

PART 4

Advanced Pathfinder

Leadership Award

INTRODUCTION

to Advanced Pathfinder

Leadership Award

This course is designed as an additional training unit for Pathfinder staff members and is open to all applicants meeting the course requirements and involved with Pathfinders.

The emphasis is on In-service training and active involvement in developing new skills and is primarily to provide new experiences and to develop leadership skills.

Participants are required to complete this course within three years of commencement date and be at least 20 years of age when invested.

District Directors wishing to complete a section of the course may relate to any of the clubs in their district for the period of time they are working on the Advanced Pathfinder Leadership Award.

OBJECTIVE

To provide opportunities for participants to develop specialty skills in any of seven areas offered through:

1. In-service training
2. New Skills Development.

PREREQUISITE

Before Investiture for the Advanced Pathfinder Leadership Award, participants will need to hold current Pathfinder Leadership Award credentials. It should be noted that participants may not credit to this Advanced Award, any work or In-service activities previously accredited to the Master Guide or Pathfinder Leadership Award.

Advanced Pathfinder

Leadership Award

Requirements

SECTION ONE

IN-SERVICE TRAINING

Requirement

- a. Take responsibility as a Pathfinder staff member for a minimum of one Pathfinder year.
- b. Be involved in teaching a Pathfinder class for at least five months.

SECTION TWO

NEW SKILLS DEVELOPMENT

Requirement

Complete the requirements for any one of the following specialty areas:

ADVANCED PATHFINDER LEADERSHIP
AWARD REQUIREMENTS.
SECTION 2 cont.

1. Administration and Human Relations
2. Camping
3. Church & Community Service
4. Creativity
5. Drill & Marching
6. Outdoor Education
7. Recreation

TEACHER'S GUIDE

TO

ADVANCED PATHFINDER

LEADERSHIP AWARD

SECTION ONE

IN-SERVICE TRAINING

- (A) Take responsibility as a Pathfinder staff member or District Director for a minimum of one Pathfinder year.

OBJECTIVE

To encourage the person who has a P.L.A. to use the skills developed in the service of Christ through ministry to Pathfinders.

EXPLANATION

The participant must hold office as a staff member of a local Pathfinder club.

EVALUATION

The Pathfinder Leadership Record Book should be signed by the District Director or the Conference Youth Ministries personnel at the end of the year of service.

- (B) Be involved in teaching a Pathfinder class for at least five months.

OBJECTIVE

To enable the participant to utilise and sharpen his teaching and relationship skills and also keep updated with class requirements.

EXPLANATION

The participant is not asked to complete a class for Investiture, only to teach it.

EVALUATION

The Pathfinder Leadership Record Book should be signed by the District Director or Conference Youth Ministries personnel or the local club Director, stating the class taught.

SECTION TWO

NEW SKILLS DEVELOPMENT

Complete the requirements for any one of the following specialty areas:

1. Administration and Human Relations
2. Camping
3. Church and Community Service
4. Creativity
5. Drill and Marching
6. Outdoor Education
7. Recreation

OBJECTIVE

To provide the participant with the opportunity of developing knowledge and skills that will enable him to become a specialist in any one of the seven areas.

EXPLANATION

To attain these specialty areas the participant will need to work closely with local Conference Youth Ministries personnel or the District Director.

Some areas require attendance at Conference organised seminars while others are practical requirements to be fulfilled by the individual alone. Evidence of the fulfillment of these latter requirements will need to be given to your District Director or the Conference Youth Ministries personnel indicated by the evaluation statement of that specialty area.

District Directors wishing to complete a section of the course may relate to any of the clubs in their district for the period of time they are working on the Advanced P.L.A.

It is important to understand that while the participant need only complete one specialty area to attain his Advanced P.L.A., we encourage the pursuit of several if not all of these specialty areas over a period of time so that the person is continually growing in leadership skills.

EVALUATION

See evaluation statement in each specialty area.

TEACHER'S
RESOURCE MATERIAL
FOR
NEW SKILLS
DEVELOPMENT

(ADVANCED PATHFINDER LEADERSHIP AWARD)

NEW SKILLS DEVELOPMENT TEACHING RESOURCE
Advanced Pathfinder Leadership Award

NEW SKILLS DEVELOPMENT

1. Administration and Human Relations

REQUIREMENT 1

Participate in a ten-hour seminar organised by your local Conference Youth Ministries personnel, specialising in:

1. Club Administration (5 hours)
2. Communication and Counselling Skills in Pathfinders (3½ hours)
3. Discovering Spiritual Gifts (1½ hours)

OBJECTIVES

- a. To develop a comprehensive understanding of how to efficiently administer a local Pathfinder Club.
- b. To create an adequate understanding of the specific skills needed for communicating with and counselling Pathfinders.
- c. To personally discover one's own spiritual gifts and how to use them effectively in Pathfinder Ministry.

EXPLANATION

The ten-hour seminar that participants are required to attend should give adequate attention to the following:

1. Club Administration
 - a. The Club Constitution
 - b. Organisational Procedures
 - c. How to Prepare a Pathfinder Club Budget
 - e. Club Advertising and Public Relations
 - f. Club Insurance
2. Communication and Counselling Skills in Pathfinders
 - a. Peer Pressure
 - b. Identity Crisis Counselling
 - c. Counselling with Parents of Pathfinder Members
 - d. Public Speaking
3. Discovering Spiritual Gifts
 - a. Biblical Basis
 - b. Spiritual Gifts Inventory

Administration and Human Relations cont.

EVALUATION

Attend and participate in a ten-hour seminar and have your Pathfinder Leadership Award Record Book signed by seminar director.

REQUIREMENT 2

Present to your District Director a detailed outline of your local Pathfinder club's current operation.

OBJECTIVE

To facilitate the active involvement of course participants in the total administrative details of their own Pathfinder club.

EXPLANATION

Participants are required to use their initiative to prepare and present to their District Director a comprehensive outline of your local Pathfinder Club's current operation by giving attention to:

- a. The Yearly Programme - highlighting each meeting
(weekly, bi-monthly, Conference etc.)
- b. Current Club Budget and Fund Raising Programme
- c. Staff Responsibilities for the Current Year
- d. Completed Class Progress and Record Chart
- e. Detailed Equipment Inventory
- f. Completed Conference Reports for the Current
Pathfinder Year.

EVALUATION

Request that your District Director date and sign your P.L.A. Record Book to indicate satisfactory completion of the above requirement.

REQUIREMENT 3

Provide a comprehensive assessment of the strengths and weaknesses of your Pathfinder Club and its administrative procedures and policies.

OBJECTIVE

To enable participants to demonstrate their ability to effectively analyse and assess the administrative operations of a Pathfinder club and to provide suggestions on how its operation could be improved.

Administration and Human Relations cont.

EXPLANATION

Based on personal observations, participants are to use their own initiative to compile a detailed assessment of their own Pathfinder club and its current operation and present this report to the local Conference Youth Ministries personnel for discussion and evaluation. It is required that participants will examine the following areas of the club's operation, stating how they rate the effectiveness of the club's programming, procedures and policies.

1. Administrative Policies and Procedures
 - a. Committee functions and responsibilities
 - b. Membership rules
 - c. Uniform requirements
 - d. Inspection procedures
 - e. Code of discipline
 - f. Staff relationships and responsibilities
 - (i) Clearly understood job descriptions
 - (ii) Intra-club communications
 - (iii) Club cohesion
 - g. Financial policies
 - h. Insurance policies
 - i. Management of club meeting facilities
 - j. Equipment repairs and maintenance
 - k. Completion of class requirements and Investiture procedures
2. Unit Management and Cohesion
3. Relationships to Parents/Church Members/Church Board
4. Club Drill and Marching Standards
5. Evaluation of Club's Yearly Programme
6. Transportation Needs

NB: This requirement is in no way designed to encourage participants to engage in an attack on fellow staff members or become involved in club politics. It is designed as an exercise to benefit the participant in the development of administrative skills involving assessment, evaluation and future development of the club programme and operation.

EVALUATION

Request that your local Conference Youth Ministries Personnel date and sign off this requirement after you have discussed and assessed your club report together.

Administration and Human Relations cont.

REQUIREMENT 4

Develop a "Code of Discipline" for your local Pathfinder Club.

OBJECTIVE

To develop a concise statement of the club rules and regulations and to facilitate the development of an agreed course of action dealing with infringements by club members.

EXPLANATION

Participants are required to formalise their own "Code of Discipline" by taking into consideration the following areas of concern.

1. Club Rules and Regulations
2. Inappropriate and Punishable Behaviours
3. Discipline Procedures

RESOURCE MATERIAL

APSM p. 70-75

Refer to material under "Discipline" in P.L.A.

EVALUATION

Request your District Director to date and sign your P.L.A. Record Book after he has reviewed your Code of Discipline with you.

REQUIREMENT 5

1. Prepare a paper on:
 - a. Some new or unique aspect of administration or administrative procedures that will benefit a local Pathfinder club in its operation.
 - OR
 - b. Christian leadership
 - OR
2. Demonstrate the use of basic public speaking principles by preparing and presenting a fifteen minute talk on any subject of your choice, to the Pathfinder club or local church meeting.

Administration and Human Relations cont.

OBJECTIVE

To enable course participants to express creative or innovative ideas that may have evolved as a result of their pursuit of the Advanced P.L.A. in Administration and Human Relations.

EXPLANATION

Participants are required to use their own creativity and spiritual gifts to utilize skills and give expression to ideas that may benefit, improve or further develop local church Pathfinder ministry, and their participation in that ministry.

EVALUATION

Discuss your paper 1(a) or (b) with your District Director or Conference Youth Ministries personnel and ask them to sign your P.L.A. Record Book.

If choice no. 2 is chosen, receive evaluation of your talk from a fellow staff member and ask your local club Director to sign your P.L.A. Record Book.

New Skills Development cont.

2. Camping

REQUIREMENT 1

Organize, plan and lead an assessment expedition in two of the following camps:

- a. Winter/Cold Weather b. Hiking c. Water

OBJECTIVE

To offer participants occasions for assessing and improving their camping skills and gaining further knowledge about equipment, conditions and situations relevant to camping programmes in the different areas.

EXPLANATION

Participants will be expected to develop a broad knowledge of camping and the skills necessary to make camping safe, enjoyable and educational. Each participant will need to choose two of the three camp-types listed and arrange the camping trips under the care of the Conference Youth Ministries Director or his chosen representative. Camp trips will need to be properly planned and carried out and pre-trip and trip logs will be required.

RESOURCE

- a. Winter/Cold Weather Camping

Using tents as a shelter, spend at least two days and two nights in a camping situation with the maximum temperature not greater than 10°C and where the overnight temperature falls below 0°C.

(Further Resource Material, see page 87)

- b. Hiking

Organize, plan and lead a 25km backpack expedition of at least two days and two nights duration. The camp sites are to be at least 8km apart.

(Further Resource Material, see page 88)

- c. Water Camp

Organize, plan and lead a 25km canoe expedition of at least two days and two nights duration. The camp sites must be situated at least 8km apart.

(Further Resource Material, see page 89)

Camping cont.

Additional Reference material: see Camping and Outdoor segments in the Master Guide, Basic Staff Training and Pathfinder Leadership Award.

APSM P. 137, 138.

Bushcraft series by R Graves

Stay Alive by M Dunlevy

EVALUATION

Assessment by the Conference Youth Ministries personnel or his representative, and your Pathfinder Leadership Record Book signed by assessor.

REQUIREMENT 2

Understand and complete all Pathfinder class (Friend to Guide) camping and advanced camping requirements.

OBJECTIVE

To familiarize course participants with the camping requirements to be fulfilled by the Pathfinder in the classes Friend to Guide.

EXPLANATION

This requirement is to ensure that a person specializing in camping understands the information in the camping and advanced camping segments of the Pathfinder classes, and will be able to satisfactorily lead out in teaching these requirements.

Participants will be expected to work through the requirements and demonstrate their fulfillment of the requirements either by report or demonstration. The participants will not be required to go on the overnight campouts as required in some classes, but will need to demonstrate or report on their knowledge of any specific information that is required to be given study on overnight trips (eg: Companion Camping Requirement No. 2).

RESOURCE

Teacher's Resource Manual - Junior
Teacher's Resource manual - Teen

EVALUATION

An assessment will be made by the Conference Youth Ministries personnel or his representative as course assessor and will sign the Pathfinder Leadership Record Book.

Camping cont.

REQUIREMENT 3

Give special study to the place of pioneering in the Pathfinder Ministry and:

- a. Be able to construct four pieces of camp furniture, each having at least six knots or six lashings, or a combination of both.
- b. Design two incident courses of at least 10 different activities in each. Describe the purpose of each.
- c. Design and construct one suspension bridge to cover a distance of approximately 5 metres.

OBJECTIVE

To give participants an opportunity to discover and improve their skills in pioneering, and a chance to assess the value of these skills and their use in the Pathfinder camping situation.

EXPLANATION

A knowledge of pioneering can be invaluable in camping situations. Regular camping programmes as well as emergency situations demand an understanding of basic pioneering and participants will be able to learn and cultivate the skills of building and construction in a camping programme.

RESOURCE

See page 90-109.

EVALUATION

An assessment will be made of participant's abilities and skills by the Conference Youth Ministries personnel or his chosen representative and sign the P.L.A. Record Book.

New Skills Development cont.

3. Church and Community Service

REQUIREMENT 1

Attend a seminar on Junior Youth Evangelism.

OBJECTIVE

To enable the participant to understand the dynamics of junior evangelism. To prepare the participant to work more fully for the salvation of his own Pathfinders as well as being able to organise them into outreach within the community.

EXPLANATION

The participant should attend at least eight hours of seminar training on Junior Youth Evangelism sponsored by the Conference Youth Ministries personnel. At least three hours of this should be detailed training on how to run at least one style of specific outreach, eg: Junior Voice of Youth.

Subjects covered would include the following:

1. What is Junior Evangelism? (45 min)
2. Youth Evangelism in the Pathfinder Club (45 min)
3. The Development of the 10-15 Year Old (40 min)
4. Basis of Decision Making (30 min)
5. Baptism (30 min)
6. Determining and Developing Spiritual Gifts
in Pathfinders (50 min)
7. Involving the Pathfinder in Outreach (20 min)
8. Training and Resources (3 hours)
9. Outreach Planning and Organisation (40 min)

EVALUATION

At the conclusion of the seminar, details in the Pathfinder Leadership Record Book need to be completed and signed by the Conference Youth Ministries personnel.

REQUIREMENT 2

Complete two of the following:

1. a. Develop an outreach programme for a Pathfinder unit or Pathfinder club for one year.

OR

- b. Determine the spiritual gifts of a group of Pathfinders and devise an outreach programme adapted to these gifts.

Church & Community Service cont.

- c. Write a 1000 word essay on Junior Evangelism.

OBJECTIVE

To give the participant opportunity to utilise his knowledge and understanding of Junior Evangelism by practical application within the Pathfinder club.

EXPLANATION

1. a. Ideally the participant should not only devise a programme of outreach but also have the opportunity to implement it as well, and by consultation with the club Director may also be able to fill the duties of Pathfinder Chaplain for this year, although this is not essential. If unable to implement, a full written detail of proposal and step of organisation should be submitted to the Pathfinder District Director or Conference Youth Ministries personnel for discussion and approval.
- b. By a major outreach programme, it is understood that this would mean an activity involving a Pathfinder club or majority of Pathfinder members over a period of weeks, eg: Junior Voice of Youth.
- c. Written detail should be provided of the method used to determine spiritual gifts of Pathfinders. Profiles and case histories need to be supplied together with outlines of suggested outreach activities. Details need to be presented to the Pathfinder District Director or the Conference Youth Ministries personnel for discussion or comment.

RESOURCE

Refer to material from seminar

EVALUATION

After your assignment has been checked by the District Director or Conference Youth Ministries personnel, enter details into the Pathfinder Leadership Record Book and have it signed by the Conference Youth Ministries personnel.

New Skills Development cont.

4. Creativity

REQUIREMENT 1

Visit a display, concert, or a similar activity, and make a special study of the ways in which people express their creativity. Using this study as a basis, prepare a report on the philosophy and value of creativity in Pathfinder Ministry.

OBJECTIVE

To provide opportunities for participants to make discoveries about the way creativity is expressed in a variety of forms and to transfer this information into ideas for creative activity in Pathfinder ministry.

EXPLANATION

Creativity is a highly individualized process that varies greatly from person to person. Although this process has existed since the dawn of humanity, no one can explain exactly how it works. Creativity actually depends on one's ability to notice significant similarities in different ideas, events or physical phenomena.

By studying different ways in which creativity can be expressed, participants will develop their ability to create ways of presenting a requirement or idea in a new and refreshing manner.

Include in your report questions that would promote discussion on the topic. Submit this report to your Conference Youth Ministries Director for possible study at a conference In-Service training weekend.

EVALUATION

1. Evaluate the practicality of your creative suggestions and present these suggestions to an in-service training course. Record comments made at the group discussion on the strengths and weaknesses of your idea.
2. Evaluation of report by Conference Youth Ministries personnel who will then sign your PLA Record Book.

REQUIREMENT 2

Express your creativity in worship at a church service, club meeting or campout using three different methods, eg: Bible drama, Puppets etc. Seek to involve as many members of your Pathfinder club as possible.

Creativity cont.

OBJECTIVE

To allow participants to develop their creative skills involving a group of people in a worship setting.

EXPLANATION

The involvement of a group of people in creative worship enlarges the scope of increased creativity through the infusion of new ideas and methods of presentation. This requirement has been designed to assist participants in developing the leadership skill of getting other people involved in working on a creative idea of their own.

RESOURCE

Contact your Conference Youth Ministries Department for resource material in Bible drama plays, charades, skits, Puppet Ministry and visual aids.

EVALUATION

1. Submit a written report to the Youth Ministries Department personnel, of at least three methods of creative worships that you have organised.
2. Give details of responses to these presentations by the children, juniors, youth and adults.
3. Conduct a survey of those members you involved with your creative methods as to their impressions of the presentation.
4. Evaluate the results of 2 and 3 and assess your success in meeting this requirement and share your assessment with your District Director or conference Youth Ministries personnel, who will then sign your P.L.A. Record Book.

REQUIREMENT 3

Qualify for any Master Award by completing the requirements as outlined in the APSM Honour section.

OBJECTIVE

To develop the participants creative skills through the completion of seven honours in any one of the Master Award sections.

Creativity cont.

EXPLANATION

The honour requirements for each of the ten Master Awards are found in the honours section of the APSM. Notes of specific honours are available from your Conference Youth Ministries personnel.

Make the teaching of these crafts as interesting as possible. Where possible, visit an actual location or use visuals to generate interest and expertise in craft skill.

RESOURCE

Honour booklets are available from the Conference Youth Ministries Department and craft books are available at public libraries and in craft shops.

EVALUATION

Assessment by Club Director, District Director, or Conference Youth Ministries personnel, who will sign the P.L.A. Record Book.

REQUIREMENT 4

Present to your Pathfinder Club a personal expression of your own creative skills based on your current interests and abilities.

OBJECTIVE

To give participants the opportunity to share with the Pathfinder Club members, details and examples of some personal area of creative interest.

EXPLANATION

This particular requirement is designed to help the participant to become aware of the value of their creative skills in local Pathfinder club ministry. The participant also has an opportunity to encourage involvement by the club members in his/her particular hobby or interest, and assess the impact of the contribution made to the club members.

EVALUATION

Receive from the Executive Committee of your Pathfinder Club, an assessment of the overall contribution you have made to the club in the area of creativity. (Executive Committee's assessment is to be made in consultation with the District Director.)

Evaluation by the Conference Youth Ministries personnel after receiving assessment by the Pathfinder Club Executive Committee and District Director, and they will sign your P.L.A. Record Book.

New Skills Development cont.

5. Drill and Marching

REQUIREMENT 1

Complete Drill and Marching and Advanced Drill and Marching requirements as listed on page 5 and 6 of Part 2 APSM.

OBJECTIVE

To develop participant's skills and competency in Drill and Marching.

EXPLANATION

Participants will need to comply with the requirements as outlined in the APSM relative to this requirement, and demonstrate a suitable level of competency.

EVALUATION

Assessment by Club Director, District Director or Conference Youth Ministries personnel who will sign your P.L.A. Record Book.

REQUIREMENT 2

Organise and conduct on three separate occasions a 15 minute segment of Club marching as based on Chapter 9 or Part 2 of APSM.

OBJECTIVE

To allow participants to demonstrate their skills in commanding a club in controlled marching.

EXPLANATION

This requirement would be completed best in a large area, eg: sports ground, oval, or on a campout situation. A large area will allow for more scope, flexibility and help avoid the confusion that is so often associated with lack of space.

EVALUATION

Assessment by the club Director, District Director or Conference Youth Ministries personnel who will also sign your P.L.A. Record Book.

Drill & Marching cont.

REQUIREMENT 3

Design, organise and conduct a marching display, involving ten Pathfinders that would be acceptable as a demonstration at a Pathfinder Fair. The display is to be of 3-5 minutes duration.

OBJECTIVE

Participants will need to check with the Club Director and arrange extra time for practise and training outside club commitments.

RESOURCE

Check with your local Marching Association office for a handbook displaying marching patterns.

EVALUATION

Assessment by the District Director, club Director or Drill and Marching judges at the local Conference Pathfinder Fair, and have P.L.A. Record Book signed by the assessor.

REQUIREMENT 4

Do a study on the music appropriate for marching and understand the appropriate civic flag procedures and protocol.

OBJECTIVE

To encourage participants to develop a great understanding of the music requirements for marching, and the requirements for platform procedures on civic occasions.

EXPLANATION

Participants will need to be aware of the details of music suitable for marching, and the official requirements for special occasions. Information may be sought from Brass Band conductors for appropriate marching music; Civic Council officers for public meeting procedures; Police Department for rules and regulations relative to marching in the streets.

RESOURCE

Study chapters 19 and 20, pages 81-100 of Part 2 of APSM.

EVALUATION

A written report assessed by the Conference Youth Ministries personnel or representative, who will also sign your P.L.A. Record Book. (A copy of the report should be kept by the Pathfinder Club for future reference).

Drill & Marching cont.

REQUIREMENT 5

Under the direction of the club Director/District Director, prepare a Pathfinder club for a civic parade.

OBJECTIVE

To allow participants to demonstrate their understanding of the material and information required for the completion of requirement 4.

EXPLANATION

Participants will need to discuss with the club staff and club members:

1. The parade route
2. Civic regulations
3. Flag protocol
4. Music arrangement
5. Pathfinder Club uniformity of dress
6. Transportation of club members
7. The challenge of community witness
8. Any other aspects that may apply to the parade.

EVALUATION

A written report of all the planned details assessed and evaluated by a District Director or Conference Youth Ministries personnel who will sign your P.L.A. Record Book.

New Skills Development cont.

6. Outdoor Education

REQUIREMENT

On the participant's own personal initiative and under the direction of the Conference Youth Ministries personnel, further develop your outdoor skills by completing three of the following, A and B being compulsory:

1. Nature and Conservation
2. Expedition
3. Orienteering
4. Search and Rescue

OBJECTIVE

To enable participants to develop specialised skills in three areas of outdoor education.

EXPLANATION

1. Nature and Conservation
 - a. Obtain the Naturalist Master including Environmental Conservation and demonstrate your knowledge and enthusiasm for nature by taking a unit of Pathfinders on a field trip introducing them to the thrill of discovery in two areas of study, (eg: Birds, Ferns, Shells.)
 - b. Study ten ways of collecting and displaying different nature specimens. Present to your club one such collection and display which you have personally made. Also present to your club the major conservation principles on specimen collecting applicable in your state.
 - c. Conduct a creative nature Sabbath programme for a club in a campout situation.
 - d. List and identify ten edible wild foods and five medical plants in your local area.
 - e. Develop a resource file of at least 5 creative Sabbath activities, 5 creative observation methods and 5 nature crafts, that can be used by the Pathfinder Club.

Outdoor Education cont.

EVALUATION

Submit your total resource file to the Conference Youth Ministries personnel for assessment. Have each of the five sections of the nature and conservation segment (a-e) signed in your P.L.A. Record Book by your supervisor.

2. Expedition

- a. Organise and conduct a 2-night assessment expedition for a party consisting of a minimum of 4 and no more than 8 people. Prepare a pre-log and submit it to a District Director or conference appointed assessor prior to leaving on your expedition.

(Types of expeditions: back pack, canoe, snow)

- b. Keep a log of your expedition and present it to a District Director or conference appointed assessor. See TRMT p. 359-364 for ways to present your pre-log and expedition log.
- c. Walk and be familiar with six different expedition routes suitable for use by a Pathfinder unit. Compile a resource file that details the following information for each of these expeditions:

- (1) Map of area
- (2) Suggested schedule
- (3) Camp sites enroute (availability of water etc)
- (4) Points of interest
- (5) Toughness of terrain
- (6) Necessary equipment

EVALUATION

Two practical assessments will be made by an assessor appointed by the District Director or Youth Ministries personnel, during the expedition at times unknown and places unknown to you. These assessments will be recorded in your log.

Submit your six expeditions and your resource file to the Conference Youth Ministries personnel for evaluation and have them sign your Record Book.

3. Orienteering

- a. Attend a Conference organised training weekend when the basics of orienteering are taught. This must include night orienteering.
- b. On four separate occasions, participate in an orienteering event organised either by a local orienteering club or conference.

Outdoor Education cont.

- c. Conduct an orienteering event for a Pathfinder club, Keeping in mind different ability levels of Pathfinders.
- d. Develop a resource file of maps and courses at least six orienteering events you have attended and/or conducted.

EVALUATION

Have each of these four sections (a-d) signed in your P.L.A. Record Book by your supervisor.

4. Search and Rescue

- a. Develop a search and rescue procedure suitable for both club and unit expeditions and campouts. Instruct your club in these procedures and include in your instructions plans for possible involvement of the local police and emergency services.
- b. Have a current First Aid and Basic Lifesaving Award.
- c. Develop a personal resource file on procedure for Safety in the Bush, Bush First Aid, Rescue Techniques, Bush, river, cave and snow Rescue.
- d. Be aware of procedures for reporting Pathfinder accidents to your local Conference for insurance purposes, eg: Incident Report.
- e. Assist District Director or Conference Youth Ministries personnel in conducting a Night Exercise in Search and Rescue for a Leadership Training Weekend.
- f. Make contact with your local Civil Defence or State Emergency Service, and be familiar with the necessary procedures for their involvement with your Pathfinder club in case of emergency.

Bibliography:

1. Bushwalking and Mountaincraft Leadership
Dept. of Sport and Recreation, Victoria
2. Subscribe to "Action Outdoor" magazine
3. "Stay Alive" - 3rd edition
A handbook on survival by Maurice Dunlevy
Commonwealth Government Printer.

Outdoor Education cont.

Suggest:

4. A Book on Nature Displays and Preservation - Australian Museum.
5. A/V Edible Wild Foods
A/V Bush Medicine
6. Map and Compass Fundamentals and Orienteering - Tony Martin and Dave Lotty.

New Skills Development cont.

7. RECREATION

REQUIREMENTS

1. Attend a Conference sponsored seminar on recreation.
2. Prepare an outline for the recreation segment of your regular club meeting for one full year and make a file of at least fifty games suitable for use at a club night or campout.
3. Formulate and teach three recreational activities to help fulfil Pathfinder class requirements.
4. Create three recreational activities suitable for use on Sabbath. Lead a Pathfinder group in these activities.
5. Write a statement outlining the Christian perspective on five problem areas of recreation.
6. Complete three honours from the section of "Recreational Pursuits" APSM Section 3.
7. Write a report evaluating the recreational equipment currently used at your club and submit this report to your Pathfinder Club Executive Committee.

REQUIREMENT 1

Attend a Conference sponsored seminar on recreation.

OBJECTIVES

1. To expose the participant to the Adventist Philosophy of Recreation.
2. To provide the participant experience in a greater awareness of new games.
3. To help the participant learn how to effectively control people during periods of recreation.
4. To expose the participant to reasons why certain areas of recreation are inappropriate to Adventists.
5. To create an awareness of the participants responsibility for the safety of Pathfinders during recreation.

Recreation cont.

EXPLANATION

The content of this seminar will be as follows:

1. Philosophy of Recreation (2½ hours).
 - a. Recreation and Competition (30 mins)
 - b. Recreation and Outreach (45 mins)
 - c. Recreation and the Sabbath (45 mins)
 - d. Citizenship as Recreation (15 mins)
 - e. Cultural Enrichment as Recreation (15 mins)
2. Games Awareness and Experience (2½ hours)
 - a. Discussion on types of games - indoor, outdoor, solo, team, active, quiet, etc. (30 mins).
 - b. Creation of games to assist in Pathfinder club requirements (30 mins).
 - c. Exposure to rules of games and sports (30 mins).
 - d. Learning new games (60 mins).
3. How to control People in Recreation (1 hour).
 - a. Large, small, and age groups (15 mins).
 - b. Getting others to help - supervision and safety reasons (15 mins).
 - c. Preparedness (15 mins).
 - d. Control (15 mins).
4. Problem Areas in Recreation (1 hour)
 - a. Movies
 - b. Television
 - c. Music
 - d. Dancing
 - e. Computers
 - f. Gambling
5. Safety and Recreation (1 hour)
 - a. Suitability of recreation to age group (10 mins).
 - b. Sufficient and correct equipment (10 mins).

Recreation cont.

- c. Condition of equipment (10 mins).
- d. Sufficient knowledge and skill of leader (10 mins).
- e. Weather conditions and safety (10 mins).
- f. General procedures for accidents (10 mins).

The local Conference Youth Ministries personnel will advertise when and where the seminar will be held. The seminar may be a full Sunday or part of a weekend seminar when other topics will also be dealt with.

REQUIREMENT 2

Prepare an outline for the recreation segment of your regular club meeting for one full year, and make a file of at least fifty games suitable for use at a club night or camp-out.

OBJECTIVE

To provide an opportunity for the participant to develop a file of games suitable for use by a Pathfinder club on any occasion.

EXPLANATION

As the participant prepares this material the details to watch for should be: variety, non-repetition, sufficient for time allocated and extra games for emergencies. The file of games should include games suitable for large indoor, outdoor groups, individual, team, quiet, active, etc. For each game list equipment needed, suitable age group, numbers involved, skills developed, requirements and dangers involved. This is to be the participants own work and cannot be used to fulfil requirements 3 or 4.

RESOURCE

A. Prepare an Outline for Recreation Segment

There are very good reasons for preparing a full year's outline of activity for the recreation segment of your club.

For example, the outline will assure balance of indoor/outdoor, solo/team and active/quiet games. It will also keep you from the common fault of repeating favourite games or activities and therefore making this segment of your program repetitive and thus boring. Also you won't be caught out wondering what to do at the last minute.

Recreation cont.

Here is a suggestion of how to do it.

Recreation Segment for Club for One Year

	<u>GAME</u>	<u>TIME</u>	<u>TYPE</u>	<u>EQUIPMENT</u>
			(Outdoor)	
Program 1	Streets & Lanes	10	Solo/active	Whistle
	Captain Ball	10	Team/active	Balls
	Rats & Rabbits	10	Solo/active	Balls
	Over, under	Reserve	Team/active	
			(Indoor)	
Program 2	4 corner relay	10	Solo/active	
	Game for class requirement	10	Solo/active	Paper and Pencils
	Knot relay	10	Team/active	Ropes
	Shipwreck	Reserve	Solo/active	Whistle
			etc.	

B. File of Games

'Good Times for God's People', pp 139,140.

Where to get ideas:

"Any organization that expects to put on an active social program ought to invest in some first-class games books. Pay for them out of your treasury, put bright-coloured and durable covers on them and mark them so that anyone can see with only one eye open that it is the property of your organization. See that a game book does not get lost, however innocently.

If a book is added every year, and the date when a game was used is written neatly in the margin, the collection will soon become a gold mine of history and suggestion. Add to it a scrapbook containing samples of programs, and social program of your group.

Whether or not your organization uses these devices for social planning, why not do so yourself? Make a scrapbook of games you played at successful parties, and be sure to write them out in enough detail so you can reproduce them when wanted.

Select a scrapbook of good grade paper, so that it will last for years. Heavy paper is not necessarily strong, and may crumble to bits in a few years' time. If a loose-leaf book is used, you can add pages to different sections as needed. If you use the latter method, have sections for ice breakers and mixers, quiet games, indoor games, outdoor games, stunts, decorations and refreshments.

Add to your collection party ideas you find in newspapers and magazines, or hear over the radio or from friends."

Recreation cont.

If you don't use a loose-leaf book we suggest using two shoe boxes - one to hold cards for indoor games and one for outdoor.

Sub-divide each box into two sections - team and non-team activities. This section could be divided again into quiet and active games.

File each section alphabetically. On the front of the card, write the rules for the game and on the reverse side, the equipment needed, dangers involved and skills developed.

ADDITIONAL RESOURCE

1. Good Times for God's People - Jacobsen
2. Encyclopaedia of Games
3. Recreational Plans

EVALUATION

Your year's outline and file of fifty games, with list of equipment, should be submitted to Conference Youth Ministries Personnel or District Director for approval, who should then sign the participant's Pathfinder Leadership record book.

REQUIREMENT 3

Formulate and teach three recreational activities to help fulfil Pathfinder class requirements.

OBJECTIVE

To encourage the participant in the area of creative thinking.

EXPLANATION

This is personal work by the participant but the teaching of the recreational activities should take place on a club night or campout and should be planned in consultation with the club Director and staff. The activity need not be completely new but could be an adaption of a known activity adjusted to meet a Pathfinder requirement. Areas to be especially considered could be nature, knots, first aid and Bible memory work.

RESOURCE - Example Only

Friend - Camping and Survival Skills Requirement 1.

Tie and know the practical use of the following knots: overhand, granny, square, slip, double bow, two half hitches, clove hitch and bowline. (T.R.M.-J. p 119)

Knot March

Team 6 Pathfinders (possibly units)

Recreation cont.

Equipment	5 ropes 1.5 metres long for each team
Objective	Tie proper knots
Procedure	<p>Contestants 2-6 will each have a 1.5m rope. At signal number 1 ties own shoe laces with <u>double bow</u> then 2 will tie a <u>square knot</u> around right ankle of number 1 and then a <u>granny knot</u> around his own left ankle. As soon as 2 is finished, number 3 will tie a <u>clove hitch</u> around the right ankle of 2 and then around his own left ankle. Then number 4 will tie a <u>bowline</u> around number 3's right ankle and then around his own left ankle. Number 5 will tie a <u>slip knot</u> around number 4's right ankle and then around his own left ankle. Number 6 will tie <u>two half hitches</u> around number 5's right ankle and then around his own left ankle. The captain, number 1, now gives command 'forward march', and the team marches 20 metres to finish line. This means that some will start with left (2-4-6) and some with their right foot (1-3-5). If knots come untied team must stop while they are retied.</p>

ADDITIONAL RESOURCE

1. Conference 8 hour seminar on recreation (Games Awareness and Experience)
2. P.L.A. Option - Recreation
3. T.R.M.-J and T.R.M.-T
4. Creative ways to Bible study - Mollison

EVALUATION

Submit your copy of three recreational activities to Conference Youth Ministries Personnel or District Director. This list should contain the dates each activity was used by the club and be signed by the club director. Conference Youth Ministries Personnel or the District Director should then sign your record book.

REQUIREMENT 4

Create three recreational activities suitable for use on Sabbath and lead a Pathfinder group in these activities.

OBJECTIVE

To encourage the participant to plan creative recreational activities suitable for Pathfinders on the Sabbath.

EXPLANATION

This requirement must be in addition to Requirement 3. Major areas would probably be nature and Bible memory work or Church Heritage. These activities DO NOT have to meet a class requirement.

Recreation cont.

RESOURCE

Because the participant is asked to create the activities we only include samples of recreational activities as starters.

Indoor - Jigsaw Puzzles

For a great crowd breaker that can also be used as an object lesson for a discussion on the 'Body of Christ', get a large jigsaw puzzle and have the kids put it together. The results will be (1) people communicating a great deal, since they have to work together on a common project; (2) team work develops with certain people looking for edge pieces, others looking for certain colours, etc.; and (3) it allows young people to see the Body of Christ concept in action. Not only does everyone participate, but the importance of a single puzzle piece is seen, thus demonstrating that all of us are important to the functioning of the 'Body'.

Outdoor - The Lost Coin

Hide a dollar in an envelope somewhere in the bush and announce that whoever finds it can keep it. After the coin is found, gather the group together and discuss the parable of the 'lost coin' found in Luke 15. Ask the one who found the coin what he or she plans to do with it. From this a parallel can be drawn between how the coin is to be used and how God wants to use us, rather than simply putting us on the shelf. This simulation/illustration is best with junior high and younger.

ADDITIONAL RESOURCE

1. Conference seminar on Recreation
2. Sabbath Activities - M. Allen (TTUC C.M. Department)

EVALUATION

Your Pathfinder Leadership record book should be signed by the club Director who supervised the recreational activities.

REQUIREMENT 5

Write a statement outlining the Christian perspective on five problem areas of recreation.

OBJECTIVE

Allow the participant an opportunity to develop personal reasons that are appropriate for non-participation or selective participation in certain areas of recreation.

EXPLANATION

This statement should be the participants own work rather than a compilation of quotations. However, quotations to support one's

Recreation cont.

idea may be used. Some of the problem areas could be movies, television, dancing, music, reading or videos.

RESOURCE

"Love not the world neither the things that are in the world".
1 John 2:15.

"Be not conformed to this world but by ye transformed by the renewing of your mind". Romans 12:2.

"For what shall it profit a man, if he shall gain the whole world, and lose his own soul?". Mark 8:36.

"Abstain from all appearance of evil". 1 Thess. 5:22.

"Whether therefore ye eat, or drink, or whatsoever ye do, do all to the glory of God". 1Cor. 10:31.

"Finally, brethren whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things". Phil. 4:8.

These and many other scriptures and Spirit of Prophecy statements from the book, Messages to Young People, will provide food for thought to fulfil this requirement.

ADDITIONAL RESOURCE

1. Conference 8 hour seminar on Recreation
2. AY Leaflets, 47-50, 100, 102
3. Leaflet: SDA Philosophy of music - Conference Church Ministries Department
4. Books by Bob Larson
5. Messages to Young People
6. Recreational Plans

EVALUATION

Your statements should be submitted to your local Conference Youth Ministries Personnel or District Director for approval, who should then sign the participant's Pathfinder Leadership record book.

REQUIREMENT 6

Complete three honours from section of 'Recreation Pursuits' APSM Section 3.

OBJECTIVE

To provide opportunities for broadening the participants expertise in specialised areas of recreation

Recreation cont.

EXPLANATION

These honours should be ones not previously done unless you already hold a Recreational Master.

Recreational honours are listed at the front of Section 3 of the APSM. Once you select your honours the requirements can be found by looking up the index at the back of Section 3. There are no exams as the requirements are the exams.

RESOURCE

APSM Section 3.

ADDITIONAL RESOURCE

Honour notes from Conference Church Ministries Department.

EVALUATION

A statement listing the honours completed and signed by the club Director should be submitted to the Conference Church Ministries Department or District Director. Alternatively, participants can show his or her Recreational Master to them. The Conference Youth Ministries Personnel or District Director should then sign the participant's Pathfinder Leadership record book.

REQUIREMENT 7

Write a report evaluating the recreational equipment currently used at your club and submit this report to your Pathfinder Club Executive Committee.

OBJECTIVE

To provide an opportunity of the participant to assess the condition and suitability of the recreational equipment of the local Pathfinder Club.

EXPLANATION

This report should cover equipment available, age, condition, safety factor of equipment and suitability to age group.

RESOURCE

Not required.

EVALUATION

Club Director should sign submitted report and forward a signed copy to the Conference Youth Ministries Personnel or District Director who then should sign the participant's record book.

RESOURCE MATERIAL

ADMINISTRATION AND HUMAN RELATIONS

2A PEER PRESSURE

I asked a group of teenagers to tell me some of their major concerns and the problems they face. Peer pressure was near the top of the list. Steve, a sixteen-year-old, put it this way. "Peer-group pressure is my hardest struggle. My friends want to do things that I know are unchristian, and it's hard not to go along. I guess this means my friends aren't good for me, but knowing that doesn't seem to make it easier. No one likes to be the oddball."

Few things strike more fear in the hearts of parents than the possibility of peer pressure. We look around at adolescents in our neighbourhood or the local school - and quake inwardly at the sight. Some are hooked on fast cars and dangerous driving. A gang of slovenly youth hangs out at the local fast-food outlet. Some of the girls wear exceedingly seductive clothes, and others run around dropping a steady stream of profanity from their lips. Stories of wild parties abound, as well as those of drugs and violence on the high-school campus. Every gauge of teenage life seems to be declining.

Even more "normal" teenagers from so-called good families concern us. We wonder about their moral standards, their spiritual commitment, their political perspectives, their attitudes toward authority, and their responsibility - or lack of it. And we wonder about their music, their dress, and other current fads. In the face of all these disagreeable signs, we are tempted to brace ourselves for the worst.

Sometimes we can understand our teenagers better if we take a look at our own lives, and the way we respond to influence of our own peers. Look at the clothes we wear, the cars we drive, the houses we live in, and the foods we eat - chances are that we don't vary greatly from the norm! If narrow ties are out, we men don't want to be caught dead wearing one! And if long skirts are in, women want to be sure theirs are in style. If we parents are so strongly influenced by our peers, shouldn't we expect our teenagers to be sensitive to peer acceptance or rejection?

Our offsprings' urge to conform usually sharpens during the preteen and early teenage years. Their susceptibility to peer pressure then peaks around middle adolescence, and begins a gradual decline. This relatively predictable cycle tells us a great deal about the dynamics of peer pressure.

It begins its most rapid growth in early adolescence, when our children are for the first time moving out on their own and establishing their own identities. At this time they are loosening the ties of home, but do not yet have their inner resources sufficiently developed to take up the slack. For several years they will seek their identity in peer groups that offer sympathetic reinforcement for their struggle. To go against the group puts insecure teens in an emotional void. As they move into the later stages of adolescence, they find more confidence in

Administration and Human Relations cont.

their own abilities and decision-making powers. This growing sense of self-assurance enables them to learn to stand against the group and assert their individuality once again. In spite of the potentially negative influence of peer pressure, the process behind it is entirely natural and God-given. Our teenagers are susceptible to their friends' influence, because they are in the process of weaning themselves from us and learning to think for themselves. For years they have grounded their identities in parental relationships. What we said and did was pretty much what they accepted as right or true or proper. But physical and intellectual growth incite independent action and thought. Part of the process of maturing is learning to think for oneself and being open to the influence of one's friends. In a sense, our teenagers are going from one form of dependency - parental - to another - peer - on their way to constructive self-reliance.

Now I realise the carbon-copy speech and dress and music of teenagers doesn't seem to be a great indication of individuality and thinking for oneself! In fact, the opposite seems true. But from their perspective, our teenagers' temporary cookie-cutter conformity is an exercise in individuality - they are freeing themselves from the dependency of childhood!



As our teenagers turn away from us and try to find their own autonomy, they also feel a bit of isolation and loneliness. This is another cause of peer pressure. Their reaching out for independence gradually separates them emotionally from our parental love and support at the time they most need acceptance. Consequently, peers provide the needed approval and our teenagers may be willing to trade some of their values, ideals, and uniqueness to receive it.

Our teenagers' search for peer acceptance also stems partly from trying to find their place in a big, potentially frightening world. In fact, this scary element gives peer influence much of its strength. After a dozen years of being a baby and a child, teenagers are suddenly thrust into a world where they must make their own choices and live out the consequences. They must learn to adapt to new people and accept responsibility. In the middle of all these conflicting possibilities, where can they turn for help?

Parents are one potential source, and many teenagers feel the freedom to turn to us for guidance. But there are limitations in this direction. Since dependency is what the teenager is trying to put behind, turning back to one's parents may just reinforce the problem. Our teenagers can learn a great deal by identifying with others their own age and similar circumstances. Although understanding parents still have the opportunity and capacity to aid this development, we must face the fact that we must give way to broader influences if our teenagers are ever to reach maturity.

2B IDENTITY CRISIS COUNSELLING

Identity Problems

Successful identity formation is a necessary prerequisite for developing healthy, intimate relationships, making adequate career choices, and for movement into successful young adult living. But the development of a healthy identity is an extremely complex process. It is subject to a variety of sabotaging intrusions that can cause many different types of psychological and behavioural reactions.

Identity Formation

Three phrases in identity formation - As we move on with this discussion, the definitions of three phrases will be important to understand:

1. Identity crisis

This has been defined as a "period of transition marked by confusion, experimentation and emotionality; it comes about when one's former view of himself or herself is no longer appropriate to a changing life setting, as in adolescence or in middle age."

2. Identity diffusion

This occurs when the individual fails to accomplish an adequate adjustment. The person is either unwilling or is incapable of adapting to society's expectations and demands. He or she is also unable to develop and maintain his or her self-perception and related response style. An acute identity diffusion is a temporary but quite intense breakdown of the individual's identity formation in response to death as being rest and refuge without

thinking of the pain, sorrow and significant stress. The level of adjustment both prior to and following the breakdown is generally quite successful. Chronic identity confusion refers to an individual's inability to make the necessary identity adjustments such that his or her continuing psychological development is seriously affected.

3. Identification

Though this is a psychological defense mechanism, it is also a critically important part of the socialisation process. As you will recall, identification is a process by which a person believes himself or herself to be very much like another individual. The role model with whom the person identifies then has a strong influence on the individual's personality, attitudes, values, morals, beliefs and behaviour. During earlier childhood the parents are the most often modeled adults. But during adolescence, teachers, pastors, counselors and parents of friends are also identified with in addition to the parent figures. Parents who are aware of this process seek to expose their teenage children to other role models who will reinforce similar values and lifestyles to their own. Thus the local church becomes a major socialising influence on the teenagers who regularly attend and take part in its activities. Many teenagers identify with their youth pastors, unconsciously hoping to have their perceived power, prestige, popularity and independence. This positive type of identification is blocked or prevented in the absence of such positive role models. It can also be hampered by excessive external stress, strong internal conflicts, extremes in adolescent rebelliousness, and very weak ego strength that prevents any consistent identification.

Reactions to developmental conflict - Depression is a very common reaction to developmental conflict. Much of adolescent depression is reactive depression. Reactive depression occurs in individuals who are fairly well-adjusted. When overwhelmed by external stress, the temporary depression actually indicates that the person is able to tolerate developmental conflict.

A far less adaptive response to these adolescent stresses is withdrawal from life involvements that stimulate the developmental crisis. Contact with the opposite sex, movement toward developing occupational choices, and trying to separate from parents are three normal adolescent tasks. The passive teenager lacks the internal strength that is required to confront these developmental challenges successfully.

Roger Ballard, a high school junior, is an example of this unhappy failure to meet these developmental requirements. He is the youngest of three children. His two older sisters and mother made a practice of anticipating and meeting his needs throughout his childhood and protecting him from conflicts with neighbourhood children and schoolmates. At home Roger essentially had a free ride.

Discipline was minimal and responsibilities were non-existent. He found himself totally unprepared to meet the demands of adolescent adjustment. He felt, and to a large extent was, inadequate to accomplish and cope with the normal adolescent tasks.

The prospects of initiating and developing relationships with girls brought such strong anxiety that he could tolerate only friendships or "buddy" relationships with them. He had only had two dates, and both of them were initiated by the girls. As far as developing occupational goals, he had no idea of even how to go about planning for an occupational or professional future. And the thought of moving away from home and living in an apartment in the next few years was very threatening to him. He felt dependent on his parents and hated feeling incompetent and inadequate. He felt an increasingly widening gap between himself and his peers. He felt more comfortable with younger adolescents, junior high kids and freshmen. He withdrew from his peers and family. Even though he had some passing moments of horrible anxiety, for the most part he could screen out both the anxiety and the reality of his situation.

Symptoms of identity diffusion. - Developmental psychologist Erik Erikson specified intimacy, time perception, and industry as three areas that bring to the surface the symptoms of identity diffusion. Often, when teenagers are struggling with developing intimacy they move in the direction of pseudo-intimacy which gives them reassurance (though it is false security) that they really are developing meaningful relationships. These pseudo-intimate ventures into relationship-building occur with members of the same and opposite sex, and most often occur in group settings. Groups afford a sense of security and protection from the demands of deepening relationships on a one-to-one basis.

When a genuine effort is made to become intimate with someone, pre-existing weaknesses and internal conflicts become consciously evident. In the above-cited example, Roger became anxious, clumsy and awkward when faced with the possibility of a dating relationship. Therefore, he never asked any girl for a date, but was able at least to accept a dating request from two different girls. Roger's identity was so vague and weak in its form, that he could not tolerate anything that approximated an intimate relationship. Instead of attempting to be himself, he could only try to anticipate what would be acceptable to the other person and then seek to present that facade as a rather spurious picture of himself. Distance is the opposite of intimacy. Many teenagers push others away through the use of their judgmental attitudes, self-righteous posturing, and passive ignoring of those who present a threat of genuine intimacy. The defenses are necessary in order to prevent further personality breakdown under the pressures of deepening intimate contact.

Another symptom of identity diffusion is disturbed time perspectives (similar to those experienced by depressed adults). During acute identity diffusions the symptoms are quite mild, but in chronic diffusion time can seem very dissociated. Adolescents sometimes feel simultaneously very young and regressed, and extremely aged. For some the focus is primarily on the future while for others it is overwhelmingly on the past. The time perception dysfunctions are both direct and symbolic representations of the intrapsychic conflict that is occurring.

Anxiety resulting from identity diffusion severely impedes the teenager's ability to concentrate. This concentration difficulty, in turn, becomes disruptive to the individual's school work, athletic performance, on-the-job work, and ability to function optimally in any competitive environment. Relief from this anxiety is often found in compulsive behaviour, such as excessive reading and preoccupation with any one hobby or task. These behaviours focus the individual's attention on pursuits that are perhaps productive but usually less important than school, work or family matters. Junior high and high school students whose grades suddenly begin to drop may be suffering from identity diffusion which is adversely impacting their industry.

A striking feature of severe or chronic identity diffusion is the phenomenon of selecting a negative identity. In the struggle for identity the teenager will become polarised against traditional or peer-accepted values. Sex-role standards may be the targeted trait. Adolescent boys may develop stylised feminine traits while teenage girls may take on more masculine effects. Taking on a negative identity explains part of the reason why some adolescents identify with clothing, hair, music, beliefs, attitudes and behavioural styles that are unacceptable to their parents, church or society as a whole. The negative reactions that the teenagers get from others reinforce their attachment to the negative identity.

The tragedy of negative identity is that it becomes both externally reinforced and internally self-reinforcing as well. Plastic surgeon Maxwell Maltz is well known for his work on the self-fulfilling prophecies that emanate from self-image. The teenager's behaviour continues to express more and more the negative identity which has been adopted. This in turn draws even stronger reaction from others, still more strongly associating the youth with the identity.

Another response that is common in adolescents suffering from chronic identity diffusion is withdrawal to a distant, emotionally isolated position of spectator. Ronald G. Poland says the spectating teenager becomes an observer of life rather than a participant: "To be continually a spectator has its risks. The person may sometimes feel he is on the outside edge of life, looking in. He can evolve

to seeing himself as a stranger, a trespasser on territory that always belongs to someone else, an alien, unwanted and unloved within his own family and sometimes even unwelcome in the gang of friends he once thoroughly belonged to". Spectatoring as a defensive process is particularly conducive to producing further alienation in the struggling adolescent.

When teenagers who are suffering from chronic identity diffusion are seen by professional therapists, they are frequently diagnosed as having an identity disorder. Both Erikson and Carl Malmquist believe that this diagnosis not only misses the mark as far as accuracy is concerned, but they also believe that this diagnosis can reinforce the processes of negative identity formation.

Causes of identity diffusion. - Let's now turn our attention to the causes of identity diffusion. Since identity development is a normal adolescent task, why do some teenagers struggle with such difficulty? Why do some so utterly fail at the task while others proceed through it with good success and relative ease?

Some researchers say that many teenagers struggle so much with their process of identity formation because society offers unclear guidelines to direct the young person in this complex task. Another writer proposes that identity formulation is often difficult when parents maintain tight controls over their teenager's behaviour until it is time for them to move out on their own. A very sharp demarcation is created between dependent childhood and responsible young adulthood which creates a seemingly wide chasm between the two. Movement from dependency to autonomy is far more easily attained when taken in small steps of natural progression.

Malmquist suggests three environmental contributions to teenager's disillusionment and identity diffusion: the oversell of education; burn-out; and over-responsiveness to environmental changes. Extreme emphasis is placed on education as teenagers' path to happiness, personal fulfillment and wealth. "Without an education, you'll never amount to anything. With a good education, the sky's the limit." Quite a contrast between that statement and the well-worn line, "Your Ph.D. and a quarter will buy you a cup of coffee almost anywhere." (Understand that inflation has raised the quarter to about a dollar, but the meaning remains the same: education alone does not assure one that they will have a full and enriching life.) And some children, by the time they reach early adolescence, are already suffering from burnout. They have had so many different experiences and have had to adjust to so many different changes that they have given up on believing that life has any real or consistent meaning. And other teenagers are disillusioned from their repeated attempts to identify with a person, commit to a cause, or belong to a group, only to have the identification, commitment or belonging spoiled by some change or disappointment in the external environment.

Background studies have indicated several common factors in the families that produce adolescents who experience severe identity diffusion. The mothers of these teenagers tend to be very conscious of social status. They are social climbers, extremely aware of appearance and invested in presenting a facade that boasts, "We are among the social elite and we are perfectly comfortable and natural being this way." It is not so much their actual social status as it is their value of appearances that leaves the inner life experience more hollow. Their sensitive children are drawn into the pretense. Under their mother's influence, their dress, grooming, personal behaviour, selection of friends, hobbies, interests and activities are all carefully choreographed to produce the desired effect. At the time that the young teenager is searching the answer to, "Who am I?", such forced focus on external issues can be devastating.

Another characteristic of the mothers of these disturbed adolescents is their desperate, intense loving that tends to repel the child. Erikson labels this quality a "penetrating omnipresence" that would intrude upon and seek control over virtually every aspect of the child's person. These mothers are quite insecure, jealous, out of control and often play the role of martyr in an attempt to regain a sense of control over their lives. To individuate from such a mother is healthy but usually means experiencing a great deal of imposed guilt. Failure to individuate means failure to develop an adequate sense of identity.

Fathers of these troubled adolescents usually tend to be quite successful in their occupations or professions, while rather passive and dependent with their marriage partners. They become quite assertive in their careers but fear rejection from their wives and opt for a more passive, compliant stance with her in order to prevent having to be confronted with her anger. The father is also more passive with his children and encourages them to not "upset your mother" as a further means of keeping the peace at home.

The early childhood and pre-adolescent experience for most of these teenagers is usually quite normal. Some other cases are marked by a pre-adolescent trauma, often dealing with separation (or the threat of separation) from parents or sexual abuse. These earlier life experiences appear to have negatively impacted the teenagers' sense of internal security and personal integrity, which retards their movement toward identity development.

One critically important aspect of identity is the individual's body image. Body image is the person's perception of, concept of, and feeling about his or her own body. It includes the person's fantasies, fears and attitudes about the body. And the problems that teenagers have with their body images often have their origins in childhood. Scenes of teasing and rejection based on physical features are all too common between younger children. Parents, teachers and other adults sometimes also tease or ignore children with physical weaknesses, handicaps or some defects.

Children develop several different types of reactions. While some become defensive and angry, others join the attack and ridicule themselves. Still others withdraw not only from others but from themselves as well. They avoid looking at themselves in mirrors, try to conceal their defects under clothing and makeup and retreat into fantasy and denial. During adolescence, all of these mechanisms become intensified in order to protect the individual from the more intense feelings of anxiety, hostility and pain.

These pre-adolescent concerns are compounded with the radical physiological changes that occur as a result of puberty. Early and mid-adolescents are narcissistically focused upon the appearance, shape, strength and functioning of their own bodies. So focused is their concern on their bodies that anxieties arising from other life issues are often mistakenly associated with their physical well-being. Teenagers tend to be very competitive and this, along with their need to be liked by their peers, arouses significant anxieties for early developers as well as late bloomers. Boys who reach puberty later than usual are apt to question their virility and masculinity. Girls who reach puberty late or who develop slowly (particularly with small breasts) are likely to lose self-esteem because of their questions about their sexual attractiveness. Early maturing boys and girls are viewed with more respect and esteem, though these girls sometimes feel discomfort and confusion from being different from their peers, from heightened competitiveness from their peers and from sexual interest from boys.

While boys are concerned about being too short, girls are worried about excessive height. Both sexes worry some about being too heavy, though girls are especially conscious about their weight. Teenagers in general are concerned about facial complexion, body odour, irregular teeth, wearing glasses (contact lenses are a great help here), shape of face and nose, etc. Boys want to develop muscular physiques while girls want slim shapely physiques. Girls judge the physical maturity of boys by the appearance of their beard and the status of their voice change, while boys judge girls by their figure, especially their breast development.

Not only are early and mid-adolescents adjusting to new changes in their bodies, but some are mourning the loss of their pre-adolescent bodies. The happy, simple and relatively carefree pre-puberty years are gone and in the midst of all of the anxiety-producing changes that come with puberty, the passing of those earlier years are often mourned. A major task for adolescents is to accept their bodies. Young people who continue feeling rejecting and judgmental toward their bodies will struggle also with negative impacts from this conflict on their overall developing self-esteem.

Counselling Guidelines

Most teenagers who are struggling with their identity formation can be significantly helped from counselling with pastors, teachers or other lay counsellors. Only when severe acute diffusion or serious, long-term identity diffusion is present does the teenager need professional psychotherapy. The greatest challenge to counselling with these identity-confused teenagers is also the key to their successful psychological re-integration. The first step in any counselling process is developing an effective relationship with the counsellee. But relationship development is probably the most difficult and threatening task that these young people can take on. They have tremendous difficulty making emotional attachments.

The counsellor's caring and acceptance of the teenager will likely be tested and re-tested in an effort to determine whether or not he or she can really be trusted. Self-destructive behaviours, including getting poor grades, becoming obese, being destructive of the counsellor's property and exhibiting anti-social behaviour are common methods for testing the genuineness of the counsellor's caring. "Is the counsellor powerful enough to control my aggression?" If the counsellor known just how hostile and aggressive I really feel, will I then be rejected?" These answers must be known with some degree of certainty before the adolescent can develop adequate trust in the counsellor. There are few counsellees with whom relationship-building is a more difficult or tenuous process than with these teenagers whose identities are so threatened. Yet, when this stage has been successfully accomplished, much of the healing is well on its way.

Unconditional acceptance, caring responses, patience, congruence, dependability, and a respectful attitude are all vital ingredients in the counsellor's efforts to win the counsellee's trust. This relationship becomes a vital link in the teenager's movement toward developing stronger self-love and self-acceptance. The adolescent internalises and then identifies with the image of the loving or caring counsellor as intermediate steps leading to developing his or her own more mature self-love.

Defining the problem entails developing an understanding about the causes of the person's identity confusion. Does the teenager's relationship with his or her mother and father predispose the young person to have such a reaction during adolescence? Were there any early childhood psychological disorders, such as infantile autism? Was there a pre-adolescent trauma like separation from parents or sexual molestation? If any of these questions draw forth positive responses, the counselling task is a bigger one because the identity diffusion is likely to be more serious. If there are no significant predisposing events, then the counsellor is probably treating an adolescent who has fairly well-developed ego strength despite the identity crisis.

The plan of action for the teenager needs to contain elements that directly clarify the confusion and re-affirm the areas of insecurity and doubt that the person has about himself or herself. A counselling plan of action might include several of the following elements:

1. Make a list of characteristics that describe the real self and ideal self, and then compare the two lists.
2. Deepen the intimacy in at least one relationship each with a same-sex and an opposite-sex friend.
3. Establish at least one new friendship with a member of each sex.
4. Determine the teenager's role models.
5. Identify and alter any self-destructive behaviour patterns into more adaptive styles of responding.
6. Identify any dysfunctional family relationship patterns and support the adolescent's positive ways of dealing with them.
7. Help the counsellee to develop some tentative ideas about possible future career goals.
8. Improve the individual's body image through encouraging the person to get better acquainted with his or her body, exercise regularly, enjoy and develop physical talents and abilities, and improve his or her dress and grooming.

The termination process with these counsellees is almost as sensitive an issue as in the relationship-building stage. Resistance should not be given to teenagers who wish to terminate in order to try out their new identities. However, if counselling is stopped prematurely, then the identity confusion symptoms are most likely to return. It is often difficult to discern whether the effort to terminate is motivated by a desire to test the strength of a newly developed personality structure or attitude, or a test of the counsellor's caring, saying essentially, "If you loved me you would not let me go so easily." The decision to terminate must be completely talked through and understood by both counsellor and counsellee. The open invitation is extended to return to counselling whenever the teenager believes that it might be helpful.

Some type of follow-up after termination of counselling is also advised. A phone call or a short note in the mail to the counsellee says that his or her relationship is still there, even though there may not be any actual continuing counselling contact. 44

The Drive for Independence

Probably the single most important step from adolescence to maturity is the transition to healthy independence. For a dozen or so years, your pre-teenager has been largely dependent upon you. From the complete helplessness of infancy, he or she has learned to take more and more responsibility and increasing care for personal needs. He has learned to feed himself, read and write, and socialise with peers and adults. He has begun to master the queen's English (though sometimes you wonder), and he can take care of himself in most ways physically. But until adolescence, your son or daughter has still been highly dependent upon you.

In addition to the obvious financial dependency, he has been dependent emotionally. He has looked to you for his sense of belonging, security, and confidence. When he was hurt, puzzled or overwhelmed, he turned to you for support and guidance. And although he steadily gained a measure of self-sufficiency and came to rely increasingly on teachers and peers, he still has rooted the major portion of his identity in relationships with you.

During adolescence, all of this begins to change. Although parents leave a lasting imprint on their children's lives, a movement begins in the teenage years that eventually ends in leaving home, setting out on one's own, finding an autonomous sense of identity, and eventually establishing one's own family. This process usually does not take place without a bit of conflict and anxiety.

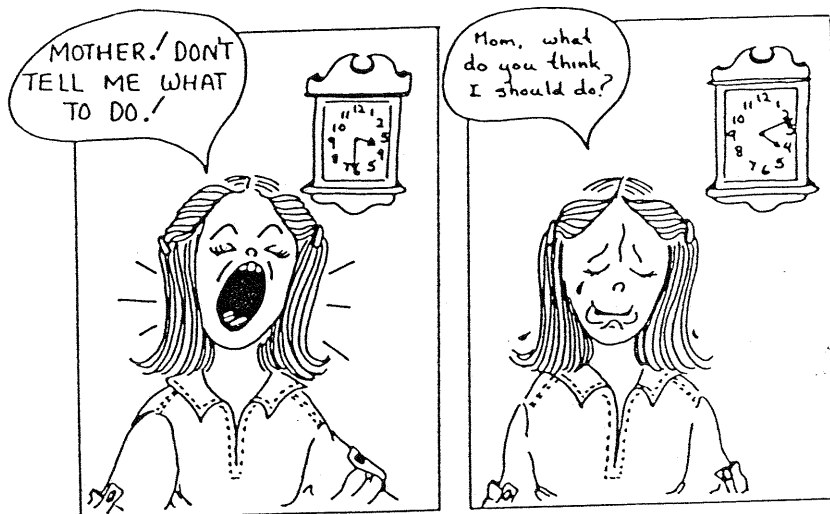
It is the rare person who moves from the dependency of childhood to the independence of adulthood without passing through stretches of troubled water on the way. Sometimes these conflicts are traumatic. An adolescent who believes the only way he can find his own identity is to totally reject his parents may run away from home, get married at an immature age, rebel against parental values, or in some way set up an adversary relationship with his parents. This is a tragic solution to a teenager's conflicting desires between dependency and independence. Yet it is one that many teenagers seem forced to take.

Have you noticed that sometimes your adolescents act a little like when they were only a couple of years of age? The typical two-year old vacillates from almost helpless dependency to periods of total negativism and self-assertion. One moment they act like the helpless infants they were a few months earlier, and minutes later they are striving to show you they can do things on their own. Your teenagers are very likely going through much the same type of struggle at a more mature level.

Some days they are feeling confident about their ability to interact with their ever-enlarging world. They have close friends. They are doing fine at school. They are confident. And they have most things under control. Moments later their world is upside down. That same daughter that shrieked, "Leave me alone! I will make my own decisions!" comes to you in complete despair. "Mother!" she cries out, "What shall I do?" She is at a total loss. Suddenly she is overwhelmed with conflicts or decisions too big to handle.

Such extreme changes, of course, can be upsetting to parents. We wish they would make up their minds. If they want to be adults, fine; they can accept responsibility and act that way. And if they have to be children, that's okay - But please, we think, Make up your mind! The problem, of course, is that our teenagers are neither adults nor children.

Understanding Your Teen



They are adolescents who, in some ways, are still like children. They lack confidence, experience, and consistency, but they are also a lot like adults. Physically and intellectually they are near their peak. They can cope with a lot of stress and they can assume new challenges. Sometimes they have the tools, insights, and reserves to function very adultly. Other times they collapse. When they feel too inadequate, the only solution is to retreat to the security of childhood havens.

When a teenager (or person of any age, for that matter) gets in over his head and begins to feel overwhelmed, he tends to retreat to the methods he found successful for coping with stress in earlier years. Do you remember, for example, how your first child suffered a temporary regression after your second child was born? Most first children temporarily become a bit babylike at this time. If they have been weaned, they may want to go back to the bottle or the breast. And even though they can speak more maturely, they may resort to baby talk. Feeling threatened by the new adored arrival, they want to move back the clock to a time when things were

going better! Or, if they sense this won't work, they may suddenly vault ahead, striving to mother their tiny sibling to increase their sense of importance.

When an adolescent encounters frustration, he frequently takes the same tack. If he has previously coped with conflict by running to Mother or Dad for support, he is likely to do the same. If he has become stubborn and pouted in a corner, he is likely to revert to that. And if he has given in and bemoaned his failure, he will probably repeat the act with just a moderate increase in intensity. All of these reactions are signs of your teenagers' conflicts between dependancy and independancy. They reflect healthy struggles to give up childish behaviour, but also the fears of not being able to adapt to a massive, threatening world.

"I've Got to Find Myself"

One study of seven thousand high-school students, reported by Merton Strommen in 'Five Cries of Youth (Harper & Row), found that the single most troublesome concern for teenagers was the feeling of self-hatred! One of every five of these students reported severe problems with their self-esteem - and these were church youth! They reported feelings of failure, alienation, loneliness, lack of self-confidence, low self-regard and even thoughts of suicide! In short, they weren't satisfied with their own identity.

Most of the conflicts we have been discussing boil down to what we call the adolescent identity crisis. For a dozen years your teenager has been known as "the Smith boy", or "the Smith girl." Your child has looked up to you, literally and figuratively. When he was small and weak, you seemed like an omnipotent and omniscient god. As he grew and made comparisons, he concluded you were less than perfect, but you still were the most important adult in the world. "My dad can lick your dad!" was loyally believed, if not declared, throughout childhood. But somewhere along the way a new perspective forms. A budding teen wants to be known as Bill, or Susan, as the case may be, not as "the Smith boy," or "the Smith girl." Adolescent identity is flowering.

In the course of our advancing years, we all pass through a number of identity crises. The first voluntary one comes at a year or two of age, when we gradually perceive ourselves as separate persons and start asserting our own wills. Another identity crisis comes with our first days of school; another with socially important junior-high and high-school years; another at marriage; another when we have young children; another when we again have the home to ourselves; and another when we adjust to retirement. Of them all, the most traumatic is the crisis of adolescence. In this stage we creep or we leap toward adult identity and stability.

Administration and Human Relations cont.

For the person who has found his identity largely in his parents for a dozen years, this is not an easy process. Our teenagers want to know who they are physically. Their bodies are changing so rapidly, they aren't really acquainted with them. They want to accelerate reaching physical potential, so they can assert their individuality. Will they be large or small, strong or lithe, attractive or plain?



Our teenagers want to know who they are sexually. They want to understand their newfound sexual desires. They want to know if they are acceptably masculine or feminine, as the case may be. And they want to unravel the implications of being a man or a woman in terms of future education, work, and marriage.

Teenagers also need to know who they are socially. They want to learn where they belong, and the people with whom they fit. Are they upper, lower, or middle class in taste, or can they move easily among people from a variety of social, cultural, and economic backgrounds? Our teenagers yearn to explore their relationships with us. Now that they are no longer children, they want to know how we evaluate them. Do we respect their ideas and encourage their desires for autonomy, or do we try to keep them as dependent as possible?

Our teenagers want to investigate their educational and vocational identity. What are they going to choose for a life's work? Is college for them? Will a trade or craft be more suitable? How does one uncover his best potential?

Deep down, teenagers want to know their spiritual identity. How do they approach their Creator? Are they acceptable to God, and how do they fit into God's plan for the universe? These are a few of the hundreds of identity questions flitting through the consciousness and subconscious of the normal teen. Above all else the teenager needs to settle the important question Who am I?

This is a momentous time for parents who are prepared to help their teenagers find a sense of individuality and autonomy. We can take great joy in seeing our children develop their unique gifts and potentialities. We can express pride in their accomplishments and we can experience a sense of fulfillment, as our sons and daughters progress toward readiness to have families of their own. But if we are not prepared, or if for one reason or another we strive to keep our children dependent on us, we make it difficult for them to traverse the paths from adolescence to adulthood.

Our teenagers' drive for independence and a sense of their own unique identity accounts for many of the conflicts we encounter with them. As long as our teenagers unquestioningly accept all of our pronouncements and choices, they are not developing their own individuality. They must form and express their own opinions to find their own identity. By nature, they start looking for areas of disagreement. Each difference of opinion is a chance to say, "I am unique and different from you. I am not just a copy of my parents."

I remember our son's first day in junior high. He came home and was more negative than he had been for ages. It was almost like he had read a book saying, "Now that you are in junior high you are supposed to be negative and argumentative!" He picked on his sister and tried to argue with nearly everything my wife and I had to say. I don't know if it's because he had a hard day, or if he was simply asserting his growing sense of personal identity, but whatever the cause, he was right on schedule! Kathy and I had to be very careful not to get sucked into his baited traps and to become sensitive to his inner needs and feelings.

This disagreeing, of course, is initially disconcerting. Our indignant reaction sets a vicious cycle in motion. Both we and our teenagers begin to look for opportunities to prove that we are right and the other is wrong. We want to let them know they aren't quite as intelligent as they think, and they want us to know that we aren't either! They become extremely dogmatic and believe they "know it all." Not until five or ten years later may these perceptions begin to change, as we both feel more secure in our own identity and less need to put each other down in order to bolster our own sagging self-esteem.

The compulsion to prove one is right, of course, can lead to relational disaster! To avoid getting caught in this trap, we must appreciate growth and encourage healthy formation of personal identity and autonomy. We must create opportunities for self expression. And we must discuss issues with them in a flexible, nondogmatic way that esteems their opinions and perspectives.

Sometimes the drive for independence leads to spiritual rebellion. In attempting to free themselves from childish bonds and dependent relationships, our teenagers may develop a negative attitude toward God, the church, or spiritual commitments. Their family struggle generalises to their relationship with their heavenly Father. Although disconcerting to parents, this is a very common phenomenon. Rather than panicking at signs of rebellion toward God and the church, we should renew our efforts to listen carefully to our teenagers' struggles and concerns and help them through these difficult times.

The search for a sense of personal identity is closely tied to our teenagers' need for a sense of self-respect. As they begin to form a comprehensive image of themselves, it is important that they see a person who is valued by others. One of the greatest contributions we can make to our teenagers' well-being is to demonstrate they are loved and esteemed. Helping them forge a positive concept of who they are is one of the central themes of the next seven chapters. There we will look at ways of communicating respect and worth, so our teenagers happily "find themselves". ⁴⁵

⁴⁵ Pages 50-55, taken from S B Narramore, *Adolescence is Not an Illness* Fleming H. Revell Co., Old Tappan, NJ, 1980. pp 35-43 with permission.

2C COUNSELLING WITH PARENTS OF PATHFINDER MEMBERS

Techniques for Counselling

In counselling with young people, a casual, comfortable kind of atmosphere is best. The front seat of an automobile, sitting on a floor, or in comfortable chairs is a suitable setting for a counselling session. In counselling with young people it is extremely difficult to communicate across a desk because of the authority that it symbolises.

In counselling with the parents of young people or pathfinders, the same techniques apply. It is recommended however that a comfortable room with comfortable chairs is the most ideal setting for dialogue with parents.

1. Listen to the Problem:

Allow him to talk out all of his feelings concerning that problem by telling you what he sees the problem to be, how he feels about it and the dilemma it poses. Then, express loving concern for his pain. It is also important enough for you to take his problem seriously.

2. Get a Contract:

Ask "What can I do to help?" It is important that you find out what the person is expecting from you. If you can not do the thing that is asked, be honest and say so. In the same manner, you must communicate to the person that he will have to assume his responsibilities for solving the problem.

3. Assess the real Problem:

If you believe there is something deeper involved than was stated, try to bring it to focus in a way that is not threatening or offensive. Ask the Holy Spirit for guidance in trying to determine for yourself the root cause of the problem being brought to your attention.

4. Explore Alternatives:

Once you have listened to the person's assessment of the problem, cleared the air as to what you can and cannot do, assessed the problem from a deeper love, you can then help the person to explore all the alternatives that are available. Very often a person who is experiencing difficulty has narrowed things down to a point that he feels he has no options and that the inevitable is going to happen. It is helpful for him to see that he does have options and that he can affect the situation by his actions. By helping him to explore the alternatives you give him hope that he can change the situation and you also suggest that he has a responsibility to do something on his own to bring about change.

5. Allow the Person to Choose:

Once the alternatives have been explored then dump the responsibility for the decision as to what to do right back on the person with whom you are counselling. The person must make the choice himself.

6. Close with Prayer:

It is a good idea to close every counselling session with prayer if the person with whom you are counselling is willing. If the person joins with you in prayer it usually helps to reinforce the decision that has been made.

7. Engage in Intercessory Prayer:

It is important, once the person leaves, that you engage in regular intercessory prayer in his behalf. As a Christian you have available the full redemptive power of Jesus Christ to work in the life of your friends. Take full advantage of it.

8. Follow Up:

Once the counselling session is complete it is important that you set up a pre-arranged follow-up reporting mechanism. You may want to simply say, "Give me a call and let me know how you come out," or you may want to set up another meeting.

The value of reinforcing through follow-up what has been done in counselling cannot be overemphasised. One really valid reinforcement is to have a person who has worked through that problem share it with the whole group and rejoice with his friends over the victory through Jesus Christ.

- Taken from .. Adventures with Youth.

CONVERSATION WITH YOUNG PEOPLE

If you work with youth and are interested in really helping them, keep these suggestions in mind during your conversations with youth.

1. Spend most of your time listening.
2. Avoid making judgments.
3. Don't compare one youth to another.
4. Completely take the pressure off the youth to conform, to impress, to win or to achieve.
5. Avoid telling the youth what to do.
6. Show confidence in the youth.
7. Try not to have a plan in your head for the youth to follow.
8. Share information and ideas with the youth.
9. Notice times when the youth seems to be ready to accept more responsibility.
10. Don't anticipate what the youth is going to say.
11. Don't always be thinking about what you are going to say.
12. Try to understand youth's inner experience. See him as he sees himself.
13. Don't repeat in public what was spoken in confidence.
14. Look for evidence of potential you have not seen before.
15. Don't pry.
16. Don't bring up what you consider to be the youth's limitations. Let him face his frustrations at his own pace.
17. If the youth mentions something about himself that is negative, don't over-react. Let him know that you heard him; let him explore the subject in his own way.
18. Often the non-verbal signs of acceptance are the ones that accomplish the most. A look, a touch, or even silence may be your most honest reply.
19. Avoid excessive complimenting.
20. Clarify what you think you heard him say, such as: "I think I hear you saying that you feel you can make more friends if you become active in sports."
21. Don't forget that you have your own standard of what you believe to be right or wrong.
22. Finally, major on the youth's strengths. Assist him in becoming aware of these and in centering his attention on them. Look for ways in which he can demonstrate his strengths in the presence of others, especially his peers and parents.

(From Youth Leadership, The Sunday School Board of the Southern Baptist Convention).

2D PUBLIC SPEAKINGIntroduction

The whole world is becoming very conscious of the "Art of Persuasion" through the human voice. World leaders use the art of speaking to persuade their own and other nations. Executives know its importance. Some banks operate courses in Public Speaking for their managers and executive staff. Modern Communicative devices such as TV, Radio, and even the Dictaphone systems demand much more from the human voice than ever before.

Naturally the Lord's work demands the most that all can give in production and in the correct use of the voice. Most people think little of voice training and speech and have left to the singer the better cultural advantages of training in voice production. However, let us see what we can do with our voices that will glorify our God and "persuade men".

What is Involved

In this course we shall discover what is involved in Public Speaking. Physical ability, knowledge, logic, breathing, the use of the tongue, lips, teeth and jaw, are some of the important physical organs that must be used to create the best in sound.

Let's notice four of the many pertinent quotations from the pen of Ellen G. White on the use of the voice,

"If you let your words come from deep down, exercising the abdominal muscles, you can speak to thousands with just as much ease as you can speak to ten." 2T 615-617.

"As far as possible the speaker should preserve the natural tones of the voice." 2T 672.

"You should not let the labour come upon the upper portion of the vocal chords, for this will constantly wear and irritate them, and will lay the foundation for disease. The action should come from the abdominal muscles." 2T 311

"The ability to speak plainly and clearly, in full, round tones, is invaluable in any line of work."

From these statements and many others that we could quote from university courses in Public Speaking and numerous books on the subject, we learn that there are several basic essentials to Public Speaking.

- (a) To be Heard Clearly and Distinctly - Involving diction and articulation with which we will deal later.
- (b) To be Understood - Involving preparation, emphasis, inflection, modulation and rhythm.
- (c) To be Unselfish - We must like people, and sincerely understand the audience.
- (d) To Control the Organs of the Voice - Allowing us to obtain confidence and rid ourselves of self-consciousness.
- (e) To Detect Faults and then Correct Them.

Now how can we start to achieve these objectives outlined?

A. By Posture:

In her book on Public Speaking, Elizabeth van Hesse says "walk like a thoroughbred". Most students are surprised at the importance of posture in Public Speaking. Why is posture so important? A good stance in our standing or sitting position allows a definite improvement in the speaking voice. Try it! Be round shouldered, slovenly and bend forward a little - read a Bible passage! Now, put your shoulders back, hold your head up, take a good deep breath and read the same passage and notice the difference in depth of sound and resonance.

B. By Diaphragmatic Breathing:

This allows an adequate air supply and breath control. It lifts up the chest which in turn allows for a greater resonance of the voice. It makes for a greater rhythmic flow of words. How do we go about Diaphragmatic Breathing?

Exercise - Breath in and out deeply - not allowing shoulder movement. Place your fingers on your diaphragm below your bottom ribs. Thumbs toward back bone. Now breathe in deeply trying to hold your diaphragm in with your fingers and hands. You should notice considerable movement as you breathe in and out.

C. Resonance - Breath causes vibrations in the larynx or voice box which come out as sound waves. These sound waves can be improved in tone and volume by the use of inbuilt resonators.

These are - The Larynx
The Chest
The Nasal Cavities and
The Hard Palate (in the centre of the upper mouth behind the teeth)

Exercise - Now as the sound comes out, endeavour to make it sound larger and rounder by placing it forward on to the hard palate. This will allow quality and timbre to come into the voice.

Avoid talking through the nose and concentrate on the use of the lips and jaw. Allow the teeth to open wide for the fullest tones.

Exercises for Lips and Jaw: Tend to over exaggerate. Open the jaw as wide as possible on "ee", "ay", "ah", "oo", "oh", and "aw."

Long Sounds - moan, form, pause, bird, o, eager

Short Sounds - "That pen is not much good"

Further on we shall discuss how to analyse and improve your own voice. In the meantime, how about practising 'Deep Breathing': placing your voice forward in big round tones and, practising better production of the vowel sounds above.

SPEECH TRAINING

Analysing and Improving the Voice

What is your voice like? How does it sound to others? If you have a tape-recorder or can obtain one for your personal use, set it going and listen objectively when replaying a recording of your voice. Record your voice when you are talking to somebody; when you are reading aloud; and particularly if you happen to be speaking in the Society meetings.

Now, here are some questions to ask yourself;

1. Is the sound rich and full, or is it harsh, nasal, or breathy?
2. Is it well-pitched, or does it seem to you to be unnecessarily high or low?
3. Is your tone supported or does it seem feeble and weak?

If you can, work with a friend and evaluate and criticise each other. There is always room for improvement. Consideration must be given to pitch (high or low), volume (soft or loud), and quality.

All right, now that you have heard yourself and evaluated your voice, let's have some physical exercises with the voice.

The Diaphragm

This is a strong muscle below the ribs that is not used as often as it should be. To speak correctly we must learn to use this muscle for both breathing and posture. Have your partner put a book against your abdomen while you stand up straight with your back against the wall. Now try to push out and away the book as your partner puts his weight against it. You will notice that you can move the book something like 2" or more perhaps.

What does the Diaphragm have to do with speaking? It allows an even rhythm while speaking; if used well and you allow some deep breathing prior to starting your speech it can assist in relaxing your nerves; and most important - it assists in your production so that you can make the most of resonance.

The Throat

In speaking, the throat is a channel for the sound which is pushed up from the diaphragm through the larynx and out of the mouth. The mouth should be relaxed completely and not be tense. A relaxed throat enables you to speak clearly and without becoming too tired. Many people, through the wrong use of the throat, have developed painful ulcers on the vocal chords. Wrong use can also make a speaker physically tired.

Resonance

This is the quality or the sound of your voice. You must avoid nasal qualities (speaking through the nose) and get as much depth as possible into your voice. Most people tend to speak from their throat and the sound tends to be thin. Their throat

tires readily. But with good resonance developed by "big" sounds and "rounded" words, the quality is improved and one can talk for much longer periods.

For better resonance:

- (a) Open your mouth - let the sound come out readily.
- (b) Move your bottom jaw and your lips.
- (c) Say: "How are you today?" If you are not nasal the sound should appear to you to be the same. Check again on "The cat ate the bat". You will notice how much your lips should move.

Try hard to speak with well rounded tones and with a quality that is most pleasing.

Pitch

What is your speaking pitch? What should be your normal pitch? Pitch is the height in sound or the depth in sound in which you speak.

On a piano find the lowest note that you can hang on to counting "one". Now find the highest note that you can hang on to counting "one". Your range will be between 10 and 24. Divide your range number by 4 and this figure should be added to your lowest pitch note. This final addition will bring you to your normal pitch.

If you normally speak higher or lower than your average pitch should be, and there is a need for change, with concentration and assistance it is possible to lower or raise your pitch.

Make your voice as pleasant to your listener as possible.

OVERCOMING NERVOUSNESS

What causes "Stage Fright"? Some of our fears of 'a talk in public' are groundless and if we analyse them carefully they soon disappear. More reasonable causes for this fear may be among the following list:

1. The Awareness of Being in the 'Public Eye' and Being Publicly Evaluated

Most of us can play some little ditty on the piano. Perhaps it is Chopsticks. Now, suppose you play this as perfectly as any amateur can play it in your own lounge room, and then you are asked to play it in a great concert hall filled with music critics!! Similarly we can all hold a conversation with ourselves, but to talk before an audience that might be critical, frightens us.

The more expert you become the less you will need to fear the critics but you must start.

2. The Idea that Speaking in Public is an Unnatural and Peculiar Situation

Public speaking is not "putting on a show". Speaking to a hundred people at once should be just as natural, only a lot more efficient than speaking to a hundred people one at a time.

3. The Uncertainty of What or How to Give your Speech

4. The Idea that You are Expected to be Frightened

You can, of course, make yourself frightened. However, let's remember that most people are nervous at the start. In fact, some nervousness or tension is to be desired. Nervousness can "key up" a speaker. However, most public speakers will lose their fear, and in fact need to, in order that they might be successful. Well, now let me suggest a few remedies that will assist you to overcome this "Stage Fright".

1. Work for self mastery. Take charge of your speaking situation. Persist until you are successful. Of course, Christians rely on the power of God. His enablings make a man or woman a more forceful speaker.
2. Some orators may be "born" - but most are self taught. They read books on Public Speaking and today you are fortunate to have available a large supply of these. Most Book and Bible Houses stock some that would assist you. An "Easy to Read" paperback and very informative is Dale Carnegies "How to Develop Self-Confidence and influence People by Public Speaking". You will enjoy reading this and it will help you in your quest of overcoming "Stage Fright".
3. Accept all opportunities to speak. Let any failures or mishaps spur you on to mastery and control.
4. Attend as many meetings as you can. Get into the atmosphere of speeches.
 - (a) Study the speaker(s).
 - (b) Analyse his aims and objectives.
 - (c) Notice how he arrives at his aims and objectives.
 - (d) Note down on a card or in a notebook observations of why he succeeds, or fails, what admirable qualities he possesses as opposed to any defects.
5. Fear dissappears when you have something to say and if the topic is vital to you.
6. Prepare thoroughly. Have an aim. Master the content, plan your material to lead logically to an objective and keep to your plan.
7. Relax before you speak. Take deep breathes for 15-30 seconds before speaking. Relax physically by tensing up a group of muscles and relaxing them. Don't think about your speech. Ideas will come to you if you have adequately prepared.

8. When you get up to speak take a hold of yourself. Pause, look directly at audience and take charge of the situation.
9. Think of your performance as an "enlarged" conversation, not as some peculiar kind of show. Talk to the audience as individuals, just as you might talk to them in your living room.
10. Try to appear confident. Stand like a thoroughbred - straight and tall. If you act as though you are confident this will help you to get confidence.
11. Be physically active. Talk with your hands for emphasis and don't be afraid to walk about just a little.
12. Don't be rigid following the speech you have planned. If the right word doesn't come, then use the best that comes to mind. If you forget an illustration, it doesn't matter. Keep going right on.
13. Don't be afraid to let the audience laugh at you. If you make a mistake you can either keep right on, or if it is obvious then confess what you have done and let them laugh at your expense.

Exercise: Prepare a five minute speech on a Bible character, a nature object or a famous character and then present it.

PREPARING FOR YOUR TALK.

Dale Carnegie says "Assemble your thoughts, your ideas, your convictions and your urges".

The preparation of your talk means "Thinking, brooding, recalling, selecting the areas that appeal to you most, polishing them, making them into a pattern, a mosaic of your own".

In a nutshell, here is a suggestion as to how to prepare your talk. But, let's carry this a little farther. To be successful in Public Speaking you must have a "fund of information" upon which to draw. Those illustrations that you hear or read, those quotations, even your own ideas will be lost unless you systematically file them. It is impossible for you to remember and catalogue everything you would like to recall to your mind. Here is a simple suggestion for you. Purchase a quantity of 7½cm x 12½cm cards in white, yellow, pink, blue and orange (very light pastel colours are best). This size fits into your pocket or purse quite comfortably. Place one idea, one quotation or one illustration on to one card. More than one makes filing very difficult. Carry a small number of these cards wherever you go. Whenever you need a good quotation, or hear one, or read or hear a good idea or illustration, jot it down on the suitable card. Use "white" for your own ideas and general information; "blue" for Spirit of Prophecy quotations; "pink" for Bible texts; "yellow" for illustrations, and "orange" for quotable quotes. Of course, you can use any colour scheme you like, or "white" for all of your information. However, the

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colour scheme is so simple to operate and extremely beneficial when putting your talk together, as at a glance you can get an idea of balance. And when delivering your talk it makes it so easy to delete or add.

Build up a file in alphabetical order. You can purchase from most reputable stationers, an alphabet on very thick card that is made for $7\frac{1}{2}\text{cm} \times 12\frac{1}{2}\text{cm}$ card systems. Then you can get from Avondale College for 25 cents including postage, a complete Index. Under appropriate and easy-to-find headings, you can file your cards. (The Index that we have available is about 10 pages of headings that you put on to appropriate "heading card" that you can purchase or make up according to a diagram that comes with "The Index". Write to the College Store for the Index.

When commencing your card file system, don't be too elaborate. Keep it simple and workable so that as you grow in enthusiasm in your quest for information that you can use, so your file will grow and you will have a greater appreciation for it.

Now let us have a short preview of what we will be discussing at length in later talks.

To compose your speech you must assemble all the material that you have been able to put together in your card file. Even paper, magazine and book clippings can be pasted to these cards. Whole pages can be neatly folded slightly smaller than the card and glued to it. Thus your whole file may be kept together.

- (a) Assemble your material together and in order.
- (b) Discuss your topic with your friends in order to broaden your ideas and material.
- (c) Study your audience, their needs, wants and wishes.
- (d) Think yourself dry and then read what others have thought.
- (e) Have plenty of material in reserve, e.g. assemble 100 ideas, illustrations, etc, and use only 10. If you collect and know more material than it is possible to use in the time given, you will be an "authority on the subject".

Now for delivery. Remember that posture, breath and resonance are very important. Relax your throat and speak with resonance and confidence.

You must concentrate on being audible. It is important to be heard by the whole audience, not just the front "benchers". There is nothing more irritating than the lecturer who mumbles so much of the time that the audience has to guess portions of the address.

Articulation should be clear but not overdone, i.e., if you say, 'Hand Dod that black book, Fred,' and over-emphasise the last letter of each word, so that it becomes 'HanD DoT thaT booK, FreD', this will cause a stir in your audience.

In your presentation, be flexible. By this I mean,

Vary the pace of your speaking.

Vary the pitch of sound in your voice. Lowering and raising the voice in pitch. This is inflexion.

Vary the volume a good deal. Speak softly when required and speak loudly at times also.

Inexperienced speakers tend to speak too fast. You do not have to rush to keep up the interest of the audience. 120-140 words per minute is a comfortable listening rate.

Pace, pitch and volume must be varied to sustain interest. Add to these, a fund of knowledge and you will become a first-rate Public Speaker.

IMPROVING YOUR VOCABULARY

1. Vocabulary

Most people admire a speaker who has a good command of English and who is fluent in his delivery. Both of these aspects are strongly related to the extent and use of the vocabulary. Over the years we all increase our vocabulary to some extent. The average knowledge of words and their meaning has increased many-fold in the past thirty years. For instance, we talk of Sputniks, Atomic Reactors, Molecules and scores of new discoveries in every field in a limited way, because these things are on the news, in our papers, and magazines continually. However, to become a Public Speaker who is fluent and has a good command of English we need to endeavour to increase our vocabulary to better than average. To do this we need to understand the meaning and use of words.

2. Building with Words

An inexperienced speaker expresses only what he is able to say. More words properly understood and used, enable clearer, more accurate, interesting, attractive and forceful expression of what we want to say. Well then, if this is so, how can we improve our vocabulary seeing this is so important.

3. Improving Your Vocabulary

- (a) Have a good Dictionary. It does not need to be large but should be up-to-date.

Take note of new and unfamiliar words. Note in your dictionary their meaning and their spelling. Also learn from what words they may have been derived and perhaps even their origin. Then go a step farther. How can you expand the word? How is it spelt and spoken in both singular and plural forms? What are some of its synonyms and antonyms (there are small pocket size dictionaries on synonyms and antonyms that are very worthwhile having to carry around with You). You can also check on prefixes and suffixes.

Now, are you able to see that already in checking up on one new and previously unfamiliar word, you have in fact, added several more words to your vocabulary. Now these new words will only come into force as you put these into use and familiarise yourself with them. Do this by using them in conversation and in speeches, announcements, etc.

- (b) Listen very carefully to other speakers. Jot down and check on your 7½cm x 12½cm card any new names or ones that you do not really understand.
- (c) Read carefully and widely. Some of the best English literature is found in editorials of newspapers and magazines. Jot down new words and even expressions or pithy sayings that appeal to you.
- (d) Listen to good radio programs, lecturing visiting public personalities, skilled commentators, debates, and discussions. You will be amazed how your vocabulary will expand from such exercises.
- (e) Be systematic in the study of books of quotations, synonyms, antonyms, homonyms. A "Thesaurus" is excellent to have for this purpose. A wealth of thoughts expressed.

RULE OF (a) AND USAGE

Now there are some rules about words that we ought to cover. These are general guide lines only, for above all else, your speech must be vibrant and expressive.

- (a) The rule of Propriety. Words must express the exact meaning and shade that you require.
- (b) The rule of Simplicity. It is better to choose words of Anglo-Saxon origin as Greek and Latin are more complex. Simple diction is best even though you have a wider knowledge of the words.
- (c) The rule of Purity. This rule forbids slang, colloquialisms or out-of-date words and expressions. There are exceptions to this rule but not in general.
- (d) The rule of Brevity. Thoughts expressed clearly in the finest words possible. Remember that natural and straight-forward terms are preferable.

Now have an exercise if possible.

- (a) Find out from your group words that are considered over-marked; and words that are common and careless.
- (b) Synonyms to:- lionhearted, expert, expand, rigid strength, strange, lunatic, compatible.
- (c) Find the antonyms for the same words.

And now, really work hard on your vocabulary.

COMPOSITION OF THE SPEECH

Previously, we discussed how we can understand, learn and use more words. These words of course are to be a part of every speech we make. However, speeches do not "just happen". Speeches are prepared. You might say, "Well, how can I prepare a speech". There are some things that fall into a natural perspective with experience, but as a beginner it may be as well to consider some things. For instance, we must have balance, variety, unity and emphasis, all in the same speech.

There are three main parts to a speech:

- (a) The Introduction.
- (b) The Development or Body of the Speech and then finally
- (c) The Conclusion.

A speaker cannot really do anything at all on these parts of the speech until he has something to say. It is essential that he collect material. This is where your 5" x 3" cards are so important. Keep collecting ideas, information and illustrations. On a given subject, ask yourself some questions. How? When? Why? Where? What? Who? Which? What sort of? How many? How much? As you do this you will begin to sort out your ideas more clearly.

Having done this and written out your answers, organise your material. Now comes the "sifting" process. You can only use the important and interesting materials. And so you put aside that which you will not use just now and concentrate on all that appeals to you.

Go another step. Arrange your "sifted" material into a logical order with headings and sub-headings. In fact, unless you do this, the logical sequence of your speech will not be very apparent. By now, you will have your opening to the speech, your ending, and of course all of the material in between which is called the body, the development and main section.

Obviously we must make our speeches not only attractive to ourselves, but they must captivate the interest of the audience. Let's notice it step by step:

1. The opening is to be of vital interest. We must commence with a statement, text or illustration that will immediately grip the attention of our hearers. This must be tied in with the main part of the speech so that it will be just a stepping stone. So let's make the opening attractive and relevant to the main section.
2. To do this the main section is already well thought out, organised and probably finished. It is safe to have a central theme, or one idea that is to be split up into several parts. We develop the main idea in several steps. As we go from one step to another we try to make each step more interesting than the previous so that we head towards a climax.
3. The climax will then be rounded off by a short conclusion which satisfies the interest that has been aroused.

Where possible it is important to set the mood of the speech early and then continually flashback to the theme or central idea.

Now for some suggestions:

Do not be tempted to wander away from your subject. Keep with it all the way. If you introduce irrelevant material you will destroy the unity of your speech. Next, write your speech out and read it aloud. It must sound right. Look for grammatical errors and awkward phrases. Again check for unimportant details. Do not learn it by heart. It is not a recitation. Get the main points fixed in your mind and your ideas will come into your mind as you proceed.

AND NOW TO SUMMARISE:

1. Composition is putting words into sentences, sentences into paragraphs and paragraphs into "your" speech.
2. Collect all of your material together.
3. Ask yourself questions about the topic.
4. Arrange your ideas and material into a definite logical order.
5. Sift them out so that you keep the best.
6. After you have arranged your speech, spend a good deal of time on your introduction and conclusion.
7. Keep to your subject.

Next week we will give some pointers on how to deliver your speech.

DELIVERY OF THE SPEECH

Speech is the art of orally conveying one's ideas to others.

Let's think first of all of appearance. How do you appear to the audience? Do you sit in your chair in a dignified manner? Do you dress so that the audience is attracted to you and not so much to what you wear? Do you stand in a comfortable position - not too relaxed and not too stiff?

As you rise to begin, breathe deeply. Look at your audience and then start at the appropriate pace and pitch.

HOW TO BEGIN?

Don't mumble, hesitate or apologise. There are some types of illustrations that you could try:

1. Ask a question - conversationally and intimately.
2. Tell a story - letting it glide into your subject - don't announce your intentions.

3. Use an exhibit that is visible to all. This is good for a nervous speaker.
4. Startle your audience by using some amazing statistics, or an unusual presentation of something commonplace.
5. Take advantage of a recent news item or some local circumstances.
6. Show your appreciation of the occasion.

From this list you should be able to start well in the delivery of your topic. Now some pointers as you speak:

1. Be absolutely sincere.
2. Look at and see your audience. This is a compliment to them and a barometer for you.
3. As you talk, take in the whole of your audience, taking in your view, left, right and centre.
4. Be careful to gesture and be natural - at least in appearance. Avoid gestures and mannerisms that take the attention of your audience.
5. Be comfortably audible. The back row should hear you comfortably.
6. Handle your notes conveniently and not conspicuously.

Now for some extra points to remember about delivery of the introduction:

1. To make a real success of your speech, your introduction should be timely, suitable and captivating. It must fit in with the mood of your audience. It must be topical; up to the minute and helpful to as large a portion of your audience as is possible.
2. As you begin to speak, make your audience feel that you do have something in common with them.
3. Be brief in your introduction and then plunge into the body of your speech.
4. It can be a good thing in your introduction to tell your audience what you are going to talk about and why.

The body of your speech should have substance and continuity. It will build towards an effective climax.

Three good points to remember about the main section of your speech are:

1. It should arouse favourable attention.
2. It will create continued interest.
3. It must induce the desired action.

Now let us have a look at the conclusion:

Presenting a good conclusion is an art in itself. The object of a conclusion is to sum up what you have already said and to drive home the whole of your speech. How important then to spend considerable time on your conclusion. Notice these points:

1. Make it a real climax
2. Avoid anti-climax, passion or pathos.
3. Use it to persuade your audience.
4. It may be used to excite enthusiasm.

We have introduced a number of points in this section, but do note them and try and put them into action in your next speech. If you do, you will be made.

GESTURES AND PLATFORM PRESENCE

Gestures are the hand-maid of delivery in a speech. Every significant movement of your head, limb and body will powerfully assist you in your delivery. We use gestures to indicate location, size, power etc. and certainly we use them for emphasis. Then they are used for the expression of all types of emotions and also for characterisation or imitation. So you can see how important gestures really are.

The judicious use of a gesture doubles the effectiveness of a speech. But remember this, an unnatural, out of character gesture may harm your speech. A gesture should be natural, honest, true to your individuality, spontaneous, instinctive and personal.

To be these things naturally you may and in fact you will go through a process of education in the use of gestures that suit you.

Remember these principles:

- (a) Gestures should be performed gracefully, not crudely, roughly and out of taste.
- (b) Your fingers should not be stiff, with the exception of your index finger on special occasions.
- (c) Angles at the wrists and elbows should be used sparingly.
- (d) Your feet should not be placed too far apart.
- (e) Your eyes should not be directed to the ceiling, floor, or outside the window unless for a special gesture.
- (f) Do not stare at one member of the audience or one section of the hall.

- (g) Avoid habitual mannerisms such as rocking on your toes, or from side to side, or playing with a button or handkerchief.
- (h) Constant repetition of the same gesture will become monotonous.
- (i) Do not prolong a gesture unduly.
- (j) Endeavour to have the climax of your gesture and thought coincide.
- (k) Aimless or nervous gestures are useless.
- (l) Whenever you make a gesture, perform it in such a way that facial expression is still visible to the audience.

Now let's have a look at how we can make some gestures. When expressing NERVOUSNESS do so by fingering your dress, or clenching and unclenching your hands. ANGER is expressed by stamping the foot and shaking the fist.

SCORN is expressed by pointing the finger and having a disdainful look.

CURIOSITY is expressed by craning the neck forward, darting the eyes and possibly standing on tip toes.

FEAR is revealed by turning the head away and putting up the hands to "ward off" the frightened object or person.

Common gestures are: putting the finger on the lips to illustrate silence.

beckoning finger says, "come here".

open eyes wide and raising eyebrows express surprise.

You can see how much gestures mean to the audience and how they are indeed the handmaid of delivery in speech.

IMPROMPTU SPEAKING

Impromptu, or "off the cuff" speaking is very necessary in the Seventh-day Adventist church. We have so many occasions when it is necessary for us to make a short speech without having time to put our thoughts on paper and arrange them in an acceptable order. Committee meetings, camp meetings, social occasions and even in a Sabbath School class, or AY meeting, we may be called upon to state our views, or add our experience and understanding.

How often one thinks after having spoken, "I wish I had said" Can we improve our speech even for impromptu occasions?

Fluency on such occasions will be determined by several factors:

1. How much previous experience you have had in impromptu speeches?
2. How much you knew previously about the topic?
3. Your ability to seize the main points of a subject as soon as you hear it; form conclusions and arrange them logically so that you can express them clearly.

How can you assist yourself in bringing about this adequate fluency?

Note the following points:

1. Train your memory consciously.
Memorise daily texts, the "Morning Watch", parts of poem and prose passages that appeal to you.
2. Remember something without relying too heavily on notes. History notes, headlines, ideas, quotable quotes etc.
3. Sort out ideas quickly when reading or listening. Have a notebook and pen with you. Jot down the main points of a chapter that you have read. Get to the crux of the matter quickly and jot down the essentials. Then go over these, and again later, and you will soon find that your memory will improve.
4. As you read, pause to analyse what you are reading. Provocative materials are best for this exercise.
5. Talk to others on your reading or on topics of the day e.g. The News, Trends, Faith etc. Don't give merely vague opinions, but good reasons for your views. "I think so and so because of so and so....."
6. Begin early to endeavour to keep the main points in mind.
7. Take random subjects and jot down some headings that will help you in giving a brief speech. In fact it may surprise you just how many ways you can treat the same subject.
8. Analyse essays, articles, and prepared sermons into main divisions under headings and subheadings. This will help you to think clearly and logically.

With this information put into practice, try and practice all that you can, without becoming objectionable, to speak on your feet and share your ideas and information.

Analyse your Sabbath School lessons carefully. See how these subjects have been treated with titles, headings etc.

Try hard, work hard and your impromptu speeches may even match that of an outstanding politician!

FACING THE MICROPHONE

We are living in a world of microphones and speakers. Radios have a speaker but the announcer and artists on the other end are speaking into a microphone. Between the microphone and speaker there can be a very simple amplifier or complex amplification unit. A simple unit may have a plug inlet for the microphone and an outlet for the speakers and perhaps a volume control and tone control. More elaborate systems can alter quite considerably the voice of the performer, depending on what effects one wants to have.

There are three main types of microphone, crystal, dynamic and ribbon. Crystal microphones are not very expensive and do not tend to give the quality of response of the latter two. Dynamic microphones are by far the most used. They are generally very rugged and can range in price from a few dollars to hundreds of dollars. You get what you pay for, even in microphones, although there are many good performers among the cheaper ones. Ribbon microphones are used in studio work and more sensitive to handling. It is not wise to blow into any microphone. The sudden gust of wind from your mouth is enough to put the sensitive ribbon out of action. Make it a rule not to blow into any microphone and you will be working within safe limits. Speak into a microphone or tap it gently to see if the sound system is operating. Do not blow into it.

When using a microphone the speakers that send the sound out to the room are best placed in a forward position from the microphone. This lessens to some degree what is termed "feedback", that awful squeaking sound that comes through the speakers. The closer the speakers are to the microphone the more likely you are to have "feedback" on even low volume settings.

Well now, a few words on speaking into a microphone. If you have a microphone, by all means use it. Don't push it aside announcing your disbelief in such gadgets. Treat it as an aid to delivery and it will save you much effort, both yours and that of the audience.

Endeavour to keep that microphone in a line between you and the audience, even when you glance at various parts of your audience.

It is a good rule not to vary the distance between you and the microphone. Depending on the microphone and system, the normal recommendation of distance between you and the microphone is for 30cm - 38cm.

If possible strike an average "level" on the volume control and keep it there. Volume controls should rarely be touched if set correctly.

It is good to have a try-out before a speaking appointment. Not only can you set the volume, but you can also fit the acoustical qualities of the place.

As you glance around the audience you can watch for signs of uneasiness, restlessness or interest.

Do not be taken back if your voice sounds a little different through the system, or not as you think it should sound. Experience will help you to get over this "shock" !

You should generally "feel" the microphone picking up your voice. It seems to come alive. If the volume is too high, then it will feel uncomfortable.

When using a microphone don't drop your voice too much in volume. Remember to speak up and reach the people at the back of the church with your normal voice as well as having an excellent aid in the microphone. Don't be afraid of it - use it.

THE USE OF VISUAL AIDS

Visual Aids are valuable speech materials and aid the speaker considerably. They attract and hold attention, making meanings clear, emphasize ideas and impress the memory. Who hasn't enjoyed an evangelistic meeting where charts, blackboard and slides have been put to good use?

We live in an age of television and visual devices in the classroom that make it imperative to use Visual Aids in church presentations.

Visual Aids attract and hold attention. They offer to audiences a new and different stimulus. A Visual Aid should be colourful, striking in design, and large enough to be seen by the whole audience. This visual support suddenly makes the speakers' words more real and interesting. In fact, it is well known that audience interest and curiosity can be sustained by a carefully planned series of drawings and diagrams if they are shown at the appropriate time in a speech.

Visual illustrations make clear even obscure ideas. Even a subject such as "snow" may be made clearer by diagrams of snow crystals - their shape etc.

Another point about Visual Aids is that they emphasise an idea by another presentation in a striking form. The appeal to the audience offers a new view of the subject and allows the speaker to dwell on it and amplify it with new explanations.

The Visual Aid may also assist in proving a point. Most audiences hesitate to believe until they have the proof. An argument for enforcing the use of seat belts when driving and riding in a car, is strengthened by a presentation that uses photographs of injured persons and damaged cars, together with a chart of yearly accidents and deaths.

The more impressive the Visual Aid the more receptive the audience will be to the statements a speaker makes.

The Use of a Visual Aid -

How often children will come to order and concentrate when the storyteller brings out a good Visual Aid. Adults too, appreciate the effort that goes into making a subject clear by the use of Visual Aids.

Selection of a Visual Aid

The type of audience that you have and the nature of the occasion determine the choice of Visual Aids. Some charts, graphs and diagrams may be suitable for science students, but be way out for a group of children or adults not interested in the topic.

You must use Visual Aids that are not only suitable for the occasion and audience but that suit your style and personality. Be able to use the Aid that you choose or else it can fall flat very quickly.

Then of course, you must be able to use the "Aid" so that it only illustrates your point on speech, and does not take over the speech. The Visual Aid is chosen not for its own interest but for the support it provides for a speech.

These Visual Aids can be purchased, borrowed or made at home.

Films, flannelgraph and charts are probably better purchased. While conducting a Five-Day Plan we were able to borrow some X-Rays from a doctor, and some lung cancer specimens from a hospital. Original ideas must usually be made up or illustrated on a blackboard or other device.

What are some Visual Aids that you can use and some rules to follow when using them?

1. Blackboard.

- (a) Make sure it is clean before use. Make it black.
- (b) Work quickly because your back is to the audience.
- (c) Your work should be large enough to be seen.
- (d) Do not crowd your board. Keep it as neat as possible.
- (e) Keep your eye contact with your audience as much as possible.

2. Flannelboard.

- (a) Prepare well in advance.
- (b) Use a three-dimensional effect when possible.
- (c) Your frame and flannelboard should look neat.
- (d) Build up as you go.

3. Schematic Aids

- (a) Charts - in paper, calico or other material prepared before time.
- (b) Strip Chart. Prepared but with main items covered over. The speaker pulls off the strips as he goes.
- (c) Flow Chart. Build up as you go. These are most acceptable to an audience. Point by point you build up your chart.

4. Overhead Projectors

These are becoming more and more popular and can be used in rooms with subdued lighting rather than in rooms completely blacked out. It can be used for writing on as well as display work with prepared materials.

One important point about Visual Aids is that the Speaker must talk to his listeners and not to his visual material. He must know his material thoroughly so that he will not lose communication while searching for a given part.

Try new aids, and new ideas, but always remember that this illustrative material is after all, only an aid.

PERSUASIVE SPEAKING

Clarence Randall once said, "It makes absolutely no difference how much you know; if you can't tell somebody about it and be persuasive it won't do".

Persuasive speaking is not so much logical but psychological. A public speaker is not only concerned with shedding light on a subject, he wants his audience to think and act as he does.

It is true that the clear communication of the facts of a situation may sometimes reduce the need for persuasion. However, in most cases a speaker must overcome apathy and be persuasive in order to get action.

Persuasion will no doubt foster progress, advocate new ideas, new programs, and new forms of co-operation. It will influence others to accept responsibility and convert disbelief into action.

There are three kinds of persuasive speeches. To convince, to actuate and to inspire. Let us have a look at these three areas of persuasion.

Speaking to Convince

The speaker wants the audience to accept, approve, or at least recognise an idea, procedure or solution to a problem. This type of speech is often given to influence public opinion. It must of course be interesting. Adequate evidence and logical methods of argument must be used accompanied by the attraction that arouses desire and belief.

Speaking to Actuate

Each speech seeks a specific action. There is a desire created and the listener encouraged to act. The audience goes out and buys what is offered or does what it is encouraged to do.

Speaking to Inspire

This speech is mainly to stir the emotion. It stimulates and impresses. It will create or maintain goodwill.

When persuasion is used, the audience must believe that the statements made are true. The evidence is presented clearly by use of argument which starts from known facts and travels the path of reason to a conclusion.

Therefore, successful persuasion demands sound reasoning. The moment facts are used they must be interpreted which is in turn, reasoning.

In the presentation of the gospel we are of course interested in persuasion. We must inspire, convince and actuate our audiences. As we take the Gospel Commission to all the world, Public Speaking becomes more essential as a medium. Whether we use the methods outlined to improve our Public Speaking, is up to us personally. We have encouraged you to be careful about posture, breathing and resonance. You can overcome nervousness if you will. But this can only be done by preparation.

Take every opportunity for speaking that you can, and prepare illustrations that will enhance your presentation. Persuade your audience on your topic and reveal a love for them. Your Public Speaking will become a pleasure to you and a pleasure to listen to.

3A BIBLICAL BASIS

The 'Spiritual Gifts Inventory' has been developed for the use of those facilitating personal ministries, both professional and lay person, within churches and schools. It functions descriptively, allowing persons to discover which of the gifts are more likely to be present, a conclusion that can be confirmed or denied by further investigation and experimentation.

The 'Spiritual Gifts Inventory' is only useful to those who have made a specific spiritual commitment, for it purports to measure probabilities in Christian, not secular, service.

Definitions and New Testament Precedents

It is assumed that those who rank at the high end of each scale should demonstrate the characteristics outlined in the technical definitions we have developed on the basis of New Testament precedents as outlined below. The first reference cited contains the gift's New Testament identification. (In some cases the definitions printed in 'Discovering your Spiritual Gifts' are less detailed to facilitate general interest and understanding).

1. Administration

One with this gift is able to establish objectives and direct affairs for the larger geographic units of the Lord's work; to promote unity and enthusiasm; and cheerfully to accept responsibility for decisions made (1 Corinthians 12:28; Mark 10:35-45; Luke 14:28-30; Acts 27:11; 1 Timothy 3:1-13; Hebrews 13:7-24).

2. Apostleship

One with this gift is able to raise up and organise congregations; to ordain their leadership; and to define and defend the faith (1 Corinthians 12:28; Matthew 10:16; John 17:18; Acts 2:42; 4:37; 5:1,2; 6:6; 9:26-30; 13:1-4; 15:1-35; 16:4; 18:11; Romans 3:2; 15:20).

3. Discernment

One with this gift is able to identify motives in people's actions; the primary source of motivation - the Lord or Satan; and the genuineness of appeals made to the church family (1 Corinthians 12:8-10; 2:14; 6:5; Ezekiel 44:23; Acts 13:6-12; 16:16-18; Hebrews 5:14; 1 John 4:1-6).

4. Evangelism

One with this gift is able regularly and without difficulty to lead people to surrender their lives to the claims of Jesus Christ and to join in fellowship with the church (Ephesians 4:11; Matthew 24:14; Luke 9:60; Acts 5:42; 8:12,35; 14:21; 17:2,3; Galatians 1:16; Ephesians 2:8; 3:8-10; Revelation 14:6)

5. Exhortation

One with this gift is able to express comfort to the hurting, problem-resolving advice to the troubled, and to present encouragement and admonition to walk in the ways of the Lord (Romans 12:8; Matthew 5:4; Luke 22:32; Acts 9:31; 15:1-30; Romans 15:4; 2 Corinthians 7:6,7; 1 Thessalonians 2:11, 12; 5:14; Titus 1:9)

6. Faith

One with this gift has an unwavering confidence in the promises and providences of God and will move ahead implementing plans for His Kingdom, even when the way is not clear (1 Corinthians 12:9; Matthew 17:20; Mark 11:22; Luke 18:8; Romans 14:23; 1 Corinthians 13:2; Galatians 5:6; Hebrews 11; 1 John 5:4).

7. Giving

One with this gift gives consistently, generously, and spontaneously to those who need help (Romans 12:8; Luke 3:11; 19:8; 21:1-3; Acts 4:36; 5:11; Romans 1:11; 1 Corinthians 13:3; 2 Corinthians 9:1-11)

8. Helps

One with this gift consistently and happily gives assistance to any who need assistance (1 Corinthians 12:28; Matthew 25:31-46; Luke 8:2,3; Acts 6:2-4; 13:5; 20:35; Romans 16:1,2; 2 Corinthians 9:12, 13; 1 Thessalonians 5:14; Hebrews 6:10)

Administration and Human Relations cont.

9. Hospitality

One with this gift reaches out to offer friendship, food, and/or shelter to those who need such assistance (1 Peter 4:9, 10; Matthew 25:35; 1 Timothy 3:2; Titus 1:8; Hebrews 13:2; 3 John 8).

10. Intercession

One with this gift prays regularly and at some length for the specific needs of others (1 Timothy 2:1; Exodus 32:32; Isaiah 59:16; John 17:1-26; Acts 12:5-17; Romans 9:3; Ephesians 6:18-20).

11. Knowledge

One with this gift is comfortable discovering the Bible's teachings - especially as they relate to the plan of salvation - and answering Bible questions (1 Corinthians 12:8; Hosea 4:6; Luke 11:52; Romans 15:14; 1 Corinthians 8:1,7,8; 13:2; 2 Corinthians 4:6; Ephesians 3:19; Philippians 3:8; Hebrews 10:26; 1 John 3:18-20; 2 Peter 2:21).

12. Leadership

One with this gift is able to develop and model local congregational programs of nurture and outreach; to deal with personal problems equitably; and to show insights that resolve organisational challenges (Romans 12:8; Matthew 20:25-28; 1 Thessalonians 5:12; 1 Timothy 3:2-5; James 5:14)

13. Martyrdom

One with this gift is willing to lay down his/her life willingly, without fear, in order to promote the kingdom of God (1 Corinthians 13:3; Daniel 3:1-30; John 1:7; Acts 6:15; 7:55,60; 26:22; 2 Timothy 4:6; Hebrews 6:8; Revelation 12:11).

14. Mercy

One with this gift has a highly developed sense of compassion and willingly ministers to those in need, including those considered "outcasts" by society (Romans 12:8; Proverbs 14:21; Matthew 9:27; Luke 10:30-37; James 2:13-16).

15. Mission Service

One with this gift can leave friends and family to work in a foreign country, willingly adapting to a new culture in order to share the gospel (Ephesians 3:6-8; Acts 13:1,2; 18:1,11; Galatians 2:9, 11-14).

16. Pastoring

One with this gift is committed to the tender nurture of a congregation through preaching, home visitation, and one-to-one contacts (Ephesians 4:11; John 21:16; Acts 20:28,29; 1 Timothy 2:18; 4:13-16; Titus 1:9; 1 Peter 5:1-3).

17. Prophecy

One with this gift is able to speak for God to comfort and encourage the inquiring, the troubled, and the hurting; and to give instruction regarding the Christian's life and responsibilities (Romans 12:6; Joel 2:28; Acts 2:17; 11:27,28; 13:1; 21:9; 1 Corinthians 14:1-4,29; 1 John 4:1;).

18. Teaching

One with this gift presents and applies biblical teachings and principles in any of a wide variety of teaching settings (Romans 12:7; 15:4; Matthew 28:20; John 7:17; Acts 18:1-11; 19:10; Colossians 1:28; 1 Timothy 4:16; 2 Timothy 3:16; 2 John 9).

19. Wisdom

One with this gift is perceptive in giving practical counsel to individuals or groups, foreseeing the probable, practical outcome of counselled courses of action (1 Corinthians 12:8; 6:5; Deuteronomy 34:9; Luke 2:46,47; Acts 6:3; 2 Timothy 3:15; James 3:13,17).

3B SPIRITUAL GIFTS INVENTORY

Each of the questions on the following pages is designed to evaluate a specific spiritual gift.

Read each question thoughtfully, then circle the number that indicates the DEGREE to which the statement is TRUE or FALSE in your life.

It is important that you circle a number for every question.

If it is always, or completely false, circle 1.

If it is usually or mostly false, circle 2.

If it is occasionally or partially true or false, circle 3.

If it is usually or mostly true, circle 4

If it is always or completely true, circle 5

If this evaluation is really to benefit you, you will need to be absolutely honest in every response! When you have answered all the questions follow the instructions printed at that point, and you will be able to evaluate the results of this inquiry yourself. Do NOT read ahead, however; take just one page at a time.

One final note before you begin. This investigation into your spiritual gifts will evaluate your past and present experiences more than your hopes and desires for the future. For this reason it will speak more intimately to those who have been members of the Lord's family for some months or more, than to those who are recently "new born" in Jesus. So if you have only recently accepted the Lord, try to think of the questions in anticipation rather than what you have already experienced.

-Taken from 'Spiritual Gifts Inventory'

Roy Naden and Robert J. Cruise.

Administration and Human Relations cont.

	False			True	
1. I feel very comfortable directing activities involving people.	1	2	3	4	5
2. I have been called directly by God to hold a highly responsible position of leadership among God's people.	1	2	3	4	5
3. I can discern the motives of most people	1	2	3	4	5
4. I find it easy to ask someone to make a decision for Jesus.	1	2	3	4	5
5. When someone is hurting I am able to say something that genuinely comforts.	1	2	3	4	5
6. Even when God's will is not clear to me I still step out in faith	1	2	3	4	5
7. In an appeal for a worthy cause I'm among the first to give.	1	2	3	4	5
8. I prefer to busy myself "behind the scenes" at a social gathering.	1	2	3	4	5
9. I enjoy helping people by having them home for meals.	1	2	3	4	5
10. Most of my "prayer time" is spent dealing with the needs of others.	1	2	3	4	5
11. Salvation by faith alone is a truth I clearly understand.	1	2	3	4	5
12. When faced with a complex problem I am able to identify the key factors that will lead to a solution.	1	2	3	4	5
13. I would have felt it totally worthwhile to be one of the five missionaries killed taking the gospel to the Auca Indians.	1	2	3	4	5
14. Helping society's outcasts, like drunks and addicts, would or does bring me great satisfaction.	1	2	3	4	5
15. Living in rather primitive circumstances in a foreign country would not worry me as long as I could share the gospel.	1	2	3	4	5
16. I'm excited about visiting church members in their homes on a regular basis.	1	2	3	4	5
17. People in trouble are encouraged when I talk with them.	1	2	3	4	5
18. I feel very much at home leading out in any Bible teaching setting.	1	2	3	4	5
19. If someone is emotionally upset I can explain why they are upset and what they should do.	1	2	3	4	5

	False			True	
20. There is a good spirit of unity and enthusiasm when I'm in charge.	1	2	3	4	5
21. I'm usually consulted when matters of doctrine are being discussed.	1	2	3	4	5
22. I can tell whether a person is being influenced more by the Lord or by Satan.	1	2	3	4	5
23. Regularly I have the privilege of leading souls to Jesus.	1	2	3	4	5
24. I am often asked to help those in trouble resolve their problems.	1	2	3	4	5
25. I have complete faith the Lord will work out every problem that comes my way.	1	2	3	4	5
26. I keep my purchases to a real minimum when appeals are made for others.	1	2	3	4	5
27. When asked to help, even if I'm busy, I try to help.	1	2	3	4	5
28. I always make it a point to greet strangers and when it's appropriate I invite them home.	1	2	3	4	5
29. People in need regularly come to my mind, and I take their needs to God in prayer.	1	2	3	4	5
30. With the help of appropriate study materials I can find what God's Word teaches on most topics.	1	2	3	4	5
31. I resolve "people" or relational problems in ways that make those affected satisfied.	1	2	3	4	5
32. The idea of dying for my faith does not frighten me.	1	2	3	4	5
33. I am extremely sensitive to the needs of the handicapped and enjoy talking with them and offering my help.	1	2	3	4	5
34. I could cope with separation from loved ones in order to share the gospel in a foreign land.	1	2	3	4	5
35. It does, or I believe it would, bring great satisfaction to occupy the same pulpit each week of the year.	1	2	3	4	5
36. People often tell me, "God used you. You dealt exactly with my need."	1	2	3	4	5
37. I can prepare a logical class outline for a Bible Class.	1	2	3	4	5
38. I know when to take an uncompromising stand, and when to take a middle course between alternate positions.	1	2	3	4	5

		False			True	
39.	I'm happy to accept the loneliness that comes with leadership.	1	2	3	4	5
40.	When leaders are being chosen my opinions are normally sought.	1	2	3	4	5
41.	If someone came and asked me for money, I would know if the person really needed help or was a fraud.	1	2	3	4	5
42.	People under conviction seek me out and ask how they should surrender their lives to Jesus.	1	2	3	4	5
43.	People in need of good advice ask me for it.	1	2	3	4	5
44.	I take God's promises at face value and believe them even if the fulfillment seems impossible.	1	2	3	4	5
45.	If I totaled my personal and church contributions they would probably equal a fifth or more of my income.	1	2	3	4	5
46.	If a church or community leader asked me to do a menial task like sweeping a sidewalk, I'd be delighted to do it.	1	2	3	4	5
47.	There are often a good number of people at our home for lunch after church service.	1	2	3	4	5
48.	I have a long and growing list of people whom I remember in prayer.	1	2	3	4	5
49.	I am perfectly at ease answering anyone's Bible questions.	1	2	3	4	5
50.	I have the ability to develop progressive programs and see them through to a successful conclusion.	1	2	3	4	5
51.	If a civil court sentenced me to death for preaching the gospel, I'd be content to die for the Lord.	1	2	3	4	5
52.	I'd be very willing to help a shoddily dressed drunk across a busy intersection.	1	2	3	4	5
53.	I could happily adapt to the culture of another country if called to minister there.	1	2	3	4	5
54.	I see myself as a "shepherd" in my church with a total dedication to the welfare of all the "sheep".	1	2	3	4	5
55.	God uses me to lift the spirits of the discouraged.	1	2	3	4	5
56.	Bible teachings come quickly to mind when I deal with a problem.	1	2	3	4	5
57.	I can predict with unusual accuracy the long term results of decisions.	1	2	3	4	5

How to Evaluate your Responses.

Check back and make sure you have circled a number for every one of the 57 questions.

On the next page you will find 57 spaces. Note the number you circled for question 1, and write that number in the first space. Note the number you circled for question 2, and write that number in the second space, and so on until you have placed a number in each of the 57 squares.

Then add the numbers from left to right. That is, add together the number in square 1, plus the number in square 20, plus the number in square 39. Write the total in the square headed TOTAL, as illustrated.

When all the scores are totalled, scan down the list and circle the highest scores. There will probably be a cluster or from two to four that are quite close together.

Think for a moment about the gifts you have just circled - the ones with the highest scores. Which one would you like to consider FIRST for further study and experimentation? Place a check beside that gift on the score sheet attached.

For example:

4	5	4	13	Wisdom	✓
---	---	---	----	--------	---

Now write the names of the gifts with the highest scores on the blank lines provided hereunder, and you will have a permanent record of this initial investigation of your personal spiritual gifts.

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

Also add below any gifts you thought you had, even if the scores were not among the highest. These need further consideration along with those listed above.

5. _____
6. _____

You have just taken an important step in discovering your spiritual gifts. But a test can only indicate areas of high probability. It does not mean for certain that these are your gifts. You now need to go further to confirm what gifts God has given you for use in His service. These would include such important activities as daily prayer, a study of the New Testament chapters dealing with spiritual gifts, and prayerful experimentation with the gifts that show the greatest promise. Hopefully, under the guidance of the Holy Spirit, you will do all this and more.

Administration and Human Relations cont.

The data from over 2,000 Christians whose responses have been analysed suggests that any score below 9 represents such a low probability of giftedness in any area that it ought not to be considered positively at this time.

Example:

Score 1 Score 2 Score 3 Total GIFT

$$3 + 4 + 2 = 9$$

1	20	39		Administration
2	21	40		Apostleship
3	22	41		Discernment
4	23	42		Evangelism
5	24	43		Exhortation
6	25	44		Faith
7	26	45		Giving
8	27	46		Helps
9	28	47		Hospitality
10	29	48		Intercession
11	30	49		Knowledge
12	31	50		Leadership
13	32	51		Martyrdom
14	33	52		Mercy
15	34	53		Missionary
16	35	54		Pastoring
17	36	55		Prophecy
18	37	56		Teaching
19	38	57		Wisdom

CAMPING

1A WINTER/COLD WEATHER CAMPING

Pain is often only a severe discomfort to be endured, but cold can be a killer. Cold is not only associated with a lowering of body temperature but also with a reduction of will-power. The suffering it causes, and the limitations it imposes on action, numbs the mind and numbs the will. Consequently it is most important for the camper to isolate himself from the cold and to keep warm, not only to conserve body heat but also to preserve his all important will-power.

Nobody thinks of a temperature of 10°C as dangerous - it gets as low as that in Sydney and Melbourne, often much lower, on a winter's night. But associate that temperature with a wind velocity of 50km/hr and it will produce the same heat loss from bare skin as a still air temperature of -2°C, and that's freezing. This is known as the chill factor and the heat loss in still air at different wind velocities is as follows:

0Km/h	10°C
18Km/h	4.5°C
32Km/h	0°C
50Km/h	-2°C
65Km/h	-3°C

The New Zealand Mountain Safety Council has found that wet skin loses heat 20 times faster than dry skin. Add rain, snow, even fog to wind and low temperature, and an ill-equipped person in the open is in real danger.

When selecting a campsite for cold weather camping, select a position that is sheltered from the wind. Wear woollen clothing as wool maintains warmth even when wet. Research in New Zealand, the United States and Australia agrees that clothing must be multi-layer. The clothing recommended is a fish-net singlet next to the skin, then a light closely woven skivvy. An additional skivvy in very cold conditions - a woollen turtle-neck pullover and woollen socks and woollen trousers - a Japara, parka or oil-skin is a must against the wind and wet. With ordinary dress, the main areas of heat loss are the face, neck and hands. Therefore a balaclava and mittens are essential.

Ensure that your tent has a good fly. A tent fly will protect inner tent from moisture and ice. For camping in snow, carrying a lightweight folding snow shovel might be better than a tent. It weighs less than a tent and enables your party to build an igloo in about 1½ hours. An igloo is much better protection in bad weather than a tent.

Hypothermia

This results from the lowering of body temperature to a dangerous level. Causes may include prolonged immersion in cold water or prolonged exposure in cold weather. The patient feels cold and begins to shiver. The shivering becomes intense and uncontrollable. The shivering decreases, the muscles stiffen and movement becomes erratic. Exposed skin may turn blue. The patient's thinking becomes fuzzy, and he then becomes irrational and goes

into a stupor. The patient becomes deathly cold to touch, his pulse becomes slow, weak or even imperceptible. His breathing is slow and shallow.

Further heat loss must be prevented. The body must be warmed gradually and the circulation of the blood improved. Wrap the patient in warm blankets or clothing. If he is conscious, give him warm drinks. Don't heat him too rapidly as this may dilate his superficial blood vessels suddenly, taking blood away from the deep tissues and vital organs. If this occurs, he may die, as the body temperature and blood pressure declines to a fatal level.

Frost Bite

This commonly occurs on the ears, nose, chin, fingers or toes if they are exposed for a long time to cold winds. The skin may go greyish-white and the affected part become numb. Severe cases left untreated may result in gangrene.

Get the patient to shelter. Keep him warm. Give him warm drinks. Remove gloves, rings, boots or anything else that might restrict circulation. Thaw the affected part. Frost bitten fingers may be warmed under clothing in armpits. Frost bitten toes may be warmed against another body, or in a blanket or sleeping bag. Don't rub the affected part. Don't apply direct heat to it. Never forcibly remove frozen shoes or mittens. Don't try to thaw a frozen part by exercise.

B. HIKING CAMP

When planning a back packing expedition and considering the hiking route, thought must be given to exit routes. These are routes that will be taken in the event of an emergency i.e. to get someone out as quickly as possible in the event of an accident. It may be that the best exit route is back along the route you are following to the starting point, or on to your destination. Sometimes it is a different route altogether. For each point along the proposed hiking route an exit route should be planned and known to the camp leader.

It is vitally important to take proper care of your feet on a hiking trip. A small blister can rub away and become a raw spot, and you will be immobilised and your progress both painful and slow. The best cure for blisters is to prevent them. There are several things that can be done to help prevent blisters. Ensure that you have a good fitting, non rubbing, sturdy pair of boots. Wear two pairs of socks. An inner nylon pair that will cling to your feet and will tolerate slip, and an outer pair of woollen socks to give padding and warmth. If blisters do occur on a back packing expedition, they are a real problem. Normal treatment for a blister is not to burst it, and to remove the source of irritation, but on a hike the irritation cannot always be removed, so the best treatment is to burst the blister and absorb the fluid with sterile absorbent gauze. After it has stopped weeping, apply antiseptic powder and cover with padded elastoplast.

Twisted ankles are a common ailment in rocky country. If the twist is not too severe, the best thing is to keep on the move, gradually getting the ankle into working order through exercise. If the twist is severe, sufficient to make the walker completely immobile, alternate bathing with very hot and cold water will stimulate the blood flow and give the patient some relief. After this treatment, apply a tight bandage and the patient should be able to limp along.

When walking along river courses it is not advisable to remove your boots. Most river beds are stoney, and frequently the stones are sharp or slippery, resulting in injury to the feet. Water will not damage your boots, but drying them out by the fire later will. Never, never, put your boots by the fire to dry. Far better to leave them wet. When you try to dry your boots out by a fire you also dry out the natural oils in the leather, and your boots become stiff and hard.

For safety reasons the expedition size is also critical. No expedition should commence without a minimum of four persons. This is because if one person becomes injured, there is one person to stay with the injured one and two persons to go for help. No expedition should have more than 8 to 10 people. With more than this the group becomes too big and spread out, increasing the possibility of losing someone. The group must stay together. The progression of the group is governed by the slowest person. It is an idea to have the slowest person lead to stop the group from spreading out.

For back packing, you can take as much gear as you want, but there is one stipulation - whatever you take, YOU have to carry. Take only the essential equipment. A tent can be divided up between two or three people. All waste material, other than what is bio-degradeable or burnable must be carried out when you leave. Tins and glass should never be taken on a back pack camp.

C. WATER CAMP

Experience, in the first analysis, is the only way to learn canoeing. The first kilometer will teach you more than a volume of literature on the subject. However, canoe camping is quite another thing, and a brief discussion of the fundamentals before you go, could help to smooth the way.

Though you may feel that you are not confined to a minimum weight like the back packer, don't forget that you may have to portage - which means carry the canoe, paddles and all the gear through the bush to the next available put-in point. So get organised! Go as lightly and conveniently as possible. Water in the canoe, insects and rain are very common realities on a canoe trip.

When you pack your gear for a canoe trip, it must be packed in water tight containers or sealed in plastic bags. Before you launch out, pack your gear into the canoe and be sure that it is well balanced so that the craft doesn't list. The lower the weight in the canoe, the better the stability.

A conservative daily stint for a canoe trip is up to 20km per day. On streams without portages, one might cover 30 to 40 kms depending upon the current. It is always best to allow a generous leeway because of unforeseen difficulties and bad weather.

A cardinal rule in lake country is to get off the water at the very first warning of a storm. It is definitely dangerous to be caught in wind-lashed waters, even if you are a pro. On river and stream trips an equally firm rule is: NEVER take a stretch of white water without knowing exactly what you are in for. If you don't know the stream, get out and walk along the shore: study out your route and then ride through it. If there is any doubt at all, portage. In most stream travel, your route is predetermined, so the map is more of a pleasure than a necessity. But in real back country, NEVER be caught without a map and compass. Countless islands have a strange way of looking alike, and portage trails disappear right before your eyes.

As a pre-requisite for a canoe trip, each canoeist must be able to swim. 46

3A

CAMP FURNITURE

One of the first needs in Pioneering is the ability to join poles or sticks. The only method available to the pioneer is by the use of lashings. This requirement is designed to instruct candidates in the principles of lashings as well as give ideas for camp furniture that can be made from lashings.

Descriptions of how to tie the basic knots and lashings are adequately covered in the Junior Teacher's Resource Manual. The knots and lashings that need to be known for this requirement are: Two Half-Hitches (pg 121), Clove Hitch (pg 122), Timber Hitch (pg 214), Taut Line Hitch (pg 214), Square Lashing (pg 214), Diagonal Lashing (pg 215), Sheer Lashing (pg 215), Continuous Lashing (pg 215), and Figure Eight Lashing which is a variation of the Sheer Lashing but lashes three poles. Figure Eight lashing is used for binding three poles together for a tripod etc.,

The only restriction to the manufacture of camp furniture from knots and lashings is the extent of one's imagination. Following are some examples of camp furniture with a brief description of how to construct them.

Camp Table - See Fig. 1

The camp table consists of only two types of lashings - the square lashing and the continuous lashing. Two "A" shaped frames are lashed together using three square lashings. These, when stood up and frapped together at the top, form the sides of the table. Following this the table seats can be lashed into place. For added strength the seats can rest upon the cross members of the "A" frame and are lashed to the uprights with a square lashing. Next the table supports can be lashed together using square lashings and the table top can be added using continuous lashings. The table is now complete.

Step Ladder - See Fig. 2

The step ladder consists of square and diagonal lashings and the clove hitch. Two pairs of uprights are lashed about 15 to 20 cms from the top with a diagonal lashing. These are then stood upright and the steps and the back horizontal brace are attached using square lashings. The diagonal brace is attached using diagonal lashing. The steps are attached when the ladder is vertical to ensure the correct spacing and tension is applied to each lashing. The guy ropes are attached with a clove hitch.

Rotary Clothes Line - See Fig. 3

The clothes line consists of diagonal lashings and clove hitches. A 3 metre pole is buried in a hole so that about 2.4 metres is sticking out of the ground. Three triangles are prepared so that the sides of each consecutive triangle are slightly longer than the one before. The triangles are lashed together using diagonal lashings. As the triangles are made they are placed over the top of the pole. A jam tin of enough size to fit on top of the pole is selected and three holes the size of your rope are made. A rope is then threaded through each of the holes and an overhand knot is tied in the end of the rope to stop it from pulling through the holes. Starting with the smallest triangle, each corner of the triangle is secured to the rope with a clove hitch. The rope then continues onto the second and third triangles which are secured in the same way. Once the triangles are connected, the tin is then lifted and placed on top of the pole.

Kitchen Tidy/Washing & Drainage Bench - See Fig. 4

This consists of square, diagonal and continuous lashings. Three poles are driven into the ground about 25 to 30 cms in a triangle configuration close enough together to support a garbage bag. These poles are braced on two sides with diagonal cross pieces, secured with diagonal lashings. On the third side a horizontal piece is secured with square lashing. Two additional poles are driven into the ground 1.5 metres from the triangle and the cross piece secured with square lashing. The foundation for the draining rack and sink can be lashed with square lashing to the horizontal braces. The drainage rack can be on either side or both sides of the sink and is secured with continuous lashing.

Also attached are diagrams of other camp objects and construction projects that can be made with knots and lashings.

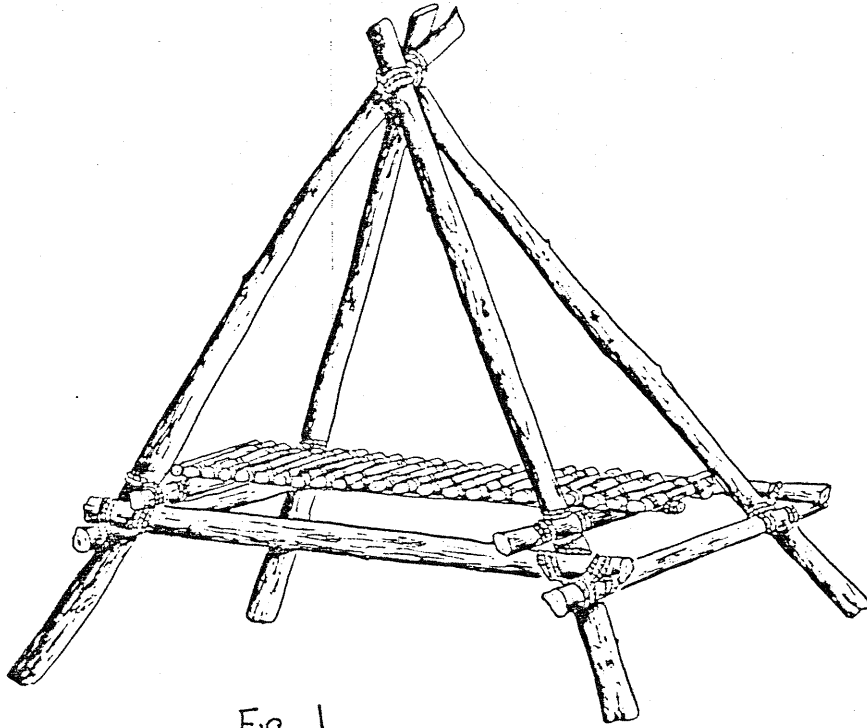


Fig. 1

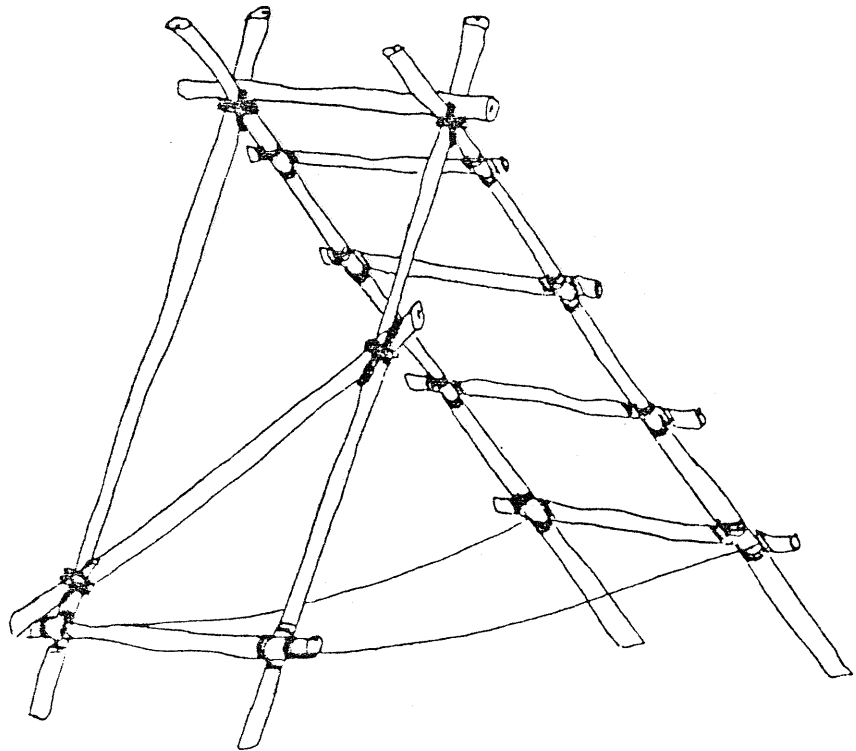


Fig. 2

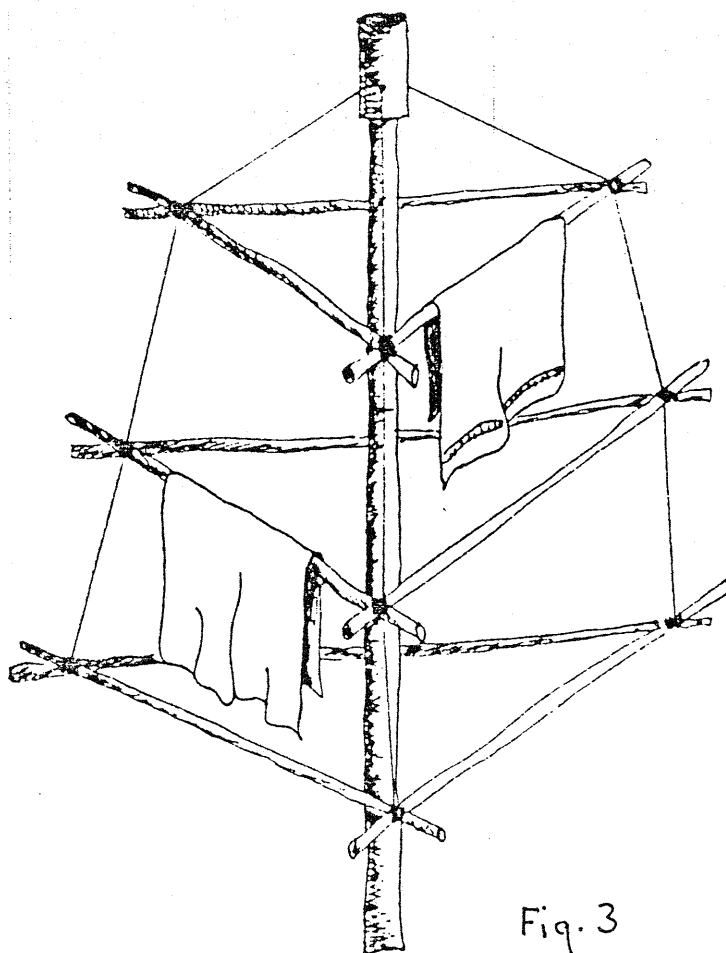


Fig. 3

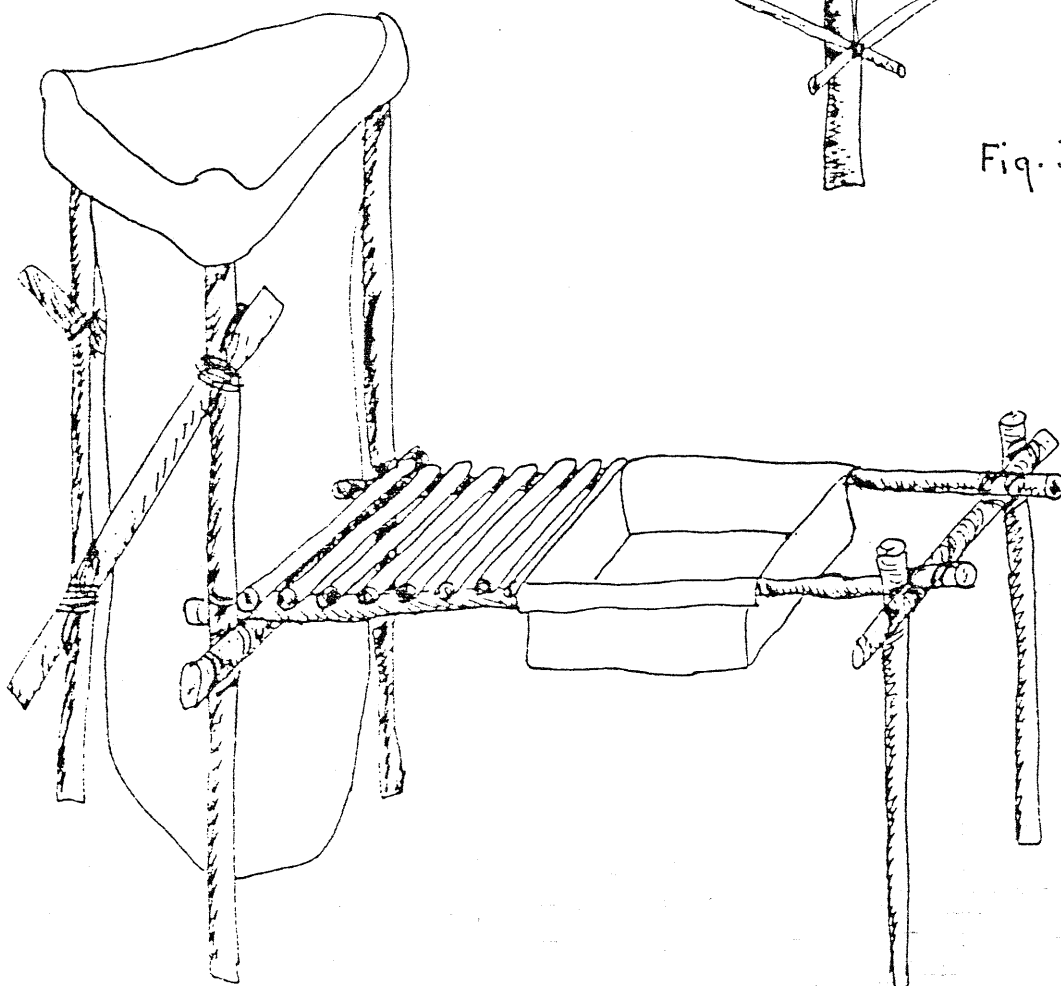
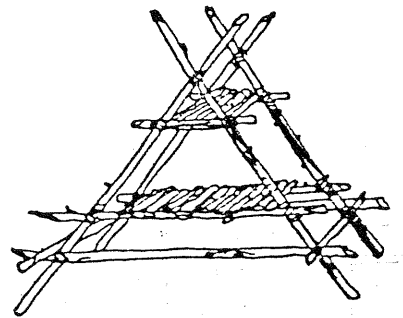
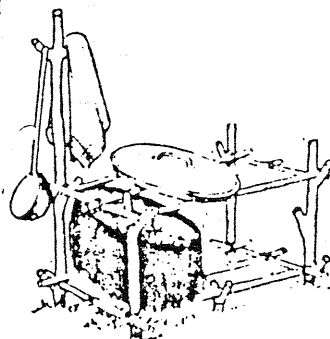
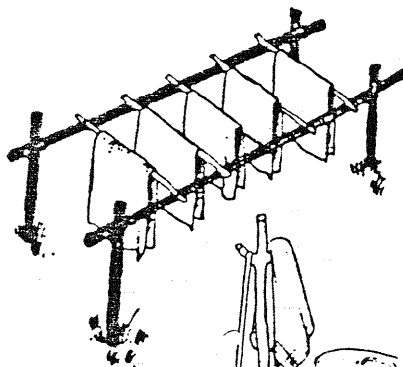
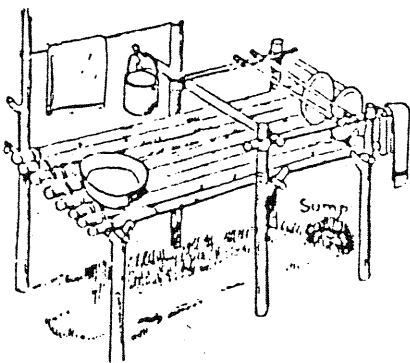
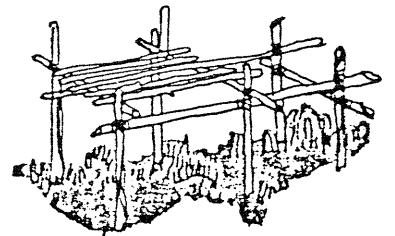
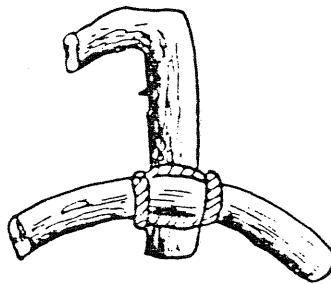
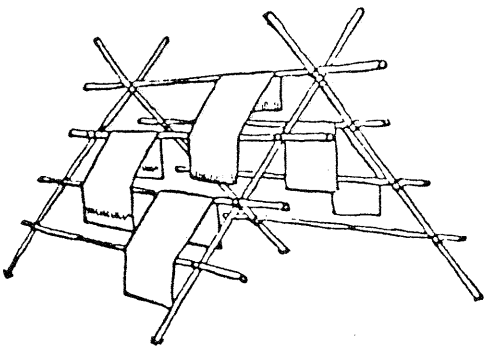
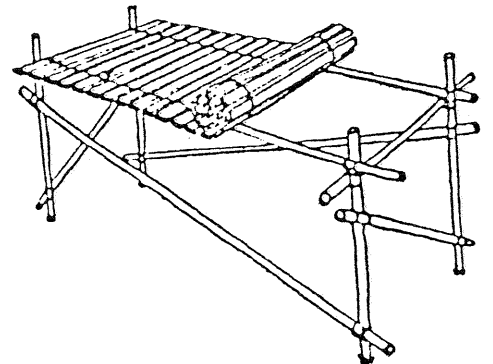
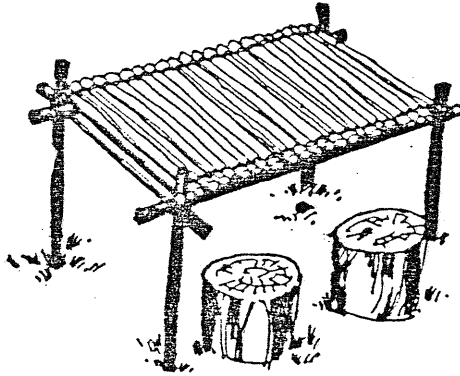
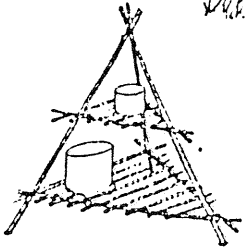
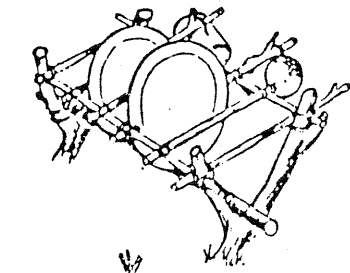
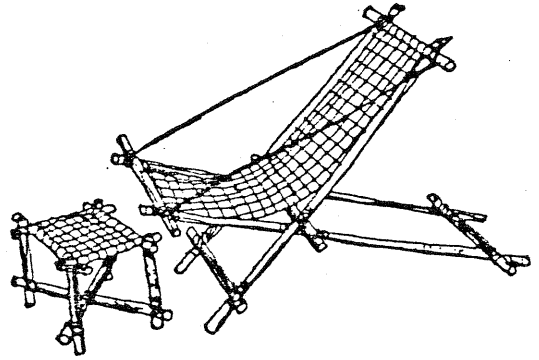
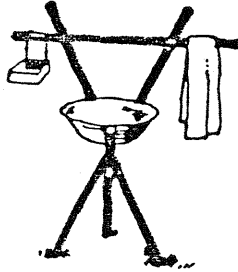
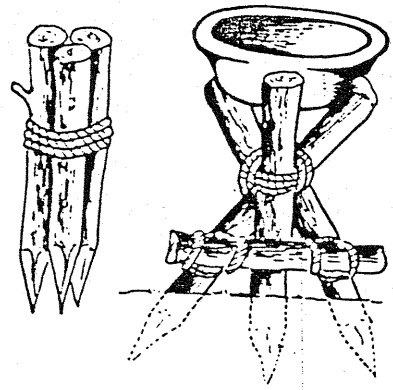
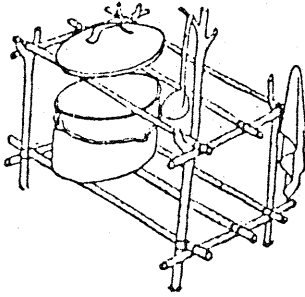
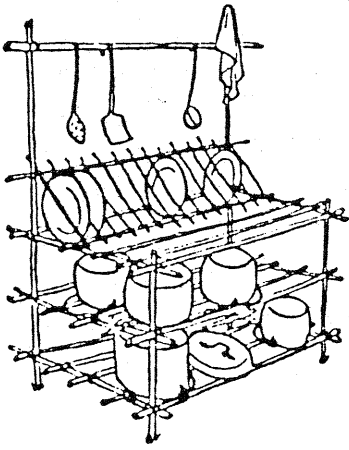


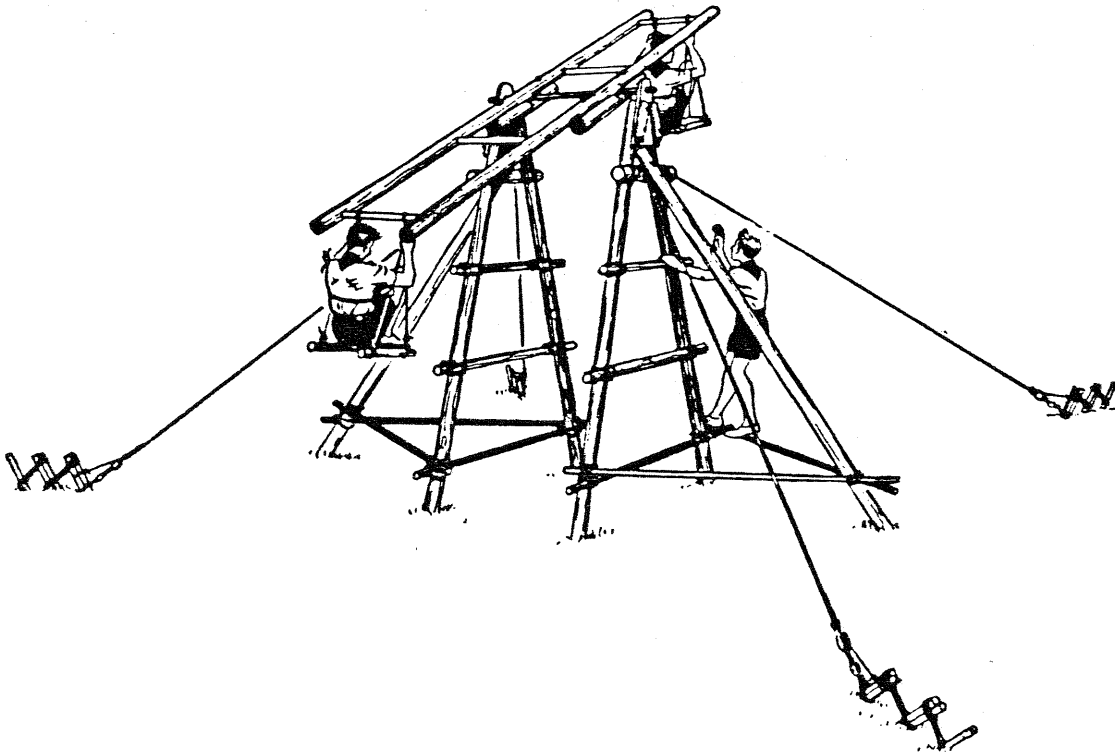
Fig. 4



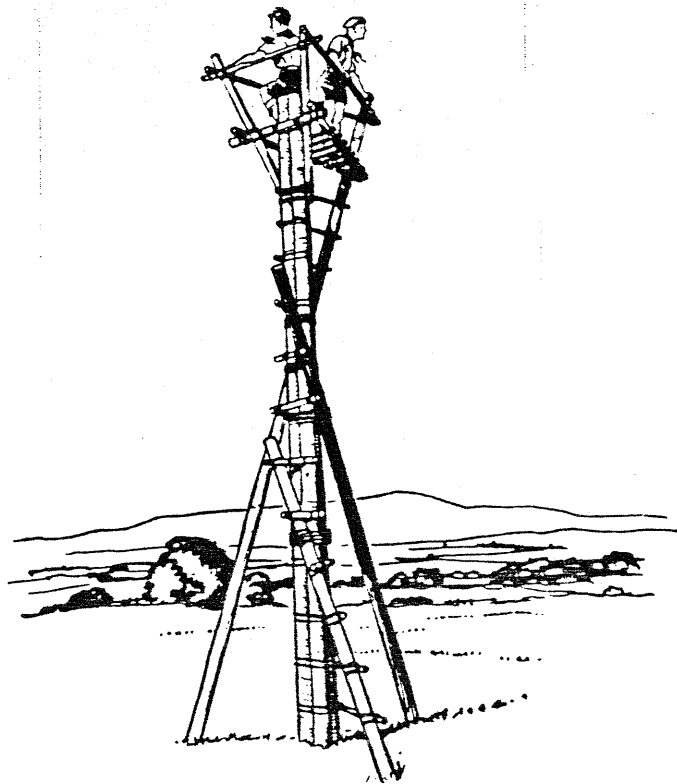
3B

Incident Course

All activities selected for an incident course should test and develop our Pathfinders in one or more of the following areas: physical strength, flexibility, balance, judgment, agility, durability, co-operation and reliance. The activities of incident courses can range from simply climbing a rope, or rope ladder or scaling a wall, to balancing on a balance bar or tight rope to more complex group activities like the Uranium drum (explained later). Water activities can also be included in incident courses. Following are some examples of the type of activities that can be used for incident courses. These activities can be modified and adapted to various situations as your imagination sees fit.



At the start you should understand that this is an advanced project and the quality of the equipment used must be first rate. There is quite a lot of strain when the project is in use but if the equipment is good there is no particular problem in regard to construction. It is a very attractive thing to use and could be a fund raiser for you on an open day or at a fair. The diagram shows a metal bearing and a strong metal rod: this is far safer and it is recommended that you always use one of these. If you can get a number of metal rods then you are strongly recommended to use them for all the crossmembers of the arm. The anchorages for the side supports must be very firmly guyed and this is one case where the stakes need to be very, very strongly embedded. Otherwise the diagram is fairly self-explanatory. The suggested height is four to five Metres.

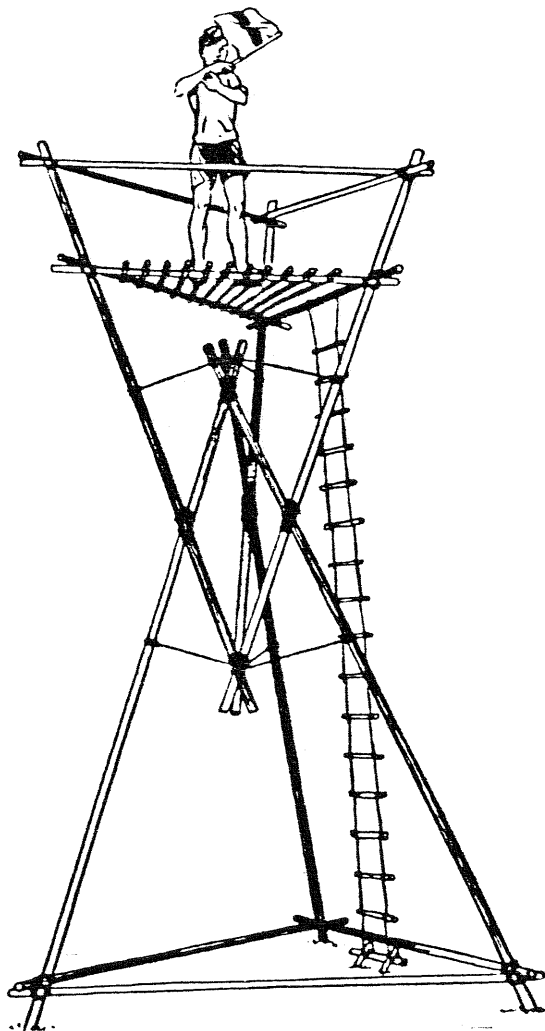


This interesting looking construction can be built without the use of any guy ropes at all. It doesn't need very much explanation but the centre spars must be very solid and they must be let into the ground so that there is no chance of side slip. Of course you will build it on the ground and then erect it after completion. The hard part, but really it is only a matter of correct measurement and care, is to make sure that when you put it up the platform is parallel to the ground. A good height for this tower is 6 Metres.

From the drawing you will see that this tower is constructed from two similar three sided pyramids which are lashed together and held in place by short guy ropes. There is very little to say about the building of it but it would be much easier to construct the two towers quite separately and to build them with the longest sides on the ground and join them together as shown and pull it erect using long guy ropes for the purpose.

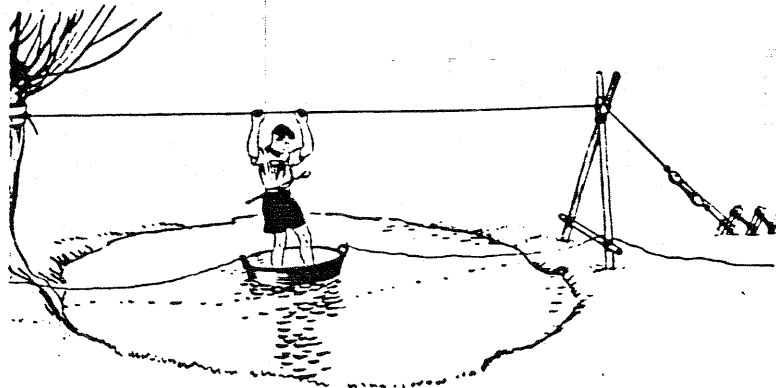
There are several small points that you will need to note. The first is that figure of eight lashing ought to be used where the three spars meet on each pyramid. Also you need to sink the butts of the base pyramid three or four inches to give it a secure footing. And finally, make sure that the rope ladder is in place before erecting the structure as you will find it very difficult to attach it afterwards. This type of structure can well be built inside and could be used on a display night or open night for your club. Its possible uses: as a signalling tower, for nature spotting and certainly for anyone interested in nature photography or aerial photography.

Suggested height of the tower is 4 Metres to the platform.



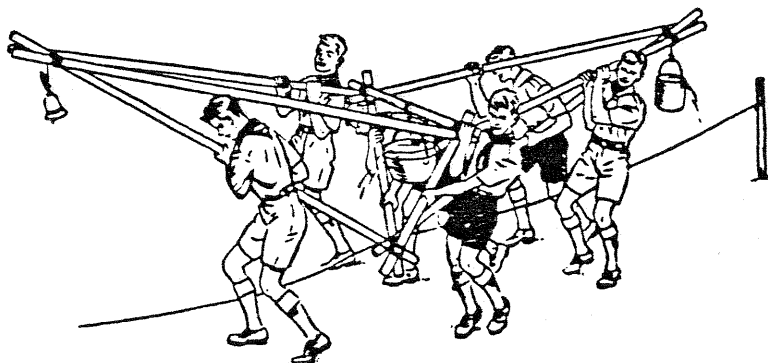
GOLDEN SCEPTRE

The golden sceptre must be transported carefully across the pool by each member of the unit. The rope may only be touched by your hands. The boat (?) by your feet. The Golden Sceptre is precious and must be carried on your person and not in the boat, and definitely must not get wet.



THE SECRET WEAPON

Before you lies a very secret weapon which is ready for testing. It is highly dangerous. You must move it with utmost care as sound vibrations affect it. It is essential that you make no noise. Move the weapon to the testing field along the line indicated by the trail. The weapon must not be tampered with or altered. Liquid in container is radio-active and must not be spilt.



SABOTAGE!

You are a member of a select commando unit. A cable crossing a river must be sabotaged by burning it through the middle. Enemy patrols pass every 20 minutes.