes can, if left to drain onto the grass or ground, without any soak away system, attract flies and rodents and of course smell unpleasantly.

Habits - Good health habits are well worth stressing to all members of a camping trip. The chances of tummy upsets are eliminated if simple habits are adhered to, and camping days can be looked back on as very healthy pleasant times, with good food, adequate exercise and sound sleep.

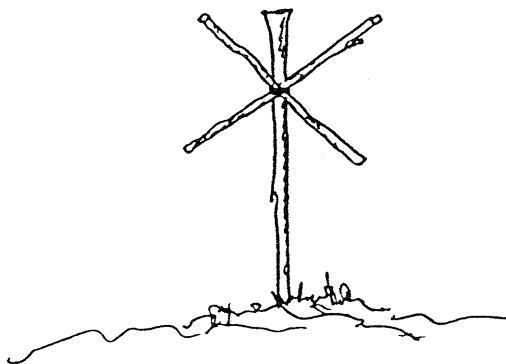
On the other hand, carelessness when selecting water supplies, neglecting to wash dishes properly etc, will certainly not enhance your health in any way.

Camping cont.

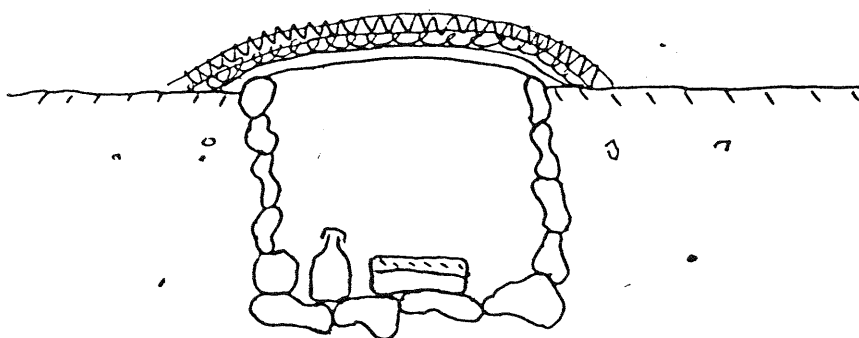
Dishes and pots should be washed immediately in boiling water with detergent added. It does not take long to carry out these requirements but the benefits outweigh the effort, particularly in hot climates where a tummy bug would ruin your trip.

The fact that people are living in the open without modern facilities should not in any way cause anyone to slacken their attention to personal hygiene. It should not change your washing, bathing or teeth cleaning habits.

Food Protection - Careful attention must be given to the storage of food. Plan your menu so that perishables are used first, and then non-perishables and dried foods can be used, providing a change in the menu. Keep your food in a cool place, inside a water-tight container and placed in the shallows with a large stone on the lid to hold it in place. This is ideal for butter and salad veges. Alternatively, you may dig a hole in the ground and line it with flat stones. Green branches and leaves insulate the air in the hole from the hot air above. (see diagram)



FOUL GROUND MARKER



KEEPING FOOD COOL IN GROUND SAFE

Camping cont.

4. FIRELIGHTING AND CAMP COOKING

There is only one kind of fire! This kind is the fire that is easy to build, easy to light and will continue to burn. This is the basic fire. Climatic conditions determine where or how this basic fire is to be built, which gives rise to the different types of fires. For example, trench or hunters fire for windy conditions, or the altar fire for wet or marshy country. The basic fire is the basis for all types of fires.

The Basic Fire - The basic fire is prepared by first clearing the site on which the fire is to be made, from all debris and burnable substances. Next the foundation of the fire is laid by gathering three sticks, about the size of your thumb and between 15 and 20cm long. These sticks are placed on the cleared site to form a triangle so that one stick is held off the ground by the other two. This stick is placed so that it faces the wind. (See fig. (a).

Next, overlay the triangle with a platform of small twigs about the thickness of a straw. (See fig. (b).

On top of the platform, carefully place the highly combustible material that you wish to use to start the fire. This material can be crumpled paper or pine needles, or crumpled dried eucalyptus leaves or whatever is available. Over the combustible material build a pyramid structure, starting with extremely thin twigs, and gradually progressing to large twigs, finishing with twigs about the size of your little finger. It is important to use lots of small twigs next to the combustible material. With a supply of secondary timber standing by, the fire can be lit. This is achieved by placing a lighted match under the front stick of the triangle and up through the platform to ignite the combustible material. The triangle and platform, apart from giving you access to the centre of the fire with your match, keeps the fire off the ground and allows air to draw up through the fire to fan it. If there is no wind, gentle blowing under the front of the triangle is just as effective. The basic fire is made entirely out of primary timber (small and extremely small). Once the fire is started, secondary and tertiary timber may be added. If this procedure for the basic fire is followed, a successful fire is guaranteed in only a couple of minutes, and using only one match.

Fires are built for two main purposes; for cooking and for comfort.

As mentioned before, the type of fire is governed by the climatic conditions. If conditions are normal, no excessive wind or moisture on ground, the best type of cooking fire is the teepee fire. See fig. (c). It is a continuation of the basic fire. The basic fire is built as described above and the general shape is maintained. This fire is simple and quick. It gives good ventilation and long lasting coals. It is a good fire for cooking because it centralises the heat to the top of the teepee. However it is normal practice to construct a camp crane for these fires to support the billies. See figs (d) and (e).

Camping cont.

The trench fire (see fig. (f)) is a good fire for windy conditions. A trench is dug about 30cm wide and going from ground level at the windward end, to about 25cm deep at the leeward (away from the wind) end. A basic fire is prepared and lit in the deep part of the trench with the front of the triangle towards the windward end. Place 5 or 6 wet or green branches across the trench to support your pots and pans. There are two precautions that need to be considered when using trench fires:

1. Ensure that there are no tree roots protruding into the trench. Bush fires have been started when roots of dead trees have caught alight in a trench fire, burned underground, and then set the parent tree alight several days after the initial trench fire has been put out.
2. The trench fire floods quickly when it rains. Another consideration for trench fires is that you need something to dig the trench with.

The hunters fire fig. (g) is an above ground variation of the trench fire and again is suitable for windy conditions. Two green, or slow burning logs are placed side by side so that the wind is able to blow between them. The logs should be about 40cm apart at the windward end, narrowing down at the other end enough to hold a small size cooking pan. The basic fire is lit in the narrow end so that the front of the triangle faces the wind. Your pots and pans can be placed directly across the logs or additional branches can be placed across to support your pots. Rocks may be substituted for the green logs, however, when using rocks with fires ensure that they are "dry" rocks. Rocks from streams and waterways contain moisture and may explode when heated. The hunters fire has none of the disadvantages of the trench fire.

The altar or log cabin fire, fig. (h) is actually a comfort fire but can be used for cooking in marshy or wet country. The altar fire is solidly built without a hollow centre. When enough elevation is acquired the basic fire is lit on the top layer. For cooking, a camp crane will be required as the fire will burn down through the altar. As a comfort fire, the altar can be constructed with large base timbers to produce a fire that will warm a large group for a long time.

Another comfort fire for large groups is the teepee fire, built in the centre of a hollow altar. fig (c).

The star or lazyman fire fig. (i) is a comfort fire. Large burnable timbers are placed in a star formation around a central fire. A basic fire is lit in the centre of the fire and as the timber burns, the fingers of the star are slowly pushed in. This fire does burn for a long time and special efforts have to be made to ensure that all timber is out before it is left unattended.

Camping cont.

The self-stoking fire, fig. (j) is another comfort fire. An inverted cone shaped hole is dug and a basic fire is lit in the bottom of the hole. Once this fire is established, larger pieces of timber can be placed around the sides of the cone shaped hole. As these timbers burn they slide down, stoking the fire. These fires are suitable for windy conditions, however it is extremely difficult to get the initial basic fire started because of the hole.

Reflector fires are suitable for both cooking and comfort, but are only suitable for small groups (1 or 2 persons). For the log reflector fire, fig (k), a reflecting wall of logs is prepared by placing logs of similar size between four poles that have been driven into the ground. The cracks are then filled with mud. Build a teepee fire as discussed before on the windward side of the reflector, so that the smoke will be blown away from you. Cooking is done as for the normal teepee fire or coals can be raked out of the fire on which to cook.

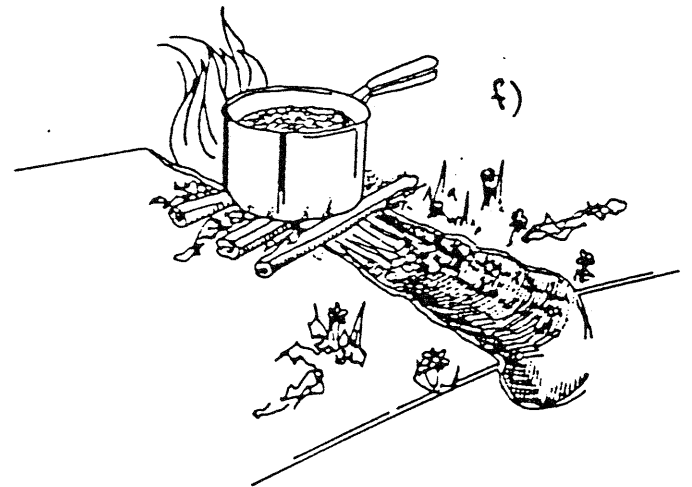
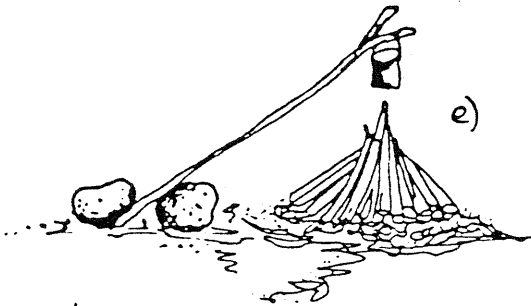
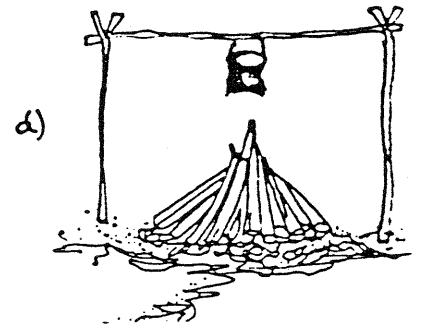
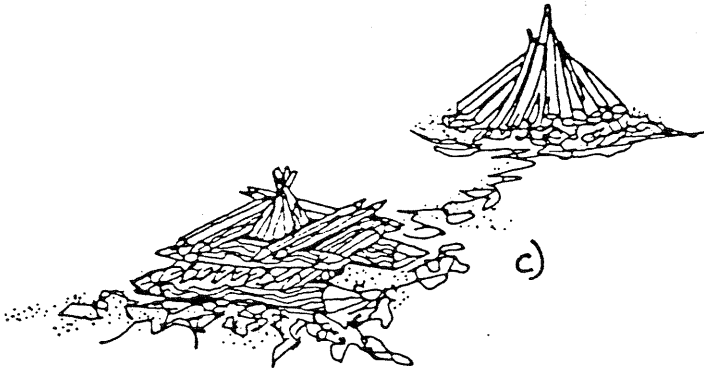
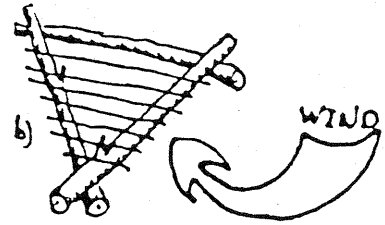
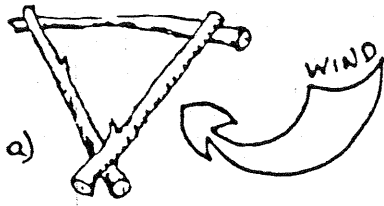
The rock reflector fire, fig (l) is based on the same principles as the log reflector. The rock reflector is a good heating fire as rocks keep radiating heat even as the fire dies. For best results, place rocks on three sides of your fire. In most parts of Australia and New Zealand, rock outcrops form a good start to a rock reflector.

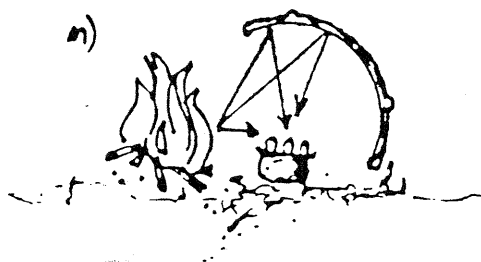
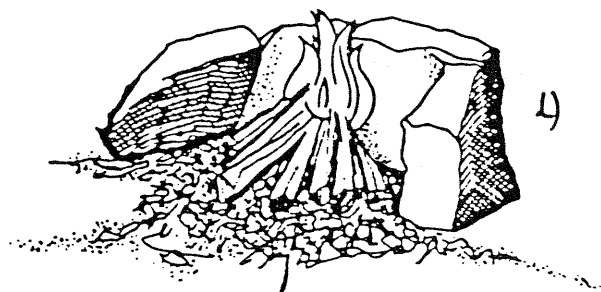
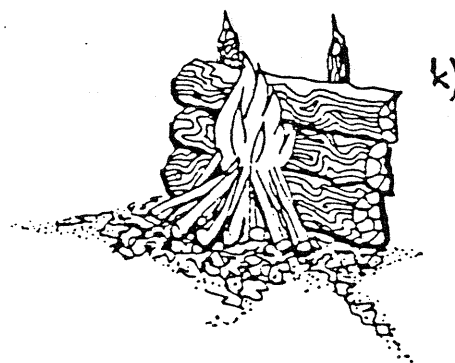
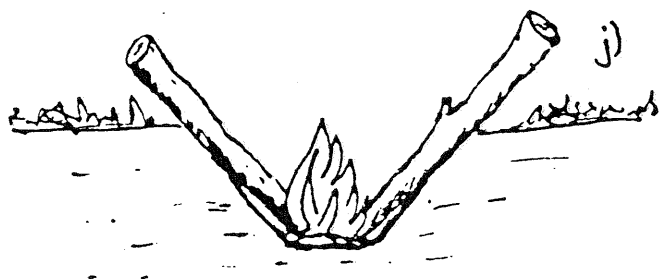
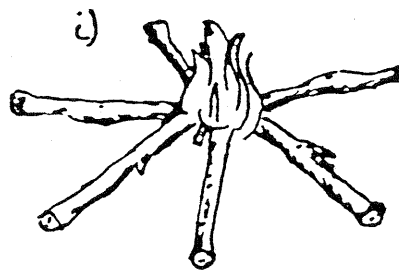
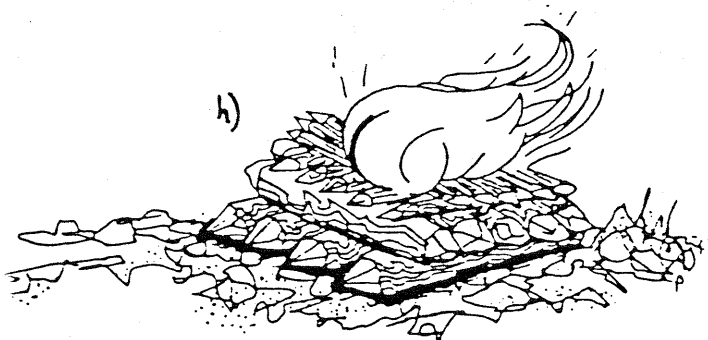
Reflector fires form the basis of the reflector oven. For a reflector oven, the material to be baked is placed between the fire and the reflecting wall. Rock reflecting walls prove to make the best reflector ovens as they reflect more heat. Reflector ovens require a long cooking time, even for the smallest item, but they are effective. For demonstration purposes, the best type of reflector oven is a circular five gal. drum, cut in half, and positioned so that all the heat is focused onto the item to be cooked. See fig. (m). For best results use aluminium foil to trap as much of the heat from the fire as possible.

Fuel for the camp fires is an important matter to consider. It is surprising how much wood it takes to supply a camp, even with reasonable economy. It is well for all camp leaders to know what sort of wood, native to their area, is most satisfactory for cooking and night fires. Generally speaking, the various sorts of hardwood burn more slowly because of its close cell grain, and give a more satisfactory bed of hot coals for cooking. For a quick hot fire, the soft woods will be better because of their open grain.

Part of the fun of camping is cooking over open fires, so knowing all about fires is important. How to build a fire place, how to light a fire, how to control it, how to put it out, which wood burns best, what the regulations say, are things you will want to know about.

Knowing what the regulations say is possibly the most important thing. So find out exactly what the law says you can or cannot do in your area for the time of your camp.





Camping cont.

Commonsense is necessary when using fire. Follow these simple commonsense rules when lighting and using fires:

Before lighting:

1. Be aware of local council fire restrictions and check for any total fire bans.
2. Choose a fireplace away from dried bush and grass.
3. Clear a circle 7 metres in diameter around the fire.
4. Use the right fire for the conditions.

After lighting:

5. Keep the fire as small as possible.
6. Never leave the fire unattended.
7. Burn paper and burnable rubbish after the meal is cooked.

After Use:

8. Make sure that all fires and embers are completely out before leaving.

Cooking on an open fire is very different from cooking on electric, gas or even fuel stoves indoors. It demands the full and earnest attention of the cook until the task is complete. There is little difference in the preparation of the food, although some ingenuity in the use of limited utensils can save carrying space. A variety of vegetables may be successfully cooked in one billy, for example, by cutting these to size according to their cooking time. Black-bottomed billies and pans boil more quickly than shiny ones and heat applied to the bottom of the billy takes full advantage of convection currents set up by heat in the fluid contents of the billy.

The cooking fire is a hot, slow burning fire, one that is usually fuelled with hardwood timber to produce low flames but lots of hot embers. Hot fires are also produced by using smaller size timber that burns fast and leaves embers. Fires with leaping flames are no good for cooking. Big fires mean burnt fingers and burnt food. They also stop the cook from properly attending the food. The bigger the fire, the bigger the fool, they say. After your cooking fire is established, lay thick timber or rocks across the front of the fire. This provides a rest for your billies and pans etc.. Hot rocks with a flat top can simmer a billy or pan quite adequately. Always have a good supply of timber nearby for your cooking fire so that you don't have to go looking for fuel halfway through your meal.

BIBLIOGRAPHY

- Bushcraft Books - R. Graves
 Pathfinder - Teachers Resource Manual - Junior - pp222
 Survival in the Bush - G. Brown

New Skills Development cont.

CHURCH AND COMMUNITY MINISTRY (2 hours)

Course participants will attend seminar lectures on church and community ministry. Topics to be covered are:

1. Junior Youth Evangelism
2. Doctrine of Spiritual Gifts
3. Youth Evangelism Within the Pathfinder Club
4. Types of Outreach
5. Materials and Resources

OBJECTIVE

To further develop the Pathfinder philosophy by explaining that Pathfinding needs to be evangelistic in nature. To enable the participant to be aware of the role importance of church ministry and community outreach within the Pathfinder program.

1. JUNIOR YOUTH EVANGELISM (25 mins)

- (a) Definition and scope
- (b) Purpose
- (c) Gospel Commission.

OBJECTIVE

To create an awareness of the scope of Junior Evangelism and in so doing, emphasize the importance of the acceptance of an evangelistic approach to Pathfinder Ministry.

EXPLANATION

The basic Pathfinder philosophy requires that Pathfinder leaders:

- (a) Help the youth to understand that the church loves them, cares for them and appreciates them. They should know that they are needed in its total program.
- (b) Hold before the Pathfinders the destiny that God has planned for each of them and expand the knowledge of their part in the great plan of salvation which will make them want to live up to God's expectation for their lives.
- (c) Train and organise the youth for active service. Teach them that witnessing to others is not a project to be engaged in once a week or once a month, but that it is a daily way of life.
- (d) Work for the salvation of each individual Pathfinder.

Church and Community Ministry cont.

2. DOCTRINE OF SPIRITUAL GIFTS (35 mins.)

Present the Doctrine of Spiritual Gifts.

Allow participant to discover their own spiritual gifts.

OBJECTIVE

To enable the Pathfinder leader to appreciate that all Pathfinders are different both in personality and talent, and that God has a place in His work for each one.

EXPLANATION

Each Pathfinder has natural talents and skills which are acquired, but God also gives spiritual gifts to each one. The Pathfinder leader not only needs to understand the Biblical principles of the doctrine of spiritual gifts, but should also have access to tools which will enable him to assist the Pathfinder to identify his own gifts and encourage him or her to use these in a way that not only gives enjoyment but promotes spiritual growth.

Teaching Resource:

Church Ministries Department "Inventory of Spiritual Gifts"

3. YOUTH EVANGELISM WITHIN THE PATHFINDER CLUB (20 min.)

(a) Evangelism by the Pathfinder club.

(b) Evangelism by the Unit.

(c) Youth Evangelism by the Individual.

OBJECTIVE

To demonstrate and re-affirm the evangelistic potential of the Pathfinder Club.

Teaching Resource:

(see appendix)

4. TYPES OF OUTREACH

(a) Junior Voice of Youth

(b) Community Service

(c) Personal Witness

(d) Outreach Activity

OBJECTIVE

To discover a variety of outreach methods and how to organise and operate these in a way suitable to Pathfinders.

Church and Community Ministry cont.

EXPLANATION

While there are endless possibilities of outreach and sharing, help and direction should be given to the leader to ensure that he is able to choose wisely the outreach activity best suited to the talents and capabilities of the club or individual. The timing and duration of the activities and the variety of options selected are of utmost importance. The Pathfinder must find enjoyment in the activity and through these experiences develop a life-style which accepts personal responsibility in fulfilling the gospel commission.

Teaching Resource:

Conference Church Ministries Department
Junior Voice of Youth Manual
Voice of Youth Guidebook
APSM 149 - 155

5. MATERIALS AND RESOURCES (15 mins.)OBJECTIVE

To provide lists of resources, films, books and personnel to which the leader may have access to his or her local area or conference, which will aid in the development of outreach in the Pathfinder Club.

EXPLANATION

Seminar leader will need to compile current lists of material available locally to which the participant may have access.

Teaching Resource:

Conference Church Ministries Department

New Skills Development cont.

CREATIVITY SKILLS (1 hour)

Participants will:

1. Discover the factors that lead to creative thinking.
2. Develop an awareness of the value of creative thinking and how to apply it to all aspects of Pathfinder ministry.
3. Learn the important principles that influence the successful introduction of any new idea, program or special feature to a group of people.

OBJECTIVE

To develop an awareness of the value of creative thinking and how to apply it to all aspects of Pathfinder meetings.

EXPLANATION

All of us have the ability to create new ideas. The problem is to understand and utilise the processes that allow us to do this most efficiently and effectively. Participants will have the opportunity during the conference organised seminar, to give study to this important factor of Pathfinder ministry.

Teaching Resource:

1. Creativity
2. Definition: What is Creativity?
3. Creativity from a Christian Viewpoint.

CREATIVITY

"Nothing in this world is so powerful as an idea whose time has come."
(Victor Hugo)

Ideas, even great ones, do not themselves change anything. Until they are acted upon, they are of little value. Ideas must be understood, examined, deeply felt, and they must be carried into action.

Creativity. It is a highly individualised process that varies greatly from person to person. Although this process has existed since the dawn of humans, no one can explain exactly how it works.

In the creative process, an unpredictable and far from orderly event, the creator makes these connections and links together seemingly unrelated ideas, objects or events in ways that lead to new conceptions. He sees the world with a fresh twist, and is able to transform the strange to the familiar, or the familiar to the strange.

To varying degrees, everyone is creative. Some people depend largely on this ability to earn a living. Such 'idea' people include editorial and public relations staff, designers, advertising personnel, photographers, artists, inventors and other problem solvers.

Creativity Skills cont.

While no single personality type can be pinpointed as being 'creative', certain specific characteristics are shared. Some of these qualities include active curiosity, high motivation, openness to emotions and the unconscious, persistence, concentration, ability to think images, independence, flexibility and perception.

Part of getting things done is achieved by establishing workable schedules and deadlines, a very real and necessary part of creativity. Pertinent facts and data, concentration, incubation time and hard work are required to produce the final product. Schedules and deadlines provide the necessary discipline to complete that process.

Humour is one of the creator's most valuable tools. Beside helping him to overcome mental blocks, humour can give the creative person a fresh outlook and understanding of himself and the world. It can also help him to deal with unresolved feelings. Since the creative person is generally sensitive and intuitive, he often finds himself on an unexplained emotional roller coaster. Humour can provide an important outlet for these various emotions, pressures and stresses.

Time spent in play is time well spent for the creative person, for it can enhance his creative abilities. Whether it is a matter of taking time away from a problem or taking a mini-vacation after a particularly challenging project, such a break gives the mind time to recharge itself - and for the subconscious to work out a solution to the problem.

To encourage one's imagination to produce a workable idea in the least amount of time, however, the creative person may want to resort to brainstorming. He can most effectively do this by allotting a certain amount of time for the session and working either alone or with a group of three to five people. The most important thing is to allow absolutely no censorship or judgment of any idea. The person who is capable of producing a large number of ideas per unit of time, other things being equal, has a greater chance of having significant ideas.

Only after the session has ended should the ideas be evaluated and refined. Then, the best solution can be presented to the group.

DEFINITIONS - WHAT IS CREATIVITY?

The measure of a creative product is the extent to which it restructures our universe of understanding.

1. Systematic Thinking
2. Insight
3. Insight and Systematic Thinking

Why Pursue Creativity?

1. For personal development
2. For program development
3. For problems development.

Creativity Skills cont.

Who Can be Creative?

1. Age is not a factor
2. Education is not a factor
3. One's sex is not a factor
4. Vocation is not a factor.

What are some Personal Characteristics Needful for Creativity?

1. Good self-image
2. Absence of "rigidity"
3. Motivation
4. Imagination
 - (a) visual imagery - what we 'see'
+ speculative
+ reproductive
 - (b) vicarious - what we 'feel'
 - (c) anticipative - what we 'expect'
 - (d) creative - hunting and changing
5. Concentration
6. Perseverance
7. Suspended judgement
8. Specification
9. Evaluation
10. Adaptability

CREATIVITY FROM A CHRISTIAN VIEWPOINT

1. Human creativity derives its value from God's creativity and His creation mandate to us; I respond to the relevation of His creativity with mine.
2. Human creativity manifests God's image in our humanness: creative imagination is vested in a physical world, along with a capacity for sensory, intellectual, and emotive delight.
3. The practice of creativity and the development of culture requires both creature modesty and confidence in God-given possibilities and powers.
4. Creativity is a cultural capacity to be developed in all persons, not just an elite.

Creativity Skills cont.

5. Creativity also depends on objective possibilities inherent in a law-governed creation, possibilities for values that we can often actualise.
6. Creativity therefore, extends to all cultural activities, both art and science, work and play, thought and action.
7. Creativity can be repressed or exalted beyond measure, and exercised in irresponsible ways.
8. A creative community can nourish creativity, but it can also become snobbish, self-centred, elitist, and therefore repressive.
9. Creativity and culture are not enough to define the distinctive in being human nor to define the good in good art, good science, good work, good play, good thinking.
10. Developing creativity will require valuing it, accepting our capacity for it, mastering materials and skills so as to imagine and act freely, and directing it to good ends.
11. Human creativity exists for the glory of good and for 'shalom' among all people, with responsibility for consequences, as well as the characters of what it achieves.

- Arthur F. Holmes.

New Skills Development cont.

DRILL AND MARCHING (1 hour)

Attend a Conference sponsored one-hour seminar on Advanced Commands.

OBJECTIVE

To demonstrate that participants have a clear understanding of advanced drill and marching commands and be able to satisfactorily execute these commands.

EXPLANATION

The participants should be familiar with the teaching technique:

1. Words of command
2. Drill at the halt
3. Drill on the march
4. Guidon drill
5. Flag bearer
6. Drill and formations within the club.

Teaching Resource:

A.P.S.M. 9-57

New Skills Development cont.

OUTDOOR EDUCATION (4 hours)

This segment should be conducted in a bush setting - preferably in a campout situation over a weekend.

OBJECTIVE

To raise the participants level of awareness and experience in wilderness skills in the following areas:

- (a) Basic Survival Skills (60 min)
- (b) Search and Rescue Procedures (60 min)
- (c) Nature Awareness (60 min)
- (d) Map and Compass Technique (60 min)

EXPLANATION

1. The participant is expected to learn and practice basic survival skills so that he can care for himself and others in the wilderness. He should also participate in practical sessions, including such activities as rock climbing and abseiling, river crossings, cross country trekking, and locating water, wild foods etc.
2. The participant should study and discover the factors involved in search and rescue procedure by participating in simulated search and rescue activity.
3. The participant should develop an awareness of nature's beauty, through observation, nature games and nature craft activity.

These principles should be learned in the field under the direction of a qualified naturalist who understands the principles of ecology and the Christian's obligation to honour property rights.

4. The participant should learn and be able to demonstrate the fundamental techniques in map reading and the use of a compass in navigation. This should be experienced in a previously unknown area.

TEACHING RESOURCE

Following pages.

EVALUATION

On the successful completion of the outdoor leadership weekend, have the conference appointed assessor complete the assessment page in your Pathfinder Leadership Record book.

BIBLIOGRAPHY

Map and compass, Orienteering Fundamentals - Tony Martin, Dave Lotty
 Australian Wilderness Skills - Robert Rankin
 Stay Alive - a Handbook on Survival - Maurice Dunlevy (3rd Edition)
 Field Guide to Australian Birds - Salt
 "New Book" - Adrian Ellison

Outdoor Education cont.

A. BASIC SURVIVAL SKILLS (60 min)

There are many excellent books on the subject of survival. A lot of them emphasise the problems encountered over a long survival period of five days or more. Suggestions on how to live off the land using plant and animal life for food are discussed in great detail. In long survival situations, these recommendations are useful. However, an analysis of the durations of survival situations has found that one day is about the average length, with weather being the greatest danger to life. In fact, it is the first six hours after the emergency situation develops that are the most critical. Decisions made in this period usually decide the outcome of the experience. It is with this in mind that the following guidelines have been written.

The problems of survival in wilderness can be divided into two categories - physical problems and psychological problems. Physical factors include heat, cold, thirst, hunger, injury, and sleep deprivation. The psychological factors include fear, pain, boredom, loneliness, and isolation. Advice on avoiding or minimising physical problems is fairly straight forward, but of course, it is not always easy to implement this advice in the field. Suggestions for the relief of psychological problems are far more difficult to give. A lot can be achieved by realising that you are suffering from a disturbed state. By acknowledging this, you are well on the way to overcoming the problem. Being able to recognise these factors in others also helps ensure survival for the group as a whole.

Two general considerations are worthy of note. In the short term, comfort should be sacrificed for safety and survival. In the longer term, it is important to look out for passive resignation in yourself and others. This general indifference to your predicament can gradually envelop your whole group, finally resulting in your party not being able to organise or implement a survival strategy. This passive resignation can be brought on by both mental exhaustion and physical factors (fatigue, dehydration, illness). It can be avoided by keeping up morale within the group by actively planning and organising for survival as a group effort.

What follows is the identification of, and possible solutions to the psychological and physical problems which may be encountered in a wilderness survival situation. The suggestions are aimed at over-coming, or at least minimising, these problems, so that you and your party stand a better chance of surviving them.

FEAR

A major obstacle to overcome in most survival situations is not so much a natural one as a mental one. Before embarking on any trip you should prepare yourself with the fact that 'it can happen to you'. Realising this beforehand and mentally preparing yourself for it over many trips, is an excellent way of ensuring you stand every chance of survival in an emergency.

Outdoor Education cont.

When you discover, or it slowly dawns upon you that you are sliding off the thin edge, that your control over the situation is fast slipping from your grasp, the first response is to try to quickly rectify it. Often by this very panic, the situation can be compounded and made even more desperate for you. As long as the present predicament isn't deteriorating too quickly, the wisest move is to do nothing but stop and think and weigh up the situation. Put your brain to work to make up for any deficiencies you may have in your present situation. A quick discussion amongst party members usually results in a very rational appraisal of the circumstances.

Fear of the unknown, and fear of your own ability to cope with it, are two obstacles to overcome. Fear of the unknown or hostile environment can be overcome easily by gaining knowledge of how to handle the environment. Fear of your own weaknesses is harder to overcome. Self-confidence can, unfortunately, only be gained by considerable experience and previous exposure to difficult situations.

Besides yourself, there are also the other members of your group to take into account. How they react to difficult situations can affect the survival prospects of the entire group, so overall, it is important to consider:

1. How you react to certain situations.
2. What reactions, expressions, feelings in yourself and others mean.
3. What your tolerance limit is.
4. How to effectively use your skills and your companions' skills to resist, endure, and control yourself and others.

Fear occurs on a conscious level as a result of recognition of an imminent disaster, and on an unconscious level by creating uneasiness, worry, and depression. Unconscious fear can be termed anxiety. This tends to exist at a lower level than fear, but can also be dangerous and unpredictable because it tends to persist over longer periods of time. Fear has a much shorter duration but is a lot more intense.

Inability to cope with or handle the unknown is a common cause of fear, and knowledge and experience of survival techniques is the best way to combat it. Uncontrolled fear leads to panic along with an obvious increase in the seriousness of the situation. In order to control fear, it is necessary to constantly monitor your own behaviour.

Outdoor Education cont.

Physically, fear can manifest itself as a quickening of the pulse, trembling, perspiration of the hands and feet, dryness in the mouth, fast and heightened speech, and a feeling of faintness and sickness. In others, it is overtly displayed by psychological symptoms which include irritability, confusion, inability to concentrate, talkativeness or speechlessness, flight, and panic. Overcoming fear is a matter of controlling it, and there is no limit to this control of fear if your will is strong enough. Methods include:

1. Recognise fear and accept it. Know what your reactions to it are likely to be.
2. Under the stress of fear, learn how to think and act logically.
3. Keep informed. Determine what dangers could threaten and have a plan prepared to deal with them should they arise.
4. Keep physically fit and know how to use your equipment.
5. Know how your companions react to stress and know how to work with them under difficult conditions.

Controlling fear in others presupposes you are able to control it in yourself. It therefore can put a tremendous burden on the leader of a party caught in an emergency. Encourage teamwork, but also use your leadership position, not in a dictatorial manner, but more as an example of strength. Exhibit direction of purpose and maintain a sense of discipline within the group. Calm behaviour of the leader is contagious. Use this fact to inspire courage and reduce fear within the group.

Fear is a natural reaction to danger. It is a defence mechanism designed to make you strive harder in a survival situation, but there is no doubt that in some circumstances fear can increase the seriousness of the situation. By controlling fear, the odds of survival are greatly stacked in your favour.

Boredom, Isolation and Loneliness

At the other end of the spectrum to fear are those feelings which slowly grow with time, rather than instantly rise in response to danger. Boredom should not be confused with fatigue. Boredom often occurs when you find there is no relief in sight, so you become frustrated. It can be relieved through diversification, changing chores often, and having rest breaks.

Overcoming isolation, and the loneliness it may bring, is only possible by prolonged practice of doing things yourself. Gaining self-confidence this way is good insurance against the feelings of loneliness, helplessness, and despair. Some people learn to manipulate and control their environment, and use their imagination to adapt to changing circumstances. Others, without this ability, tend to depend on routines and more confident companions to ward off feelings of despair. Being self-sufficient is not

Outdoor Education cont.

necessarily a given trait. It can be learned by anyone willing to explore new situations in everyday life. By making your own decisions and depending on your own judgement in day to day events helps build self-confidence and self-sufficiency. Developing self-sufficiency is a major factor in survival, because all countermeasures you may take in a disaster require that you be able to firstly control yourself.

PAIN

Pain is a warning sign which directs our attention to some part of the body that is injured. It works by firstly encouraging us not to get injured, but failing this, by forcing us to shelter or protect the injured part. Pain can be controlled, or ignored if necessary, and in an emergency, it is a subordinate problem if others warrant more immediate attention. It is often far more important to move on and make shelter, or do some other essential chore first. Pain is merely a discomfort which can usually wait. It can be relieved by understanding its source and nature, and concentrating on other essential things.

FEAR

There are times, of course, when immediate action should be given to those who are injured. The ABC of first aid is to attend to the Airways, Bleeding and Circulation, in that order. Restoration of breathing is of critical concern if it has stopped. Normal signs of oxygen depletion in the blood include blue lips and face, no breathing, a weak or very rapid pulse, or unconsciousness. Four to five minutes after breathing stops, the heart will normally stop, and from this moment you have only three minutes to restart both the heart and lungs before possible brain damage begins. It is essential to commence artificial respiration immediately, and also apply cardiac massage if the heart stops. Mouth-to-mouth or mouth-to-nose resuscitation and cardiac massage techniques should be well known before embarking on any trip. These can be best learnt by attending a special ambulance course, but a brief summary of the procedures is given below.

Resuscitation

Clear the person's mouth of vomit or any other obstruction. Lay him on his back with the head tilted well back, placing one hand on the forehead and the other on the chin. Loosen the clothing around the neck and chest. Pinch the nose together sealing off the nostrils, inhale deeply yourself, and blow with some degree of force into his mouth, making sure a good seal is made with your own lips. Turn your head to see that his chest falls during exhaling. This ensures that air is getting into the lungs. Repeat at about fifteen breaths per minute, until breathing is restored. Roll the person over onto his side, head to one side, and legs bent up into a relaxed position for recovery.

Outdoor Education cont.

Do not commence heart massage unless you are sure the heart has actually stopped, as injury may result. Check the neck or groin pulse because the arm pulse can be an unreliable measure. With chest injuries, broken ribs could possibly puncture the heart, so take care.

To carry out the procedure, lay the person on his back and locate the lower half of the breast bone. With the heels of your hands, one on top of the other, press the bone down about fifty millimetres, eighty times a minute. If breathing has also stopped, it will be necessary to do both lung ventilation and heart massage together. If you are the only rescuer, alternate two lung inflations with fifteen chest compressions. If there are two rescuers, alternate one lung inflation with five chest compressions. These techniques are quite difficult to do well, and it really is essential to be shown by an expert the exact approach to take.

Blood Loss

Attend to bleeding injuries as soon as practicable. Loss of blood occurs quickly, so as soon as it is clear the patient is breathing, action should be taken to halt the flow. Apply direct pressure to the wound. Use a dressing if possible but in emergencies simply use your hand. If the wound occurs at the extremities of the limbs, blood pressure can be reduced in that limb by raising it above the rest of the body. Large wounds may need pressure for in excess of fifteen minutes before the bleeding ceases.

If there is pain associated with an injury, it can often be relieved with warmth. Elevation can also help throbbing pain, and cold can relieve strains and sprains. Water is the best medium for applying either heat or cold due to its relatively high specific heat.

Shock normally follows an injury, and is often the most serious and life-threatening consequence. Shock is the body's reaction to physical damage or emotional distress and is due to a disturbance in the normal blood circulation. It is best to treat anyone suffering from injury for shock as well, even if it does not manifest itself immediately. A person in shock has a weak pulse, shallow, rapid or irregular breathing, and pale and moist skin. The person may be frightened, anxious and restless. In deeper shock, the injured person may be very quiet or even unconscious, and the face may turn grey. This is distinct from respiratory distress where the face turns blue.

The person should be made as comfortable as possible, preferably with the head low to ensure a good supply of blood to the brain (unless there are bleeding head injuries in which case it would be better to keep the head raised). Keep the person warm enough to prevent shivering, but not hot. Keep him calm and do not administer drinks. Treatment for fainting is similar to that of shock.

Outdoor Education cont.

Bone fractures are generally treated in the bush by immobilisation of that part of the body. Splints can be formed from branches and strapped to the broken limb to immobilise it. To prevent discomfort make sure the splint is padded. In limb fractures, traction is recommended to correct the overlapping bone fragments but if help is not too far away, it is best not to try to attempt this procedure as it could cause internal haemorrhaging and increased shock.

COLD

Cold is one of the most serious survival stresses. Lowering the body temperature by as little as one or two degrees drastically affects its efficiency. Extreme cold numbs the body to such a degree that the person's actions are reduced to the over-riding desire to get warm.

We feel cold for the simple reason that our body temperature is dropping below what it should be. This lowering of temperature is due to a flux of heat from our warmer body to the colder environment and the body reacts to this in several ways. The blood vessels near the skin contract limiting blood flow to the surface of the body, and so reducing heat losses from the blood to the atmosphere. However, this withdrawal of blood from the extremities of the body means that hands and feet will begin to get quite cold, and the desire to exercise and rub the limbs usually follows. If cooling continues to occur, involuntary shivering begins. This generates heat in the muscles to warm the body, but shivering can only be continued for a short time. It is a last ditch effort before the onset of hypothermia. If the inner core temperature begins to drop, it does so at an ever-increasing rate. Unconsciousness can occur quite quickly if conditions are harsh.

Heat Loss Processes

In order to rectify a heat loss, it is necessary to know how the heat is being lost. Here we are concerned with five basic processes: conduction, radiation, convection, by evaporation, and through respiration. In all these processes, heat travels from a high temperature area to a low temperature area.

Heat conduction occurs through the body being in contact with solid material, such as the ground. Very small amounts of heat are also lost by conduction along the fibres in your clothing or sleeping bag. The loss of heat directly from the body to the surrounding environment, due to the temperature of the body, is termed radiation. Radiation travels in straight lines and is the type of heat we receive directly from the sun or from an electric radiator. Loss of body heat through radiation is minimal. Convective losses of heat can also occur at a surface of a body and are caused by a cooler fluid (say air or water) continually passing the body. The convective process is a major

Outdoor Education cont.

factor in body heat losses. For perspiration or other moisture to leave the skin, heat must be provided to raise its temperature. This heat comes from the blood vessels just below the skin's surface. Heat loss in this way is termed evaporative heat loss, and it is also a major factor in body heat losses. Respiratory heat loss occurs when we breathe out warm air which has just been heated by valuable body heat in the lungs.

There are three major factors which normally contribute to cold stress. First, a low atmospheric temperature will increase the convective heat losses from the body. Secondly, if your outer clothes become wet, body heat is readily conducted to the outer layers of clothing from where it can easily escape through the process of evaporative cooling. Thirdly, if there is a wind blowing, the evaporation process is tremendously enhanced resulting in even more heat losses. Wind is a very serious factor because even a slight breeze will induce a very large increase in heat losses through evaporation.

Clothing and Shelter

Covering the body is the best remedy for feeling cold. This covering refers to both close-contact clothing and the enclosure used for shelter. Clothing can be considered a portable shelter. The criteria for choosing protective clothing is similar to that used in shelter design. Clothing keeps us warm by trapping an insulating zone of air around the body and a tent does the same.

It is not the material which provides warmth. It is how well that cloth traps the air in small pockets that determines its effectiveness. Heat is actually lost along the fibres of the material through the conduction process. Aim to use bulky clothing which has plenty of scope for creating air pockets. Several thin layers are better than one thick one as air is not only trapped in the material but also in the space between garments. In very cold conditions it is essential to have a wind-proof outer layer to prevent the air in the outer air-pockets of your garment from continuously being replaced.

The type of fabric dictates the warmth. Taking weight into account, Hollofil, Polarguard, fibrepile, and down are the best. Wool is heavier but still effective. Hollofil, Polarguard, fibrepile, and wool all function as insulators to some extent when wet, but down and cotton lose nearly all their insulation. What water does is replace the air in the spaces of the material, and without these air pockets the cloth can provide no warmth.

Heat losses occur if the clothing is too tight or if there are large openings at the neck, sleeves, or around the waist. This allows convective air currents to circulate. Body movement also pumps air in and out of the garment, so it is possible to stay warmer by simply keeping still. This allows a stable barrier of warm air to build up around the body.

Outdoor Education cont.

In an emergency where poor weather is a major factor, safe shelter against the wind and rain is the first consideration. Although a fire is a good source of heat, lighting one in harsh conditions is often impossible. It makes more sense to build a shelter to isolate yourself from the elements and increase your heat retention still further with clothing and sleeping bags. If available, generate internal body heat by eating energy foods. The body can be considered as the primary source of heat. Secondary sources, such as a fire, can certainly help make the situation more comfortable, but in most survival situations they are a luxury. It is better to concentrate on maintaining the primary source of heat using insulation, and generating heat from within by eating.

In snow country, the snow-cave is the optimum survival shelter. These can be easily dug in and under snow drifts. Make the entrance low down so the lighter warm air that is exhaled, is trapped inside. A small venthole dug through the top will provide ample air circulation by allowing some of the warm air to escape and so drawing fresh air in through the door. If the snow depth is sufficient for burrowing, pile it up into a dome about two metres high. Allow this to set for about an hour and then tunnel in. Use a mat to insulate against conductive heat losses through the floor. A snow trench is another alternative. Dig a trench and cover the top with a snow-covered groundsheet or with blocks of snow. Below the tree-line, it may be possible to enlarge the natural pit in the snow surrounding large trees. The roof can be made of snow, a groundsheet, or bark. Amongst the trees it may be possible to light a fire.

Areas free of snow can still be very cold. Seek shelter in dense forests rather than open fields. Thick foliage retains heat and also restricts air currents. It can hold pockets of insulating air in a similar way to clothing. Often the area under a fallen log provides good shelter. Use bark and branches to model an enclosure, but for ease of construction make the shelter only as large as necessary. With all shelters try to minimise air circulation by plugging the holes and keeping any ventilation openings cross-wind, or on the lee side. This prevents them being draughty.

Hypothermia

Even if there is no immediate emergency, watch out for signs of hypothermia or exposure in yourself and other members of the group. Symptoms include stumbling and poor limb control, carelessness, confusion, decreased attention span, uncontrolled and prolonged shivering, and general weakness.

Treatment calls for immediate action to first halt any further heat loss and then to add heat to rewarm the person's body. Place him out of the elements in a sheltered spot and exchange any wet clothing for dry. Although the thermal capacity of a sleeping bag is low, briefly prewarm a sleeping bag with someone

Outdoor Education cont.

else's body heat, and then place the person inside. Insulate him well from the ground. Additional heat can be supplied by putting another person in the bag with the victim. If the bag is not big enough to do this, have other people lie either side. Administer hot drinks, and light a fire.

Prevention of exposure is preferable to cure. Hypothermia can be avoided by being fit, dressing for cold, wind, or rain, eating well, especially high energy foods, bivouacing early enough in bad weather to ensure a safe campsite can be organised, and by carrying emergency gear such as a body-size plastic bivouac bag on day trips. In an emergency, use it like a sleeping bag, and leave only a very small hole open for breathing.

Frostbite

Frostbite, or freezing of the flesh, can also occur in cold conditions. It is not necessarily associated with exposure and can happen at any time. Usually it occurs at the extremities of the limbs where blood supplies may have already been reduced by the body as a response to cold conditions. The capillaries of the skin contract to reduce heat loss and to send the blood to more vital areas of the body. Often frostbite occurs without the knowledge of the victim. Cold limbs have little feeling to start with so you do not realise they are slowly freezing. A grey or yellowish appearance in the skin is a sure sign of frostbite. A quick treatment is to place the affected parts under the armpits or on the stomach under clothing. Immersing in water warmed to about 42°C is also very effective. Once thawed, do not allow the flesh to refreeze, but if this is a possibility, it is best not to thaw the affected parts until safety is reached.

HEAT

There are two aspects to bushwalking in a hot region. The first is to avoid absorbing the heat from the environment. The second is where your body is overheating due to hard physical exercise or dehydration and the heat generated by your body cannot be lost quickly enough to the surrounding environment.

To avoid merely absorbing heat from the environment means shielding yourself from the direct rays of the sun, or the reflected rays from bright surfaces such as sand or rock faces. Find a place in the dense shade where there is a good breeze. In very hot conditions you may have to restrict your walking times to the very early hours before and just after sunrise, or in the evening.

In the second situation where the body has overheated from exercise, the solution is often quite simple. Stop and rest in a shady, breezy spot. The most efficient way for the body to lose excessive heat is through the evaporation of perspiration, and a breeze improves the effectiveness of this process tremendously. Sitting in a shady spot reduces the heat absorbed from direct radiation, and choosing a breezy place means evaporative losses are increased. You'll soon cool down. Keep activity to minimum to prevent additional internal heat being generated in the muscles.

Outdoor Education cont.

A factor which will limit the rate of evaporative heat loss is the relative humidity of the atmosphere. If the air is already quite humid, that is contains a lot of water vapour, then it is difficult to make it accept anymore. Perspiration will build up on the skin, instead of evaporating, and so be ineffective. In this case you have to rely on only the convective heat losses to the circulating air. This is a much less effective process especially when the atmospheric temperature approaches the body temperature (38°C). High humidity is mainly a problem in the tropical north of Australia.

Heat Exhaustion

Heat exhaustion will occur if measures are not taken to cool down. It occurs when too much of the body's blood is directed to the surface blood vessels for cooling, and away from the important internal body organs. Signs of heat exhaustion include nervous tension, general fatigue, weakness, headache, indigestion and vomiting. Heat cramps occur after excessive sweating as a result of a depletion of body salts.

Treatment for heat exhaustion is immediate rest in a cool shady spot. Give plenty of water. The patient often feels cold so keep him warm and even administer hot drinks. Heat stroke is a more serious condition with the body's temperature rising to over 40°C. The body's temperature regulating mechanism has failed and treatment involves cooling the victim by any means. Heat stroke is usually easy to diagnose. The victim, suffering from dehydration, stops sweating (dry armpits), and the skin turns a flush pink or even purple. Administering water is an essential part of treating any heat related affliction. Unfortunately hot areas and dry areas often go together.

THIRST

It is possible to rank survival factors depending on the need to take evasive action against them. After cold, dehydration is one of the most serious problems of survival. Water is the third requirement for life, superseded only by air and shelter. Without water in a hot climate you will probably die within three days. In comparison, a person will survive for at least three weeks without food if he is reasonably fit.

Often the feeling of thirst you get from not drinking for some time is not a good indicator of how much water you really need. Thirst is initially quenched quite easily with just a few mouthfuls, but if you get thirsty again shortly after, then you really didn't drink enough the first time. If conditions are dry and hot, drink as much as you can whenever you can find it. If the survival situation is such that you must remain in one place till found, it is best to base yourself near a water supply.

Outdoor Education cont.

The intake of water necessary to maintain the body can be minimised by observing several rules:

1. Find cool shady shelter away from the sun
2. Move as little as possible during the hot part of the day
3. Keep light clothing on
4. Keep your mouth closed
5. There is no point rationing water. Even if you observe the above rules you must still drink when thirsty.

Finding Water

Finding water will be a major concern if the survival situation is over a prolonged time. Descent from mountain peaks into vegetated gullies and follow these down. Often isolated waterholes can be found. Small springs often occur high on a mountain shoulder, but further below, this water may disappear underground again. If you are high on a mountain, it is a good idea, then, to follow streambeds all the way from their source. Permanent animal trails often lead to water, and green vegetation is sometimes a sign that moisture or even water is near.

If you discover only a minute amount of dripping water, say from the bottom of a cliffline, this can be a lifesaver. It is only a matter of time before this drip will fill a billy or waterbottle placed under it. If there are many drips, collect them all together into a groundsheet carefully laid out below.

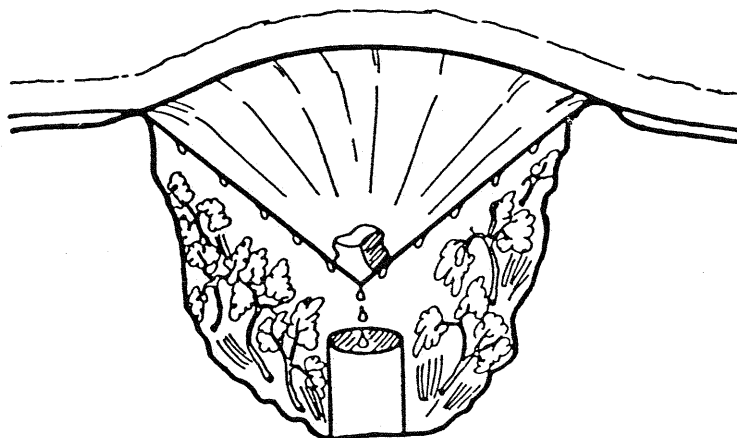
Digging for water around lush vegetation is not always profitable. Trees often have roots over five to ten metres deep, and this may be where the water is. Dig only a metre down in the most likely location. If it doesn't look promising, give up. Exertion like this is a good way to lose valuable body fluid through perspiration.

A piece of nylon tubing or thin hose is invaluable for sucking water from deep crevices which would otherwise be inaccessible. Water from springs and waterholes is normally quite safe as long as there is no obvious odour. Use sterilizing tablets or boil it, when in doubt. Be wary of pools with no green growth around the edges, or no animal tracks leading to it.

Water on beaches is usually found by digging deep with an appropriate implement. Dig above the high water mark, near the base of the dune. Allow water to seep into the hole, but if this tastes salty, dig another well further back.

Solar Distillation

In arid regions with some vegetation a solar still can be improvised. Dig a hole about a metre deep with the same size diameter. Place a billy in the centre at the bottom and surround it with leafy branches and grasses. Cover the hole with a plastic groundsheet held down around the rim with soil. It is important that the seal be good so that water vapour can not escape. Weight the centre of the sheet with a stone so that it forms an inverted cone over the billy. In about three hours the still will begin to vaporize moisture from the vegetation. This moisture condenses on the underside of the plastic film and drips into the billy. It is best to set the still up in the morning, rest in the shade, and collect the water in the afternoon. It takes six hours to produce a litre of water under good conditions. A simpler, and perhaps more effective method, is to seal leafy branches in clear plastic bags, and leave them out in the sun. Avoid using vegetation with a white milky sap.



A Solar Still

HUNGER

Control of hunger is one of the easier problems associated with survival. As long as you adjust to the discomfort of not eating, survival for several weeks is quite possible as long as physical activity is limited. Most survival situations last a day or two and no longer. Lack of food is not a problem in these cases. Your only concern is trying to live with hunger pangs and fatigue caused by low blood sugar levels.

If food supplies have run out, then you are going to start feeling hungry in a very short time. This is not necessarily a sign that you are also becoming very weak and that death is just around the corner. The biggest problem with hunger is a psychological one. Feeling hungry creates a certain amount of frustration which can only be relieved by occupying your time with more necessary survival duties. Spend your time maintaining a shelter or obtaining water.

Outdoor Education cont.

If you are skilled at trapping animals then this may be a worthwhile pursuit. But if you are not experienced, more energy will be expended trying to catch food than actually obtained in eating it. Edible vegetable material such as roots, leaves and some berries is a possible alternative. Again previous experience is essential as it is important to know what is edible and what is not. Although the food value of many plants may be quite low, finding them and collecting them will help pass the time if you are forced to remain in one place until found.

Food is of little importance in survival because normally there are more important factors to attend to. Unless someone is injured or very ill, or the weather a limiting factor, there is no reason for you to stay in one place, unless people are searching for you. Your time should be spent actively in navigating yourself and party back to civilization. If the survival situation involves merely being lost, which it often does, navigation becomes your main concern. In many frequently visited areas of Australia, civilization is no more than a day away if you walk in the right direction. Your time should be spent seeking out this 'escape route', rather than searching for food.

FATIGUE AND SLEEP

Fatigue is the inevitable result of work and exertion. It is important to recognise the onset of fatigue and to take necessary action to relieve it. Rest is important in any survival situation. You can never be sure when you may be called to action in the event of your situation deteriorating, so make rest periods long enough to allow for complete recovery.

Fatigue can be lessened by reducing the rate at which work is being performed. Energy-wise, a slow walk is more economical than a sizzling pace. Conserve energy by assuming a natural rhythm appropriate to the task.

Sleep is the best method of recovery from fatigue. Through sleep, both the body and the mind are rested and recharged again for the next day, but sometimes it will be necessary to deprive yourself of sleep in order to 'guard' your situation against further disaster, or to watch someone who is seriously injured. If you are in good physical condition it is possible to forego sleep for several days even though your efficiency will decline towards the end of that period. Try to get short naps whenever the situation allows, but if you must stay awake, keep active, move around, eat, drink, and talk with others.

WHEN DISASTER STRIKES

Surviving an emergency requires the right decision to be made. Your initial acknowledgement, to yourself and others, that something has gone wrong, is of prime importance. Realizing that you do have a problem, and not merely trying to blunder along under worsening conditions, is the first step towards surviving the situation. What happens next will decide the final outcome of the emergency.

Outdoor Education cont.

Correct decisions must be made and these can only be arrived at through your and your companion's previous training and experience. Depending on the emergency, you must decide whether to carry on or stay in one place and seek shelter. The decision-making must be disciplined and intelligent. The pros and cons of the alternatives should be discussed and weighed up. Do not move unless you have the means to survive during travel. Leaving shelter during very bad weather just to meet a deadline is very foolhardy. Consider your requirements of shelter, water, and food, as well as your physical condition, before deciding to stay or move on.

Once having made a decision it is necessary to consider a back-up plan should the first one fail. As an example, you may have decided to sit out a raging blizzard in your tent. Having decided this, a contingency plan must be formulated to handle the possibility of the tent being ripped apart by the blizzard. This stand-by plan should be ready to implement the moment it becomes necessary. You will need your outdoor clothes ready, if not already on. A digging implement for constructing a snow cave should be in easy reach. If possible devise a back-up plan for the first back-up plan. Hopefully these strategies will never need to be brought into action, but it is better to overkill than to try and make decisions after your tent has blown away.

Remember that just after the disaster has struck it will be difficult to make rational plans. You and your companions will be suffering a certain amount of emotional upset and shock. If it is safe to do so, remain in one spot for a short while to recover mentally and physically. Then evaluate the situation.

FOREST FIRES

There are several ways in which people have died in fires; the body's heat regulation mechanism fails, the body is burnt, the lungs are burnt by hot gases. Of all these the most common cause of death in forest fires is the first one - the body's heat regulation mechanism fails. The person does not die from being burnt by the flames. The victim is nearly always dead before the flames reach him. Death is from heat stroke caused by excessive overheating from radiation.

This is a very important point and one that offers a solution for escaping the dangers of a forest fire. Most heat in a bushfire is radiant heat - heat that travels in straight lines from its source, normally the glowing coals. To avoid this heat it is necessary to intercept or block the radiation. Lie in a ditch, in wheel ruts, creek beds, between rocks, and cover yourself with earth, sand or blankets. If your car is near then crouch under the dashboard with a covering blanket. Do not worry about the petrol tank exploding. It rarely does, unless the car is parked over long grass. If there are ponds or creeks nearby, shelter in them and cover yourself with a

Outdoor Education cont.

wet blanket. Retreating to raised water tanks, however, is dangerous. With flames nearby the water in them quickly warms to above body temperature with fatal results.

If it becomes necessary to confront the flames, select an area with the least amount of combustible material and try to dig in. Do not run uphill to escape the flames as fires can move very fast in this direction. Move across the slope away from the fire-head, towards the back of the flames. If these flames are small and you can see clear burnt ground on the far side, then jump through them.

Remember that the fire-head passes through an area in just a few minutes. In order to survive, you only need to shield yourself from direct radiation for this short duration, and buildings are often the safest places in which to take refuge while the flames pass. They may eventually catch fire and burn down, but this is usually well after the peak of the fire has moved on. The trick is to leave the shelter after the peak has passed and before the building begins to burn with intensity.

SIGNALLING

If it is not possible to move or send someone for help in an emergency, then you must wait until the rescuers find you. This waiting time can be reduced if you make your presence known to the searching planes and helicopters. Move to sparsely timbered ridges and creeks, or to generally open areas where you can be easily seen.

The most obvious method of signalling is a smokey fire. Create smoke which contrasts with its background. Against a dark green rainforest or heavy overcast sky, white smoke will show up best. In snow, black smoke is clearly seen. Prepare the fire in advance, wait for a search aircraft to enter your area, and light the fire as the craft approaches.

It is possible to signal with a mirror or shiny object but aiming the flash directly at approaching craft is difficult. With the mirror held near one eye, sight the aircraft through two forked fingers held at arm's length. The bright reflected rays appearing on these two fingers is evidence that rays are passing between the fingers in the direction of the aircraft.

In featureless snow country, shadow casting may be your only means of signalling your position. Build up snow blocks which will cast a dark shadow in an otherwise white landscape. Spreading out brightly coloured objects such as tents and sleeping bags will also help advertise your position.

Outdoor Education cont.

DANGEROUS ANIMALS

Bushwalkers in Australia are likely to be quite familiar with the habits of mosquitoes, flies, ants, leeches, possums, and even magpies. These animals can be quite a nuisance but their presence is seldom threatening. A dive-bombing magpie or a blood-sucking leech may be quite a visual shock, but it is little else. To keep magpies at bay wave a dead branch over head. Salt removes leeches, as does a persistent flicking with the finger if they aren't attached too securely. Mosquitoes and flies are best kept away with repellent, while your food is kept safe from hungry possums by secure storage.

In addition to these animals, there are others which present more of a problem, due to their powerful venom. This group comprises snakes, spiders, scorpions, and ticks.

Snakes

Australia is well endowed with venomous snakes. On the other hand, all Australian lizards are non-poisonous, so anything which may look like a snake, but also has legs, is no problem. Snakes generally will not worry you. They are usually very timid in nature and are just as scared of you as you are of them. They will normally avoid humans unless taken by surprise or trapped with no means of escape. In the mating seasons of spring and autumn snakes can be more active and aggressive.

A lot has been written on snake bite treatment but the main emphasis should be on how to avoid being bitten in the first place. You can avoid a bite by being alert and watching where you place both hands and feet. Be wary of clusters of rocks, fallen logs and long grass. In cold areas snakes are often attracted to sunny spots. Wear protective clothing - thick socks, long trousers, and good footwear. Walking slowly and heavily in possible snake country, warns the snake of your presence and allows it time to move away. In cold temperatures, snakes become more sluggish, so give them plenty of time.

Should you get bitten, then treatment must immediately follow. If possible, kill and identify the snake. Do not allow the victim to chase it. If the snake is identified by an expert, the correct specific antivenene can be administered when you get to medical help. Otherwise a less effective but still extremely useful general antivenene can be used. Should you fail to quickly and safely catch the snake, forget it. It is more important that the patient receive attention.

Do not wash the wound. Venom on the skin can be used to identify the snake. Apply a pressure bandage immediately with another beginning at the top of the limb and winding its way down the limb to the wound. This bandage will slow down the movement of the venom to the rest of the body through the

Outdoor Education cont.

lymphatic and blood systems. Splint the limb to prevent movement and slow circulation. Carry the patient out on a stretcher, and reassure him to help reduce shock. If breathing and heart stop it will be necessary to give mouth to mouth resuscitation and heart massage until help arrives or is reached. Obviously this could be a substantial time.

Spiders

The red backand funnel web are Australia's two deadly spiders. Adults rarely die from a red back but the sting may kill a child. On the other hand, both adults and children have been known to die after being bitten by a funnel web. If bitten on the limb by either, apply a restricting bandage and immobilize the limb in a similar way to snake bite treatment. Monitor breathing and heart beat, and administer resuscitation procedures if necessary until help arrives.

Scorpions

No Australians have been known to die from a scorpion bite although the sting can be a very painful experience. The venom is contained in the tip of the scorpion's flexible tail. Bathing the bite in hot water and taking painkillers is the suggested treatment.

Ticks

These animals are not serious if killed soon after they attach themselves. Ticks bury their mouthparts deep into the skin and engorge themselves with blood. Their toxic saliva causes local anaesthesia and, with some species, general paralysis can occur if the tick is left to survive for some time.

You will not be immediately aware that a tick has attached itself. Often it will not be discovered for at least a day, and then only by a slight itchy irritation. Don't pull the tick out as this only induces the animal to inject further toxins. Instead, dab it with a wad soaked in kerosene or turpentine until it is dead. At this stage it is no longer a danger. Total removal is difficult and unnecessary.

SOLO WALKING

Bushwalking is usually taken to be a social activity, a group enjoying adventure together. There is also the benefit of safety in numbers when you travel this way. Should one member of the group get into difficulties, the other members can help. They know the whereabouts of the injured person, so some can stay behind while others go for assistance. Rescue work is minimized and searches on a large scale are not needed.

Outdoor Education cont.

To go walking alone seems totally irresponsible, since should anything go wrong and you are unable to return, a large-scale search must be organized. People do, however, go walking alone, and there isn't any, and nor should there be, a rule against it. To walk alone is not a matter of being irresponsible, it is more a duty to be very responsible. If you make the conscious decision to go solo, then you should take all precautions possible to ensure nothing will go wrong. In the event that it does, your itinerary and expected time of return should be left with responsible friends who can notify rescuers and direct them to a specific search area.

'Australian Wilderness Skills' by Robert Rankin

Outdoor Education cont.

B. SEARCH AND RESCUE PROCEDURES (60 min)

Search and rescue is something we hope we never have to take part in. However, we need to be aware of basic planning and skills necessary in case we do need to search for a lost pathfinder unit or rescue an injured Pathfinder.

In this section we give some practical tips on gaining this skill. It would be advisable, however, for leaders to dialogue with other organisations who specialise in emergencies.

The information in this section is organised under the following headings:

1. Safety in the bush.
2. Survival on the track.
3. Ropes and Rocks.
4. Belaying
5. Climbing calls
6. Absailing
7. Incident Report

SAFETY IN THE BUSH

Recommended by Search and Rescue Section of the N.S.W. Federation of Bushwalking Clubs.

Before Leaving Home

Pack map and compass.

Be sure you know how to use them.

Pack First-Aid Kit.

Leave details of projected itinerary, indicating proposed starting and finishing points, and state date of expected return.

On Trip

The leader should continually check the progress of the party. He should frequently refer to the map and check the party's direction in so doing. All members should know the intended route and should take notice of landmarks such as creek junctions and ridges. They should look behind every now and then in case it is necessary to retrace their steps. Three should be the minimum size of a party.

Don't Take Risks(a) Flooded Streams:

Never risk lives in flooded streams or rivers. Flood water is always far more dangerous than it looks. Unless every member in the party has been trained to deal with floodwater conditions that exist at the time, wait until the stream goes down no matter how long this may take, or alternatively, take another safer route.

If caught by flood waters, make sure that your pack can be shed in an emergency.

Outdoor Education cont.

(b) Fire Hazards:

Be careful with your camp fires and always extinguish them with water before you leave.

Avoid any areas where bushfires are burning. If you are trapped by a fire, cover up with woollen clothing and take rapid, firm, decisive action to get downhill or up wind of the flames.

(c) Steep Country and Rocky Slopes:

Where the climbing becomes so severe that a member could fall, and such a fall be serious, proper rockclimbing safeguards must be taken or the route avoided.

In going up or down loose slopes the party must stay together at the same level and spread out across the slope to avoid hitting one another with falling rocks. In narrow places the party should negotiate the slope one at a time.

Every member should carry his or her own pack. Carrying two packs in steep country may be chivalrous, but it is also dangerous.

(d) Snow Conditions:

In case of sudden exposure to extreme cold and particularly in snow conditions, first put on all your warm clothing with weatherproof clothes on top then keep moving steadily in direction of the nearest warmth and shelter, keeping out of the wind as much as possible.

When in Trouble

(a) Severe Injuries:

Should a member of your party become injured, send for help. It is best to send two people with a written description of the injured person's condition, an accurate description including map reference (if possible) of this location, and any other relevant information. These people should contact the Search and Rescue Section without delay and also make use of any expert local help available.

(b) If you Lose your Way:

Sit down and plan logically as soon as you feel you are lost. Do not become more lost by continuing to walk aimlessly. By using a map and recollecting the country traversed, decide which is the best route to safety. From the time you are uncertain of your location, mark the way you are going by breaking twigs, scratching arrows, etc. Leave dated notes giving the names of your party and what you intend to do. Leave them in conspicuous places and wherever you stop for a meal or camp.

Check your supplies of food and ration them if necessary.

Outdoor Education cont.

Unless you are quite sure of the way, it is not safe to travel in rough bush country at night. It is better to light a good fire in a sheltered position or cave and await the arrival of either daylight or searchers. If you are bewildered and cannot find your way to safety, find an open campsite with water and stay put. If possible, the best site is where you will not be in the shadow of surrounding hills or mountains for most of the day.

The accepted distress signal is three distinct calls or whistle blasts, or a series of three flashes from a mirror. It is essential to have a good smokey fire in order to attract attention.

(c) Overdue Parties:

If any member of your party becomes separated and lost you should report this fact at once to Search and Rescue Section. Your part in the subsequent search must be under the direction of the Search and Rescue Field Organiser and in no circumstances should you try to locate your friends by yourself as this may only result in more lost personnel. Parents and friends of overdue parties are advised to contact either the Search and Rescue Club contact men (if they are club members) or any member of the Search and Rescue committee direct.

One day for each experienced party member.

SURVIVAL ON THE TRACK

The key to survival lies in anticipation and preparation. Prepare for the worst possible and have contingency plans ready and the unexpected will never happen.

Party

1. Size: Under 4 dangerous - Over 15 unwieldy
2. Check ability and physical fitness including medical problems.
3. Leader:
 - a. Efficient organiser
 - b. Able to use authority
 - c. Able to assess competence of party and assess equipment suitability for intended route.
 - d. Aware of possible dangers and how to avoid them.
 - e. Has last say in event of danger or accident.

Pace

1. Must suit slowest.
2. Put strong person in rear who can help morale and keep party together. Must be experienced.
3. Spread out in scrub or where there is danger of falling rocks.
4. Take note of exhaustion near end of day.
5. When walking on roads keep to the Right Hand Side and single file.

Outdoor Education cont.

Problem Areas

1. Navigation:
 - a. Ensure route information is reliable and up to date.
 - b. Learn to recognise track markers.
 - c. Observe trend of dominant features.
 - d. Rehearse route in your head, map in the mind.
2. River Crossings:
 - a. Avoid flooded rivers or creeks - creeks which rise quickly fall quickly - wait it out.
 - b. Cross water where flow is not great and depth not great.
 - c. Use sticks for support or long pole for party.
 - d. Leave boots on while crossing - shuffle feet.
 - e. If it looks like rain best to cross river the night before and camp on opposite bank.
3. Climbing:
 - a. Study climb and assess easiest route.
 - b. Use three points of contact at all times.
 - c. Test holds.
 - d. Easier to climb up than down.
 - e. Climb one at a time.
 - f. Use belays if fall will be dangerous.
 - g. Practice near home to gain expertise and experience before attempting climbs a long way from help.
4. Exposure:
 - a. Brought on by cold, wet/windy conditions e.i. above freezing.
 - b. Wear adequate clothing, windproof wool. Put warm clothes on if weather changes before you feel cold.
 - c. Avoid getting wet.
 - d. Avoid fatigue - camp if necessary rather than going for objective.
 - e. Have easily digested food, ready to eat.
 - f. Exposure can be brought on by:
 - i. Shock following accidnet.
 - ii Drinking alcholic stimulant
 - iii Fatigue

Symptoms:

Slow reactions, loss of perception, stumbling, awkward movements, lack of drive, content to sit, slurred speech, poor sense of touch, hands swell.

Advance Stage: Victim falls, goes into stupor.

Collapse of one member endangers the whole party. As soon as one member appears to be suffering the whole party must stop. Seek shelter if less than 50m away - you may need to carry victim this distance but no more.

Pitch tents, put victim into sleeping bag, insulate from ground, put strong members of party into sleeping bags beside him.

If conscious give him warm sweet drink.

Outdoor Education cont.

5. Sudden Weather Changes:

Be aware of expected weather by following charts.
Sudden changes can bring on cold/wet conditions.
Pose difficulties in navigation fog, cloud, snow
Slow pace of party mud, snow, wind.
Prevent you from reaching objective.

Wet:

- a. Keep one set of clothes dry to sleep in.
- b. Wool is warm even if wet.
- c. Care needed with creeks.
- d. Navigation may be difficult.

Fog:

Same as for wet.
Morning fog often lifts to give fine day.

Heat:

- a. Avoid sunburn.
- b. Walk at night or in cooler part of day.
- c. Conserve body fluid, plenty of water to drink.
- d. Care against heat exhaustion.
- e. Plan routes accordingly.
- f. Bushfire danger.

Snow:

- a. Navigation may be difficult
- b. Walking pace will be slow.
- c. Wear sufficient clothing to prevent heat loss.
- d. Allow plenty of time to prepare a snug camp.

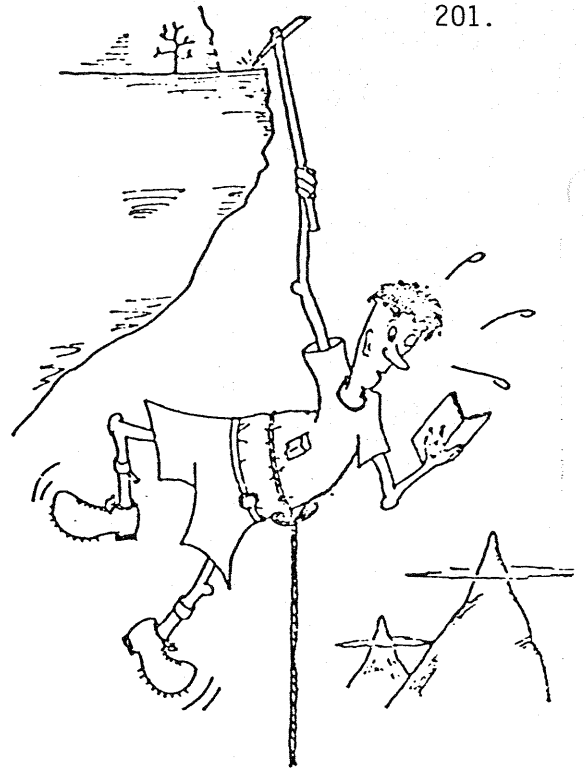
Snakes:

Make plenty of noise as they will be scared of you.

Bush Fires:

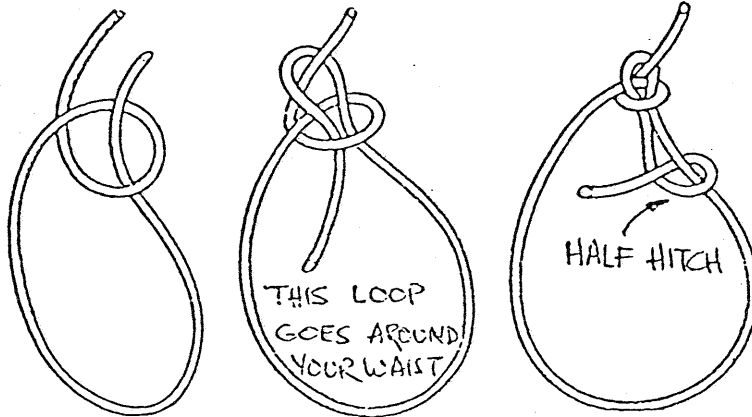
- a. Don't panic.
- b. Limit breathing in dense smoke, air at ground level is coolest and freshest.
- c. Move downhill and towards flank of fire.
- d. Choose a clear path.
- e. Only go through flames if you can see what is on the other side and it is only 2-3m through. Cover all skin and move briskly.
- f. Hide in stream - not in tank above ground.
- g. If caught on flat ground cover skin, lie down or shelter behind rocks or logs.

ROPE-S AND ROCKS



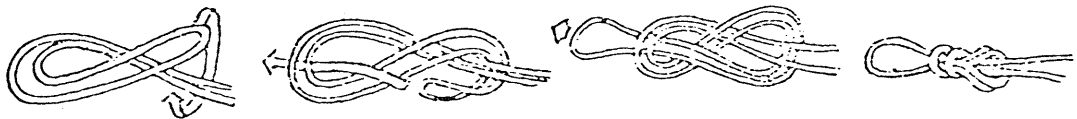
YOU'LL NEED THESE KNOTS

THE BOWLINE- NON SLIP LOOP

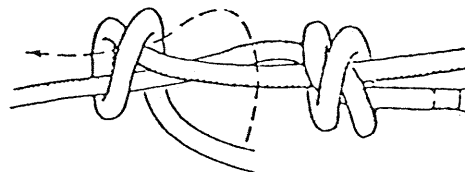


ALWAYS FINISH
A BOWLINE IN
NYLON ROPE-
WITH A COUPLE
OF HALF HITCHES

THE FIGURE-OF-EIGHT MAKES A LOOP IN THE MIDDLE OF A ROPE

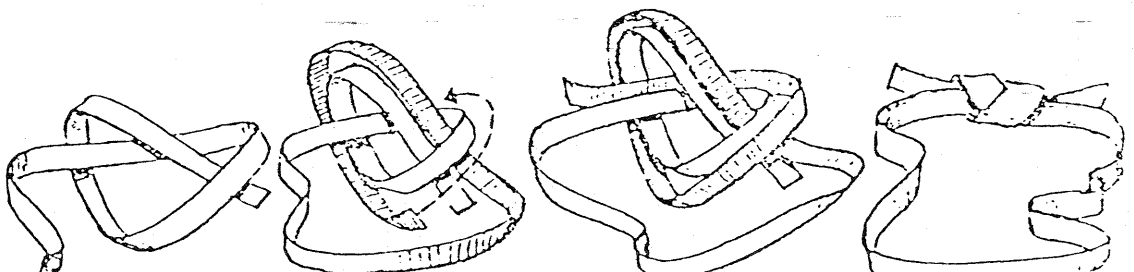


THE DOUBLE FISHERMAN'S KNOT



IS USED TO JOIN
NYLON ROPES

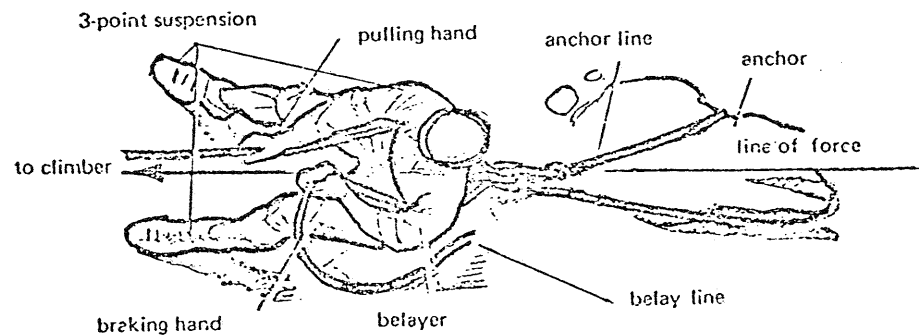
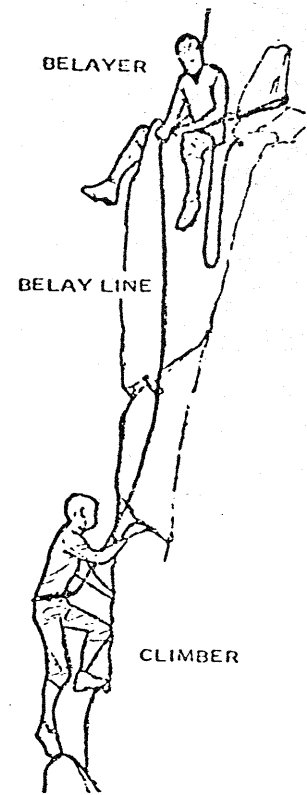
THE TAPE KNOT MAKES A SAFE LOOP WITH NYLON TAPE



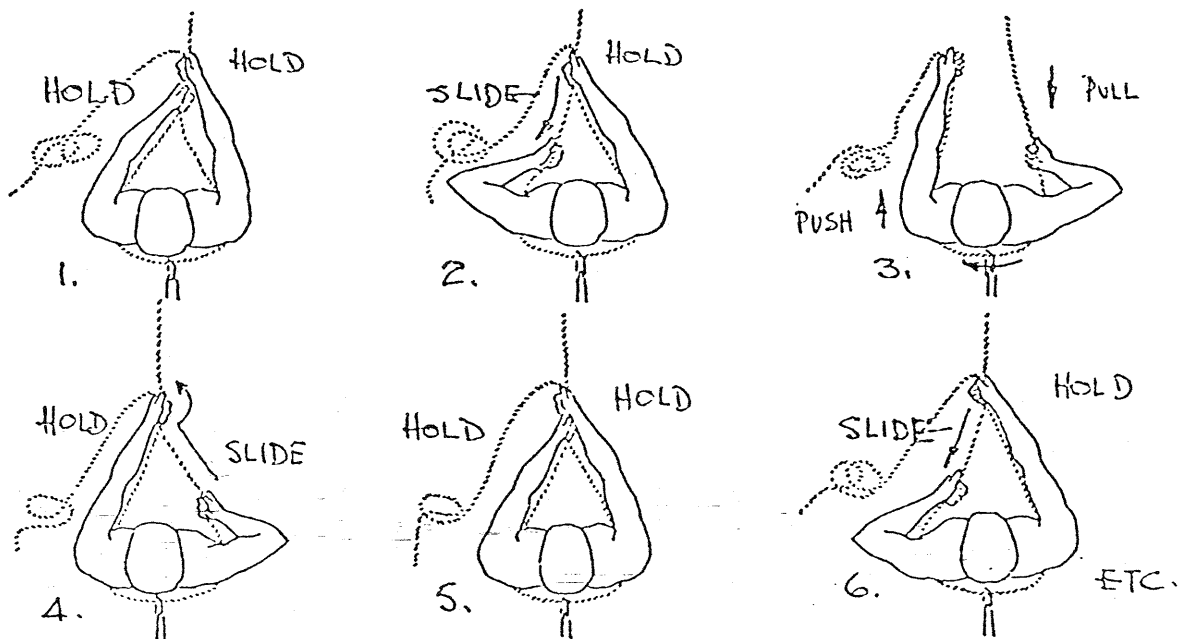
BELAYING HELPS A CLIMBER BALANCE AND HOLDS HIM IF HE FALLS

THE BELAYER HOLDS THE ROPE
SO THAT HE CAN JUST FEEL THE
CLIMBER ON THE OTHER END
AND THE CLIMBER CAN JUST
TELL THAT THE BELAYER IS
THERE

THE BELAYER IS ANCHORED SO
THAT THE CLIMBER CAN'T PULL HIM
OVER



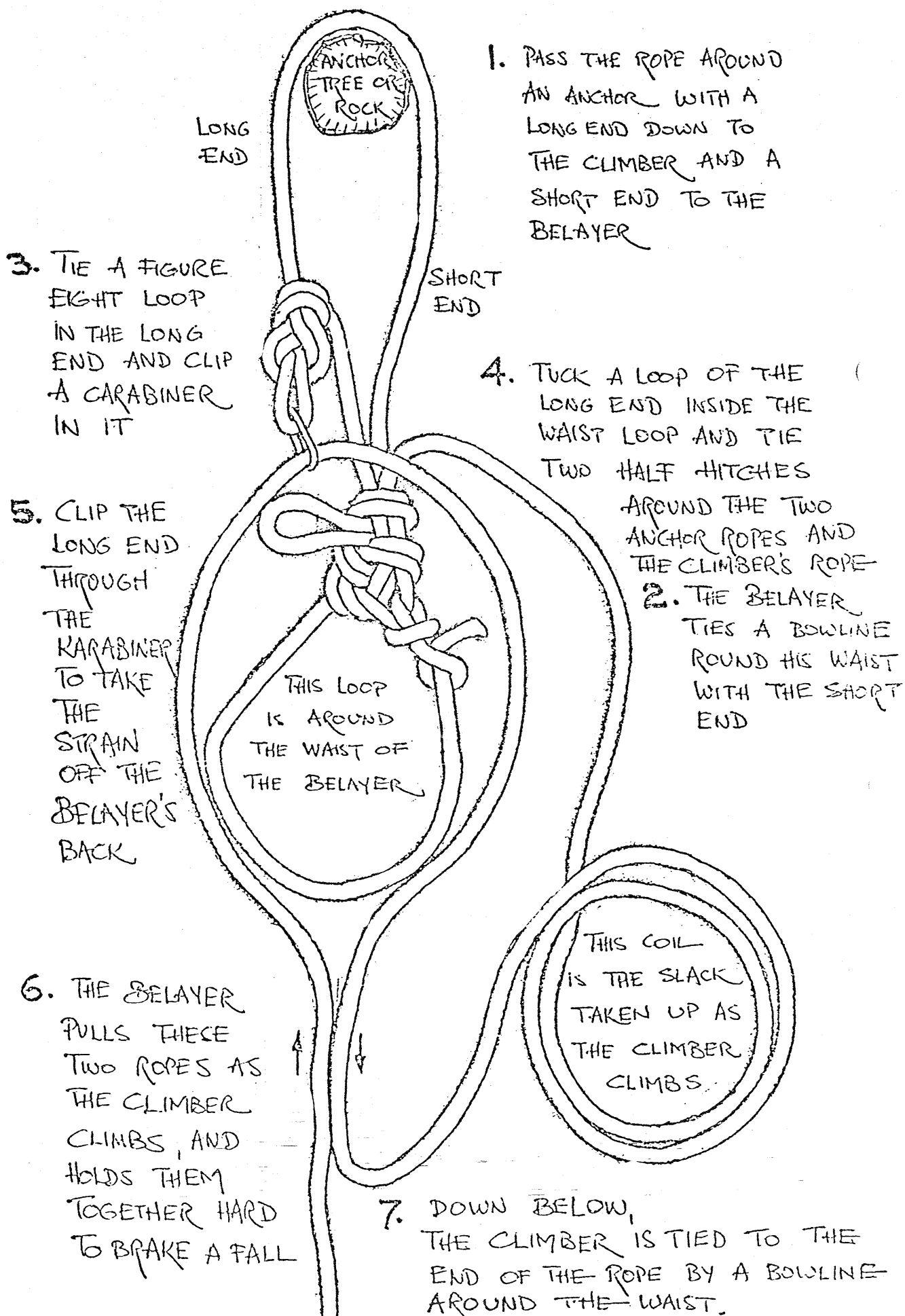
AT ANY MOMENT THE BELAYER IS READY TO TAKE
THE STRAIN OF THE CLIMBER'S WEIGHT IF HE FALLS
BY HOLDING BOTH ROPES TOGETHER FIRMLY.



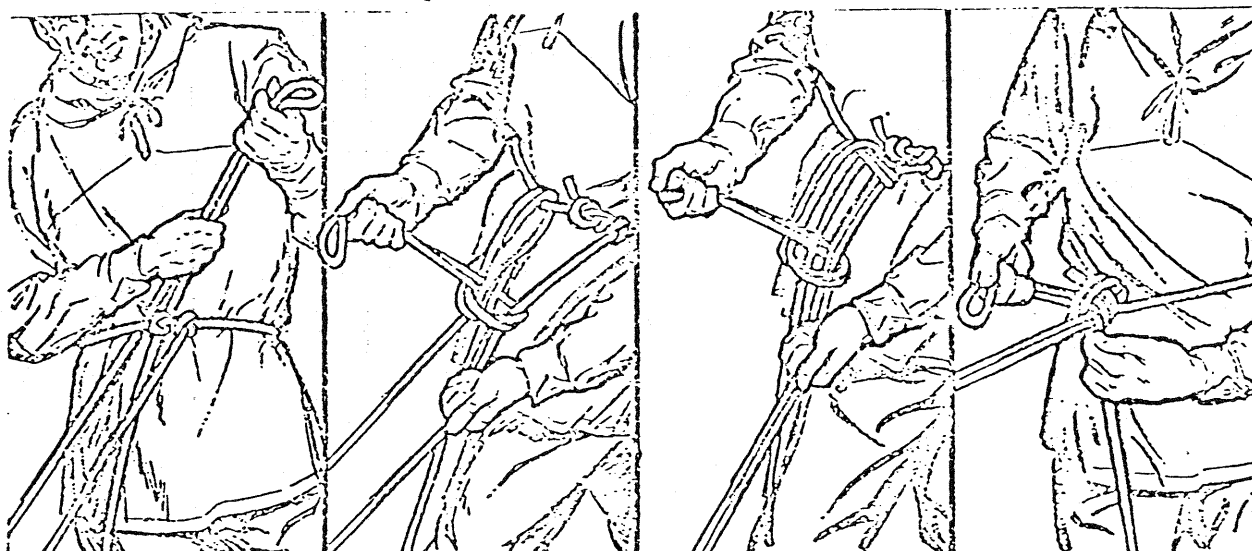
THIS IS HOW THE BELAYER TAKES UP THE ROPE
AS THE CLIMBER MOVES

THIS IS HOW A BELAYER ANCHORS HIMSELF
AND USES A CARABINER TO PROTECT
HIS BACK

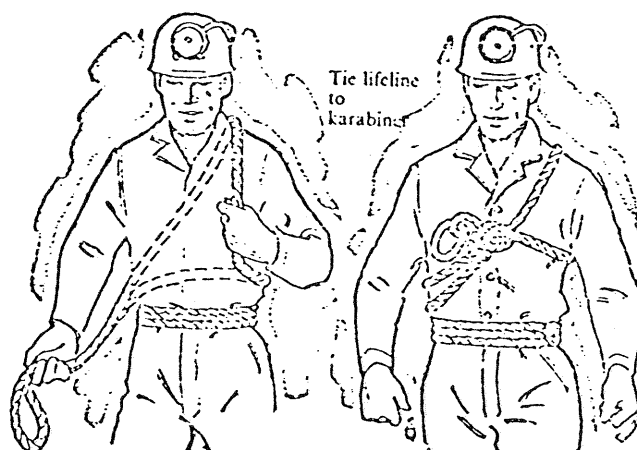
203.



TYING THE ANCHOR KNOT TO THE BELAYER



THE CLIMBER CAN USE
A BOWLINE AROUND
HIS WAIST OR MAKE
HIS 4 M HANDLINE
INTO A CHEST SLING



CLIMBING CALLS

BELAYER : WHEN READY

CLIMBER : WANTS ROPE TAKEN UP
LET DOWN

: WHEN ROPE IS NOW JUST RIGHT

: WHEN STARTING TO CLIMB

: WHEN LIKELY TO FALL

ANYONE : WHEN ROCK-ETC IS COMING DOWN

ON BELAY!

UP ROPE!

SLACK!

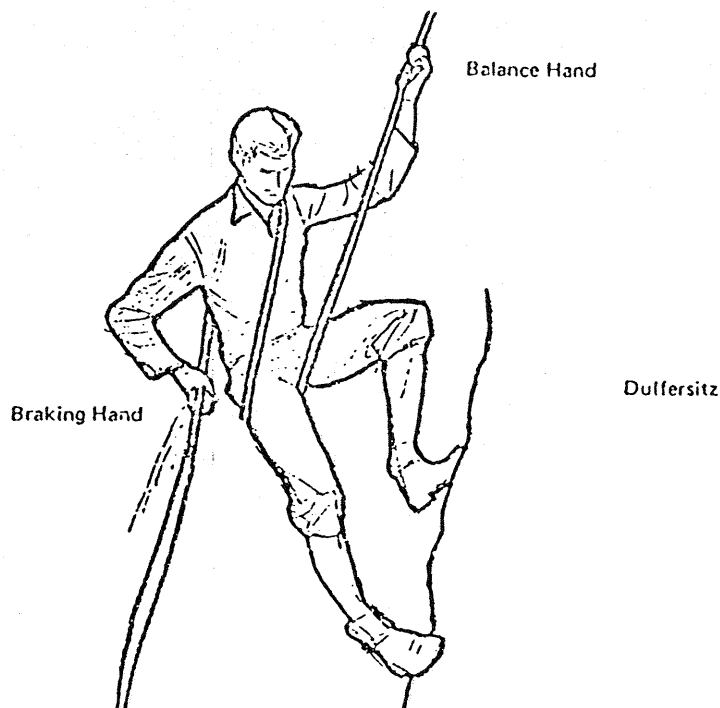
THAT'S ME!

CLIMBING!

FALLING!

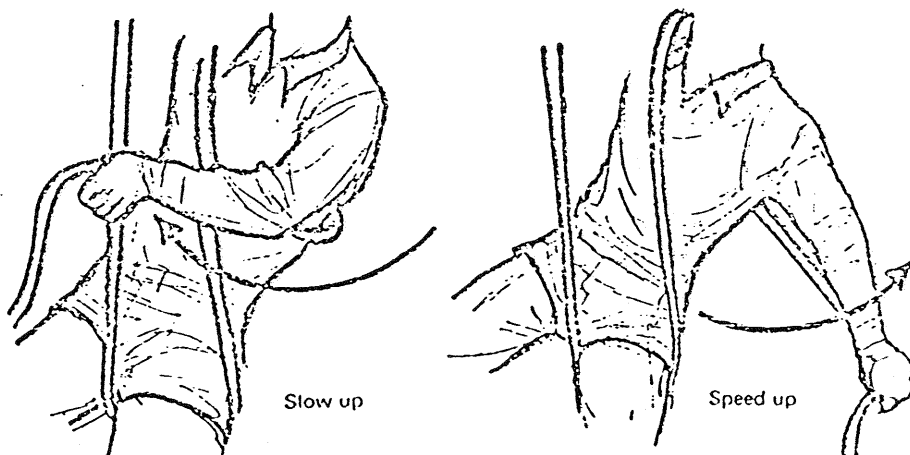
BELOW!

ABSEILING IS
A WAY OF GETTING
DOWN A CLIFF THAT
IS TOO DIFFICULT TO
CLIMB



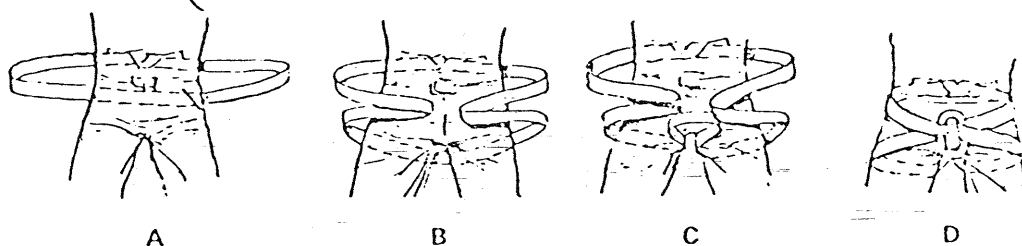
THE ROPE IS PASSED
AROUND AN ANCHOR
AT THE TOP. YOU
CONTROL YOUR DESCENT
BY FRICTION

THE CLASSIC
ABSEIL USES
ONLY THE ROPE
AND ITS FRICTION
AROUND YOUR
BODY.



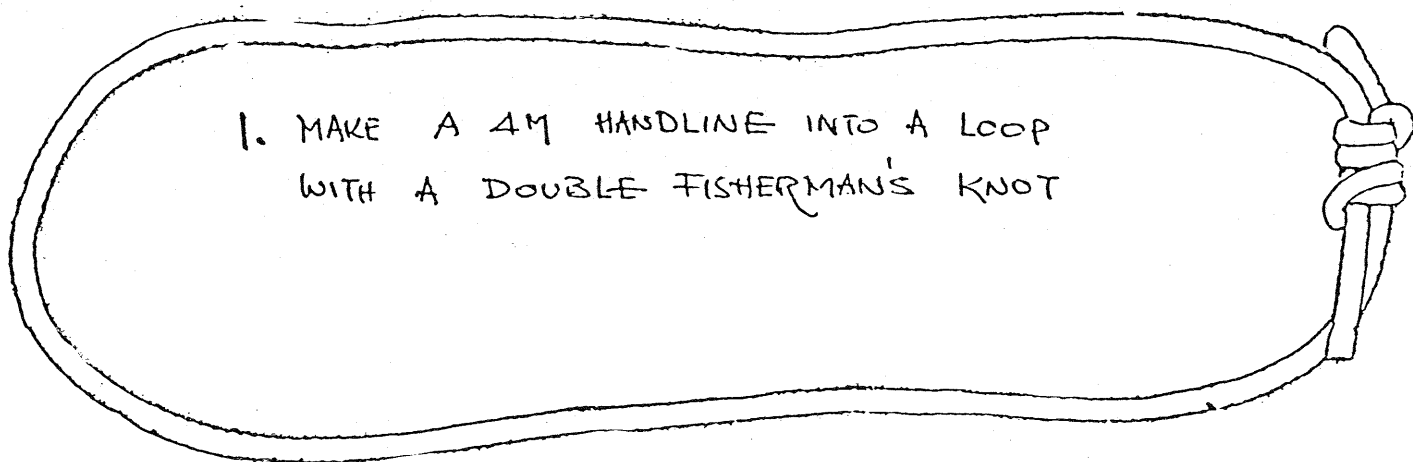
YOU MAY NEED THIS METHOD IN AN EMERGENCY

ITS MUCH MORE COMFORTABLE AND SO SAFER TO
MAKE A SLING FROM NYLON TAPE OR A 4M HANDLINE



HOW TO MAKE AN ABSEILING SLING FROM A HANDLINE

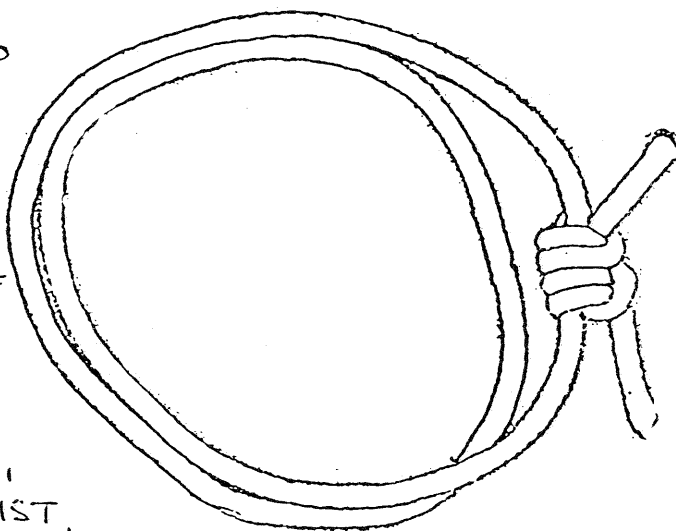
1. MAKE A 4M HANDLINE INTO A LOOP WITH A DOUBLE FISHERMAN'S KNOT



2. TWIST THE LOOP INTO A FIGURE EIGHT. BRING THE TWO NEW LOOPS TOGETHER

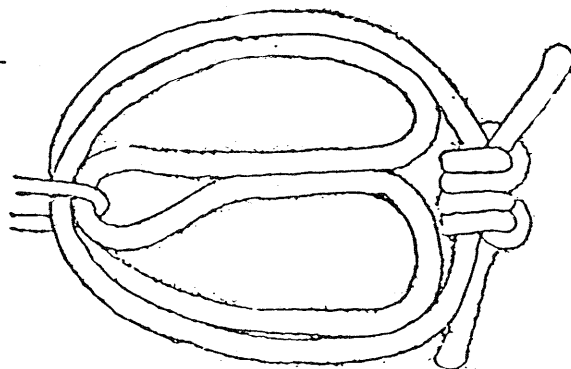
3. STEP INTO THIS DOUBLE LOOP AND BRING IT UP TO YOUR WAIST

4. SEPARATE THE LOOPS, ONE AROUND THE WAIST, ONE AROUND THE THIGHS

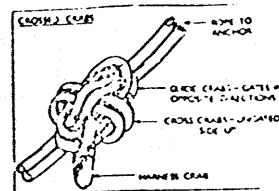


5. PULL THE BACK OF THE LOWER LOOP THROUGH BETWEEN YOUR LEGS

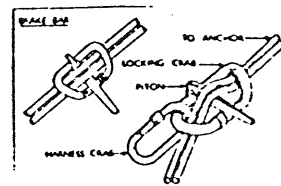
6. CLIP THE WAIST LOOP, THE FRONT OF THE LEG LOOP, AND THE LOOP BETWEEN YOUR LEGS, WITH A CARABINER



THE SLING IS CLIPPED TO A FRICTION BRAKE, ON THE ROPE, SO THAT IT DOES NOT GO AROUND YOUR BODY, BUT IS CONTROLLED BY ONE HAND, PREFERABLY GLOVED FOR FAST WORK.



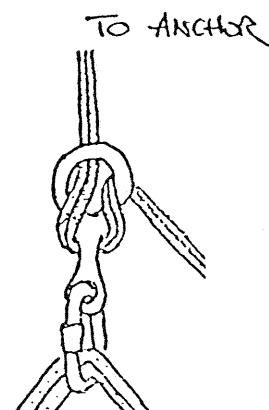
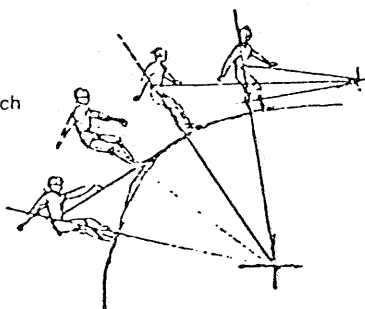
CROSSED KRABS (CARABINERS) MAKE THE BEST A BRAKE BAR ACROSS A KRAB WORKS WELL.



A METAL FIGURE-OF-EIGHT (CLOG OR DESCENDEUR) IS SAFE AND CONVENIENT

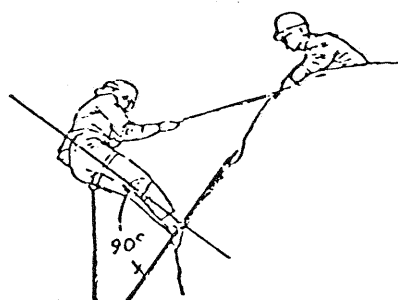
THEN
OVER
YOU
GO

Stay perpendicular
to the slope on which
your feet touch.

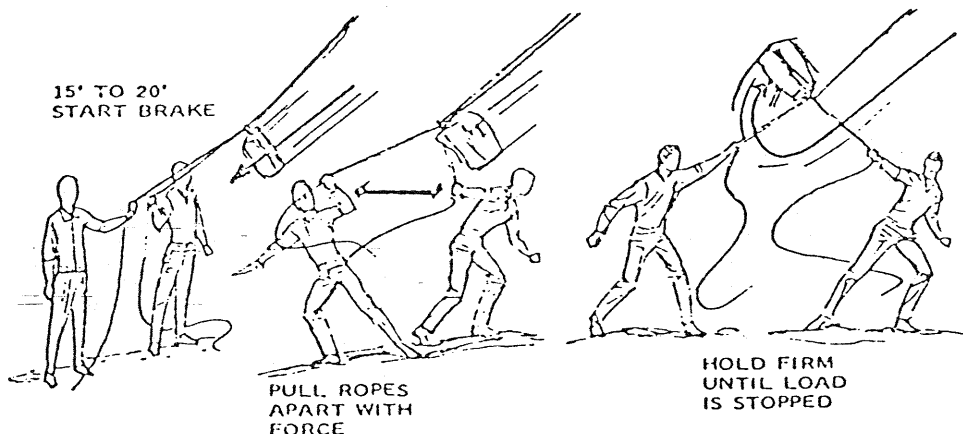


NOW THE PACK

CLIP IT ONTO A DOUBLE ROPE, WITH A CARABINER AND LET IT SLIDE DOWN TO THE TWO BRAKE MEN.



15' TO 20'
START BRAKE



PULL ROPES
APART WITH
FORCE

HOLD FIRM
UNTIL LOAD
IS STOPPED

INCIDENT REPORT

208.

TO BE USED IN ALL INSTANCES OF PERSONAL INJURY OR THIRD PARTY PROPERTY DAMAGE OCCURRING ON DENOMINATIONAL PROPERTY OR DURING DENOMINATIONALLY SPONSORED CAMPS, PICNICS, EXCURSIONS, ETC.

INSTITUTION/CHURCH/SCHOOL: _____	
ADDRESS: _____	
POSTCODE: _____ PHONE: _____	
INJURED PARTY	NAME: _____ SEX: _____ AGE: _____ ADDRESS: _____ POSTCODE: _____ PHONE: _____
DETAILS OF INJURY OR PROPERTY DAMAGE	APPARENT INJURY OR PROPERTY DAMAGE: _____ _____ _____ _____
TREATMENT GIVEN (IF ANY)	FIRST AID GIVEN BY: _____ ADDRESS: _____ TREATED BY DOCTOR: _____ ADDRESS: _____ AMBULANCE INVOLVED? YES/NO DEPOT: _____ HOSPITAL TREATMENT? OUTPATIENT/ADMITTED NAME OF HOSPITAL: _____
WHEN, WHERE, HOW	DATE OF INCIDENT: _____ 19__ TIME _____ AM/PM. EXACT LOCATION: _____ _____ FULL DESCRIPTION OF INCIDENT INCLUDING NAMES OF ALL PERSONS DIRECTLY INVOLVED: _____ _____ _____ _____ WERE POLICE INVOLVED? YES/NO NAME OF CONSTABLE: _____ STATION: _____ (Attach separate statement if space insufficient)

WITNESSES - OBTAIN AND FORWARD WRITTEN STATEMENTS	NAME: _____ ADDRESS: _____ _____ POSTCODE: _____ PHONE: _____ NAME: _____ ADDRESS: _____ _____ POSTCODE: _____ PHONE: _____ NAME: _____ ADDRESS: _____ _____ POSTCODE: _____ PHONE: _____
CLAIM POTENTIAL	HAS ANY CLAIM BEEN MADE? YES/NO IF "NO", DO YOU ANTICIPATE A CLAIM WILL BE MADE? _____ IF CLAIM HAS BEEN MADE WAS IT VERBAL/IN WRITING? IF "VERBAL", PLEASE GIVE FULL DETAILS: _____ _____ _____ _____ _____ _____ _____ _____ IF "IN WRITING" PLEASE TAKE A COPY FOR YOUR RECORDS AND ATTACH THE ORIGINAL DOCUMENT TO THIS REPORT.
ORGANISER OR CONTROLLER OF ACTIVITY	NAME: _____ POSITION: _____ ADDRESS: _____ _____ POSTCODE: _____ PHONE: _____

SIGNED: _____ POSITION: _____

DATE: _____ 19 ____

NOTE: DO NOT ADMIT LIABILITY! To do so will prejudice your insurance.

- : Mail this report promptly to Risk Management Service
148 Fox Valley Road
WAHROONGA NSW 2076
- : If incident serious immediately phone (02) 481061
- : Supply originals of all correspondence, accounts, and any other document relating to the incident. Keep copies for your own records.
- : Keep the Risk Management Service advised of any further

Outdoor Education cont.

C. NATURE AWARENESS (60 min)

This subject is intended to aid the conference Youth Ministries personnel in training young men and young women to become effective Pathfinder nature leaders. The study of nature is one of the means to interest youth in the wholesome recreational advantages of the out-of-doors, and to lead them to comprehend "the glory of God" in His created works. There should also be emphasis of our obligation to help preserve natural beauty and resources. It is particularly the Christian's obligation to obey all laws and property rights that govern use of the out-doors and all living things therein. This subject should give the adult Pathfinder leader the information and material to successfully lead youth into the thrill of nature discovery. Qualified nature instructors may aid in presenting this subject.

Materials and Equipment Needed

Nature specimens, private collections, live animals, or plants will add interest to the class. Display books containing nature stories that the class might wish to purchase for a private or club library. Have an attractive display of all AY Honours in nature.

Nature Study is an Aid to Youth Leadership

"The glory of God is displayed in His handiwork. Here are mysteries that the mind will become strong in searching out. Minds that have been amused and abused by reading fiction may in nature have an open book, and read truth in the works of God around them... The contemplation and study of God's character as revealed in His created works will open a field of thought that will draw the mind away from low, debasing, enervating amusements" - Testimonies, vol. 4, p. 581

A personal experience of youth reaction to nature study would be good to include here.

There are Mysteries to Discover

"In the plan of redemption there are mysteries that the human mind cannot fathom, - things which human wisdom cannot explain, - but nature can teach us much concerning the mystery of godliness. Then let the minds of the young, as far as possible, learn from nature's book. Every shrub, every tree bearing fruit, all vegetation is given for our benefit. The mysteries of the kingdom of God are to be read in the growth of the seed." - Ellen G. White in The Youth's Instructor, May 6, 1897.

Introduce Nature Study Favourably

Nature study is alive and cannot be taught purely as a lecture subject. Because youth like activity, nature should be presented as an active, lively program.

Outdoor Education cont.

In this section we have endeavoured to share with you resources that will assist you in making nature study exciting and rewarding.

Ideas are listed under the following headings:

1. Field trips
2. Collections and displays
3. Nature in the camping and Pathfinder program
4. Nature craft
5. Nature games and Sabbath projects
6. Observation Track and Trail
7. Nature games
8. Nature Quiz
9. Nature Bingo
10. Nature Treasure Hunt.

BIBLIOGRAPHY

1. A Field Guide to Birds of Australia - Graham Pizzy
2. A Field Guide to Australian Birds - R. Slater
3. What Bird is That? - Neville Cayley
4. Birds of Australia - Ken Simpson, Nicholas Day
5. Complete Book of Australian Mammals - Ronald Strahan
6. Dangerous Animals of Australia - Eric Warrell
7. Lizards of Australia - Stephen Swanson
8. Snakes of Australia - Graham Gow
9. Fish of Australia - Roughley
10. Sea Shells of the World - Golden
11. Australian Shells - John Child
12. What Wildflower is That? - Alex George
13. Field Guide to Australian Wildflowers - R. Paire,
Margaret Hodgson
14. Australian Native Orchids in Colour - Le Cady, E.R. Rotherham
15. Ground orchids of Australia - Pocock
16. Biological Museum Methods - George Hangay, Michael Dingley
(Academic Press Aust.)

1. FIELD TRIPS

Materials and Equipment Needed

The instructor should have insect nets, material for making killing jars, and other equipment needed to successfully conduct a field trip. A demonstration of the use of field glasses would also be helpful.

Planning the Trip

A field trip is always popular with youth. The nature leader will need to plan the trip well in advance to assure success. Here are important points to keep in mind: