

THE ACTIVITY BASED PATHFINDER PROGRAM

MANUAL

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BACKGROUND

Pathfinders has continued to be the main ministry program for young people aged between 10 -15 in the Seventh-day Adventist Church and has provided positive memories for thousands of people right throughout the world.

To keep the Pathfinder program relevant and interesting to young people who live in a world that is constantly changing, a group of youth specialists and educators were commissioned by the South Pacific Division to devise a new approach to the Pathfinder curriculum.

They believed that -

1. Pathfinders enjoy doing things when they are involved and when it is fun!
2. Pathfinders really learn by doing.
3. Pathfinders enjoy learning when they can see that it is important to them.
4. Pathfinders are very interested in God, provided He is presented to them in the right way.
5. The majority of Pathfinders want to give themselves to God and follow Him.

Years of discussion and hard work have resulted in the program that you have before you, a program that seeks to keep Pathfinders on the 'cutting edge' of where young people are at!

This program is called the Activities- based Pathfinder Program because that's just what it is!

This Manual is the first Revision of the Program. You will notice that we have tried to simplify the Manual to make it easier for you to understand how this Program works. Plus we have changed the design and layout to make it more affordable for everybody.

There are now more than 400 Pursuits on the CD (which has also been revised) for you to choose from.

A huge thanks to the many who have made this dream a reality, especially to Lanelle Cobbin who has lived and breathed this program for the past 10 years. Without her commitment this program would have not been in its present format. Thanks Lanelle!

Also a big thankyou to Mark Rosenberg from the SPD IT Department who has designed and setup the CD. A mammoth task which has taken hundreds of hours!

It is the prayer of the Committee who put this program together that it will be a means to turning our children's hearts toward God and His ways.

So... Go ahead and enjoy the Program and grow your Pathfinders in God.

Andrew Kingston
Associate Youth Director
South Pacific Division



A BIBLICAL FOUNDATION FOR ACTIVITY-BASED LEARNING

The main philosophical foundation of this program is that it is based on Activity-based or Experiential learning and subsequent debriefing which is exactly the way God operates in much of His communication with humankind.

Imagine Adam and Eve looking with wide eyed horror as God slaughtered those animals, skinned them, and then gently removing the hastily made fig leaf coverings, clothed them in 'garments of skin.' (Genesis 3:21) The very first communication with Adam and Eve after sin involved an activity-based exercise. Huge themes were acted out before their eyes. They saw and smelt and sensed things that would be forever etched in their minds.

The Old Testament

The same theme was amplified in the Passover service where a lamb or a goat that had been hand reared was killed and its blood smeared on the door frames of their houses. They were to eat the roasted meat with bitter herbs and unleavened bread with their bags packed and their staff in their hand, ready to go at a moments notice! (Exodus 12:1-11)

Think of the huge meanings associated with this!

Other activity-based or experiential learning experiences would include -

- The covering cloud by day and the pillar of fire by night. (Exodus 13:21)
- The Sanctuary Services.
- The Old Testament Feasts. Imagine Pathfinders building a little bush house to celebrate the Feast of Tabernacles!
- Ezekiel doing all sorts of strange things! Shaving his head with a sword, (Ezekiel 5:1ff) lying on his side for days,(Ezekiel 4:4ff) and drawing pictures on clay tablets! (Ezekiel 4:1,2)

It seems that God wanted people to really understand and sense what He is like and what He was going to do to save humanity.

How Jesus Operated

Jesus used the same method of teaching in His ministry. You recall when John the Baptist's disciples came to Jesus wanting to know if He was the Messiah, Jesus did not answer immediately. The question hung in the air as the disciples saw Jesus at work, healing, comforting, encouraging and instructing. Then He said, 'Go back and report to John what you hear and see. The blind receive sight, the lame walk...and the Good News is preached to the poor.' (Matthew 11:2-5)

The Lord's Supper and the service of foot washing again are activity-based exercises where big themes are experienced and explored. Jesus actually commands us to engage in this activity-based service. 'Now that I your Lord and Teacher have washed your feet, you also should wash one another's feet.' (John 13:14)

What about His parables?

- The Parable of the Sower. Every time his hearers saw a farmer planting seed they would think of Jesus' story.



- The parable of the Ten Maidens. I guarantee that when the disciples were next invited to a wedding, Jesus' words rang in their ears.
- The pearl of Great Price. A story with a huge meaning. Walk past a Jewelers Shop with pearls on display and the disciples would remember the story Jesus told about the man who sold all that He had to buy this beautiful pearl.

As Lawrence Richards, Christian educator says,
'To move up even to the re-statement level of learning, students must be led beyond listening. They must personally think through the meaning of Bible truths. They must toss the ideas around in their own minds to formulate and express them in their own words. For this kind of learning, the students have to participate, to express their own ideas and their own insights...But the creative teacher makes sure that his students take an active part in exploring meaning.' (Larry Richards, *Creative Bible Teaching*, Chicago, Moody Press, 1973)

Debriefing

A vital part of activity-based learning is debriefing and it is interesting to observe that Jesus in His ministry used this technique.

'When the apostles returned, they reported to Jesus what they had done. Then He took them with Him and withdrew by themselves to a town called Bethsaida.' (Luke 9:10)

The disciples had been involved in one of their first active learning exercises. They had visited towns and villages announcing the Kingdom of God. They had used the power Jesus had given them healing the sick and driving out demons. They returned, eager to share their experiences, their successes and their failures. Jesus understanding this retreated to a quiet place where they had time to reflect on their efforts.

Another example of debriefing is when Jesus talked to the two disciples on the road to Emmaus. (Luke 24:13-35) Cleopas and his companion were bewildered, confused and discouraged over the events of the past couple of days. Jesus, in disguise, walked up to them and noticing their discouragement asked them what they had been discussing. It is significant to note that at first Jesus asked questions, which encouraged them to open up and share their feelings. They told him what had happened and how they felt by what had happened. When you think about it, Jesus was encouraging and allowing them to debrief. Once that had happened, He led them to the next step, the step that led to their hearts 'burning within them.' (Luke 24:32)

So really this program is following a God given method, the method God Himself has used in His communication with us here on earth, the method Jesus used over and over again - Activity or Experiential based Learning.



SECTION ONE

AN OVERVIEW

This Program is based on four things.

1. It is activity-based in its learning style. That means that rather than relying on theoretical bookwork, Pathfinders learn by being involved in active learning.
2. It is carefully designed so values and attitudes can be readily internalised.
3. It is based on activities called Pursuits*.
4. It contains a wide selection of Pursuit choice so each club can implement a program that will suit themselves and their specific needs.
5. It focuses on debriefing during and after each Pursuit as a vital component to activity-based learning.

* **PURSUIITS** are the structured activities each Pathfinder participates in to be invested. They are each carefully designed to highlight a value, attitude or skill. There are different categories of Pursuits that highlight different values

The program includes:

- A CD Rom resource of more than 400 activity based programs (called Pursuits) for use with your Pathfinder club. The CD ROM is web based and searcheable. Ownership of the CD Rom entitles the user to access internet updates, training and news on how to maximize the 'Way to Go' program.
- A Manual which outlines the philosophy, background, organisation, regulations and leadership helps for planning, implementing and developing your program.
- A system for recording and recognising the achievement of Pathfinders. It includes a full set of necessary forms and organisational aids.
- A Pathfinder journal for use by each Pathfinder. The journal serves as an official record of the Pathfinder's journey and provides the criteria for investiture. It is designed for the Pathfinder to personalize and keep as a lasting memory of Pathfinding and the relationship with God that is developed as a result.

What is Different? What is the Same?

As you have read, the emphasis of the 'Way to Go' program is on activity and values based learning. It is built with fully resourced activities called 'Pursuits'. It is a web-based program with continuous updates and regular new editions of CDs available.

Apart from that everything else is much the same. Hall meetings, hikes, campouts, social and sports times, charity appeals, the uniform, investitures, conference and union programs are still all there - and still form the foundation for all of Pathfinding. **The Pathfinder structure remains. It is only the approach to the classwork that is different.**



SECTION TWO THE REQUIREMENTS

Let's have a look at what is required to complete the program.

A. THE YEARLY PROGRAM

1. To run this program successfully a club needs to plan for a minimum of 230 hours of total club time for the year. That includes everything - hall meetings, camps, hikes, sports nights, conference events, - the lot!
2. Of those 230 hours, 180 of them must be spent in outdoor/nature activities
3. To be an effective club, you must meet at least once a month.

In the appendix at the end of this Manual you will find a sample program. Have a look at it and you will see how easy it is to get to those 230 hours for the year.

B. THE PATHFINDER'S INDIVIDUAL PROGRAM

To be invested for each of the classes, each pathfinder will need to

- Participate in 40 hours of Pursuits.
- Know and understand 10 Bible texts
- Complete at least 2 honours
- Demonstrate a positive attitude to Pathfinders.
- Participate in the normal program of the club

For a more detailed list of Investiture requirements, study the Investiture section on page 7



SECTION THREE.

MAKING THE PROGRAM WORK.

This is where it is easy to get a little confused, so read this bit carefully! Pursuits must be chosen according to Levels and Pathways. Here's how it works:

1. The Levels

There are three Levels of Pursuits.

- Level One. Age 10 & 11. Friends and Companions
- Level Two. Age 12 & 13. Explorers and Rangers
- Level Three. Age 14 & 15. Voyagers and Guides

Most Pursuits are designed for a specific Level. However some (see the rating at the beginning of each Pursuit) can be used for multiple Levels or for those of you in a small club, run as a combined Pursuit. Just because a Pursuit is listed as a whole-club Pursuit, however, it does not mean that you need to implement it as such. If you have a larger Club and plan too many whole-in a given Pathfinder year, it in effect means that you cannot repeat the Pursuit for another 6 years, until your Level 1 Pathfinders have finished Level 3. Such a rating simply means that it could be implemented at any of the Levels successfully. You may like to keep this in mind in your planning.

2. The Pathways

The Pursuits are divided into 4 main categories called 'Pathways'. They are:

1. Pursuits about GOD
2. Pursuits about the COMMUNITY.
3. Pursuits about YOURSELF.
4. Pursuits about NATURE.

As you choose the 40 hours of Pursuits for your Pathfinders to complete, keep in mind that you need to have a spread of Pursuits from each of the 4 Pathways. To help you in this, the following applies.

- 8 hours of Pursuits must come from each of the 4 Pathways. That's a total of 32 hours, but remember you need 40 hours! So...
- The final 8 hours of Pursuits comes from ANY of the Pathways. It is your choice.

3. Choosing The Pursuits

Review: When you go to choose the 40 hours of Pursuits, remember that:

- Levels relate to the age of the Pathfinder
- Pathways relate to what the Pursuits are about.

As you choose your Pursuits, think of your Pathfinders.

- Where are they up to in their own personal journey?



- What type of kids are they? Outdoor? Indoor? Quiet? Noisy?
- Girls or guys or both?
- Choose what you think they need rather than what you think they want!

Put yourself in their shoes and choose Pursuits that you feel they will both learn from AND enjoy!

4. A Note on Strands

An important developmental part of this program has been the concept of Strands. These are stages of development that Pathfinders progress through that are sometimes different from the actual age of the Pathfinder.

Originally we included Strands as part of planning a balanced program, but we have seen that-

- A. It can be confusing and difficult to sort Pursuits by Levels, Pathways AND Strands and -
- B. Pathfinder directors naturally picked a healthy mix of Strands in their program planning. In light of this, while each Pursuit is tagged with a specific strand, there is no need to rigorously balance the strands as you select your Pursuits for the year.

If you want to know more about Strands and their function, you will find more information in the Appendix.

5. The Journal

For this program to be effective, each Pathfinder is expected to own and maintain a personal Journal. This is the place where the completion of each Pursuit is recorded; along with the yearly Pathfinder program and other records.

The Journal includes -

- Pursuit record sheets
- Investiture requirements
- Space for the Bible passages to be learnt
- Investiture sign off sheet
- Space for personal and club information

This is a vital part of this program. It is the **'official record'** of each Pathfinder's activity, and may be requested for sighting by the investiture official, so please ensure that your Pathfinders care for their journal.



SECTION FOUR OTHER PARTS TO THE PROGRAM

Honours.

These are still an important part of this program. At least 2 will need to be completed each year for Investiture. You choose your own Honours, but be aware that in order to complete some Pursuits, Honours will need to be completed as a prerequisite. In your selection, try an select Honours that come from different categories each year.

Memory Texts.

Memorising Scripture is also included in this program. We want Pathfinders to learn to value and understand the Word of God. Pathfinders are to learn, know and understand 10 Bible texts every year. These are chosen by the level instructor from the list of Bible passages listed at the beginning of every Pursuit. In order for this part of the program to be undertaken in the spirit of truly 'hiding God's Word in our hearts', we know you will want to ensure with your planning and implementation that your Pathfinders not only know these verses in their long term memory, but that they have a clear UNDERSTANDING of the texts they've learned.

Club nights

Your club meetings can operate much the same as in the traditional program except that when you break for classwork, your Pathfinders will move into completing Pursuits.

You can still do your crafts, games and other traditional activities if you find you cannot include them within your Pursuits.

SECTION FIVE INVESTITURE

Investitures are positive measurements of achievement and are very much a part of this program.

While it takes two years to complete a Level, Pathfinders will be invested at the end of each year.

Remember -

- Level 1, Year 1 - Friends
Level 1, Year 2 - Companions
- Level 2, Year 1 - Explorers
Level 2, Year 2 -Rangers
- Level 3, Year 1 -Voyagers
Level 3, Year 2 -Guides

To be invested a Pathfinder will need to have completed the following.

- Complete 75% of the 40 hours of Pursuits
- Complete 75% of the total club program
- Complete a minimum of 2 Honours
- Learn, know and understand the 10 Bible passages
- Maintain the Journal to an acceptable standard



- Exhibit the Spirit of pathfinders

Advanced Level.

If any of your Pathfinders wish to be invested at the Advanced Level, they will need to do a little more work and devote a little more time to earn that bar! They will need to -

- Complete 95% of the 40 hours of Pursuits
- Complete 95% of the total club program
- Complete 5 Honours
- Learn, know and understand 15 Bible passages
- Maintain the Journal to a high standard
- Exhibit the spirit of Pathfinders in an outstanding manner

A record of each Pathfinder's completed yearly program is kept in the journal and needs to be filled in and signed off for investiture to occur.

For those Pathfinders wishing to continue after completing Guides, we recommend they obtain their Master Guide and complete their Basic and PLA Training as listed in the Red Manual.



SECTION SIX. DEBRIEFING - THE VITAL INGREDIENT

What is Debriefing?

When the Pursuit is over and the fun or challenge has faded, the kids can be restless and keen to move on to the next thing. It can be tempting to just skip the 'application' bit and let them kick back for a while. DON'T!

Some experiences can fail to teach us anything because we don't take the time to recognize, articulate or evaluate what we did. Others can leave us with the wrong message! Every learning opportunity must be followed up.

Young people may share a stirring experience together. But they may never draw the rich Christian meaning from it unless we as leaders stop the action and help the kids interpret their experience... We call this process debriefing. During debriefing we ask: "What just happened here? What can we learn from it? How will we be different because of it?"

Thom & Joani Schultz, *Do It! Active Learning in Youth Ministry*, (Loveland, California: Group Books, 1989), p. 47.

Make no mistake about it, the bit that comes after the game is usually the most important part of the whole experience. This is the time when the players can come down to earth and reflect on the effect the game had on them, and on the entire group. It gently pushes kids to think about what happened and offers them the chance to measure their conclusions against the ideas and perceptions of the 'significant others' in their lives - their leaders and their peer group. Often even so-called tough or rowdy kids will sober up as they hear their peers sharing serious reflections and insights following an active learning activity or simulation.

Why Debrief?

1. To Take the Lesson On Board

In a nutshell, the debriefing experience allows Pathfinders to connect what they have learned or experienced in an activity or simulation with real life. Discussion questions and response devices focus on what happened and then invite the participants to reflect on how they felt, what they thought, or what they believe about a certain concept or experience.

By going through the process, leaders hope that the things the kids have experienced will be taken across into their day-to-day living or belief system. In other words, the activity or learning experience sees them 'take on board' certain new ideas, reinforces what they already believe, or confirms why they do or don't do certain things. It's like a storyteller finishing up with the words, 'And the moral of the story is...'

We call this 'taking on board' process the process of generalizing. Learning is successful when kids generalize or take into general use various attitudes, ideas or behaviours that have been taught in the lesson.



2. To Unload the Baggage

There is another reason why debriefing is important. In certain kinds of activities, role plays or simulations for instance, people typically experience a high degree of emotion ranging from frustration, hostility and hurt, to feelings of rejection, mistrust, dependence or even exposure. Conflicts may arise, but on the other hand, the most incredible times of confession, personal insight or intimate sharing may just as easily occur.

This emotional factor is not wrong. Indeed, in order to really learn, people must be taken out of their comfort zones and challenged in some way. This is the very thing that makes 'active learning' so effective.

Nevertheless, it's important that we follow up such emotionally charged learning experiences with an opportunity for people to 'de-role' from the experience. They need to be able to 'let off steam' or to unload the emotional baggage they have accumulated during the activity in order that they don't carry away with them feelings belonging to the role play, as if they were their own. By allowing people to voice their frustrations, or to express their joy, anger or other feelings raised, the debriefing process allows for appropriate 'closure' to take place without devaluing the learning.

General Guidelines for Debriefing

Debriefing itself is a four-step process involving reflection, interpretation, application, and commitment. It should proceed promptly after the experience, irrespective of whether it was planned for, or just a chance learning opportunity. It goes like this:

1. Reflection: How do you feel?

This is a time where you ask kids to name their feelings about their experiences. Good, bad, angry, sad, happy, alone, exultant, bitter - everyone's feelings are valid and have a right to be expressed.

Body Language: You may get the words right, but often your tone of voice, inflection, facial expression, verbal rate or gestures can communicate your intent or attitudes just as much as your words, so be aware of how you are coming across.

Communicate this fact and the fact that no one will be ridiculed for what they say. There are no right or wrong answers here, so put away your own preconceptions as well and be prepared to hear some unexpected responses.

2. Interpretation: What does this mean to you?

Now you are asking your young people to identify a message or principle from the experience. "How is what we've just done like... life in the church? Anyone? Belinda? You tell us first. What do you think?" Allow kids to find the answer for themselves - don't tell them. Rather, take the time and ask questions that will encourage self-discovery.



3. Application: What will you do about it?

As leader, you now invite kids to explore how the activity may translate (generalise) across to their lives. How does the new information they have discovered impact on them in the real world? What can they create with it? What can they change? How can they grow? What will they do with it? How can they make this a part of their life?

4. Commitment: When will you do it?

Going through the above steps is of little value unless the Pathfinders actually commit to doing it. It's all theory up to this step.

Opportunities for commitment can be either visible, verbal or written. During discussions, the leader can offer options as to how the Pathfinders could follow through and ask who plans to try it, for example, "How will this activity on loneliness effect how you'll treat kids who aren't in your group?" or "Who's one person you could call this week just to say Hi?" Alternatively, during prayer time, you might invite kids to voice a need that God could help them fulfill, or to stand up and be counted as a public way of demonstrating their commitment.

Kids may want to write down their commitments as well. They might write a commitment on a slip of paper and exchange it with a trusted friend, they might write it and hand it in to a leader who mails it back to them a month later as a reminder, or they might sign a group covenant of some sort which is displayed in some prominent place.

However you do it, the key concept you are aiming for in getting kids to commit is accountability. They have made a choice to take action on the Values they have experienced during a Pursuit.

A word of caution though. We need to provide opportunities for commitment to act on what they have learned. We are not in the business of coercing kids to make commitments they will later resent and ultimately reject. Sensitivity and ethics are crucial leadership qualities here.

For a fuller discussion of these points, see Thom & Joani Schultz, *Do It! Active Learning in Youth Ministry*, (Loveland, California: Group Books, 1989), p. 48-50.

Debriefing Simulation Role Plays

As mentioned above, certain simulation games or role plays may require a more involved debriefing process to ensure that participants don't leave still nursing unresolved issues or emotions as a result of their participation in the activity. The following steps, if followed in order, can help alleviate this problem.

- .. Insist that players remove any identifying symbols which they wore in their roles.
- .. Break up any groupings which were formed, and encourage the players to mix.
- .. Encourage kids to talk about the feelings they had when they were in role. Try to keep



them focused on how they felt, rather than allowing them to get into great descriptions of the role they played or the reasons why they behaved a certain way. You are after emotional statements from them, ie. "I felt panic stricken", or "I thought I was going to be left all alone."

.. If they're still angry or distressed, ask them if there's anything they need to hear from any other member of the group, or anything they need to say to another member of the group.

Allow the words to be spoken.

Don't allow accusations or recriminations.

Encourage 'I' statements rather than 'you' statements

.. As they step out of the role they were playing, ask them how they now feel as themselves. Usually they will feel different, sometimes markedly so.

.. If they are still feeling strong emotion (depressed, angry, etc.) clarify whether the feeling belongs to the role or to themselves. If themselves, ask what they will do about the feeling. Do they want to talk more about it?

.. Once emotions are under control, you can look at reasons. Now is the time to encourage participants to dig deep and examine why they might have felt or reacted in a certain way.

.. If people really got deeply into their roles, encourage the group at this time to get up and move around a bit and sit in a different place, or get them to say or to do something which is really characteristic of them as a person, and not characteristic of the role they were playing. Say something like, "Well, let's move around a bit and leave our roles behind. You're you again!" Lighten it up and have a bit of fun with the de-roling, then take new places and carry on with the next part of the debrief.

.. After having allowed time for these discussions, replay the game - what happened and why. Look at possible alternative actions and discuss the impact these different approaches might have made.

.. Finally, look at how the game relates to real life.

What type of real life situations did the game reflect?

What types of situations bring out similar responses in you?

What have you learned about yourself?

What have you learned about the situations that the game simulated?

Are there other situations that the same lessons may apply to?

Have any of your attitudes or beliefs changed as a result of the experience?

How can you use this learning?

What will you do differently from now on?



Asking Questions

Avoid Overuse:

Many people just starting out ask so many questions that participants soon learn that if they give a brief answer (or none at all), the leader in his/her discomfort will soon ask another one, and the focus will transfer to someone else. Sometimes waiting just a little longer for an answer (or a more thoughtful answer) can yield better results. Reduction in the use of questioning usually increases the participant's sense of responsibility and fosters active participation in the discussion process.

Open Ended Questions:

These are questions that require more than just a simple "yes" or "no" or one word answer. One absolute discussion killer is the following: "Did you like the activity?" This is asking for trouble. A better approach is to get them to decide in their minds how they felt about the activity and then ask: "What was it that got you going most about the activity?" Possible answers? About a million different ones.

Productive Questions:

Questions are productive when they are 'congruent,' that is when they are relevant to the thing being discussed. They are not productive and may in fact be harmful when they inappropriately change the subject, when they are invasive of a person's private space, or when they are 'loaded' questions intended more to make a statement than to seek information. More on this below.

Undertones:

It is crucial that the leader's questions carry no hint of judgement, suspicion or accusation. Loaded questions such as "Why did you lie to Graeme?" will result in defensive reactions rather than open discussion. Careful wording can soften things. "Can you share with me some of the pressures you were feeling that led up to that lie you told Graeme?"

Body Language:

You may get the words right, but often your tone of voice, inflection, facial expression, verbal rate or gestures can communicate your intent or attitudes just as much as your words, so be aware of how you are coming across.



SECTION SEVEN

RELATIONAL LEADERSHIP

Relating To Your Pathfinders

People are largely the key to success in your Pathfinder club. A program will only be as good as those who implement it.

What kind of People should we as leaders be?

1. Leaders need to be Authentic People of Integrity

To reach and grow the Pathfinders in our care, we need to live and model what we believe. As someone has said, "You cannot kindle a fire in any other heart until it is burning in your own." Whether we like it or not, kids have the knack of being able to size up adults fairly quickly and most times, fairly accurately! A leader who is 'pretending' to be someone other his/her natural self cannot be effective.

2. Leaders need to be Affirming

Mark Twain once said that he could live for 3 months on a good compliment! That is true especially for your Pathfinders who are struggling with identity, peer pressure and a host of other challenges.

Learn to constantly affirm.
Set them up to succeed.
Help them reach their full potential
Be positive.
Use any excuse to give praise.

Educator, Eric Jensen states, "Your success as an educator is more dependent on positive, caring, trustworthy relationships than any skill, idea, tip or technique."

3. Leaders need to be Trustworthy

There will be very little we can do to influence those in our care if they do not trust us. Not just trusting our words in light of truth and error, but also trusting us enough to share their thoughts and feelings, knowing they can air them in a safe, non threatening, accepting atmosphere.

If we listen without condemning, if we affirm and set firm boundaries, we will build up a strong and secure relationship with our Pathfinders.

4. Leaders need to be Observant and Discerning

Be aware of each of your Pathfinders and how they are travelling in your Pathfinder program. Are they enjoying what is being offered? Are they 'owning' what is happening? How are they relating to their peers, to their counsellors/Level Instructors? Be prepared for some flexibility in your



planning in order to cater for the unique needs of your Club members.

5. Leaders need to be Committed to Values

The Pathfinder club needs to be a laboratory where values are experienced - not a museum where they are merely observed.

This fact is foundational to this program and each Pursuit is intentionally focused on a range of values will help you achieve this. However, don't forget this is more than a curriculum issue. They want to see the values in you, their leader.

6. Leaders need to be Pro-active

Be intentional, seize the moment and recognize those 'teachable' opportunities. See the Pathfinder program not as something to be endured, but as a place where you as leaders can truly have an influence in shaping kid's lives for God.

As Lynn Stoddard, director for the National Alliance for Redesigning Education writes, "We must shift from the traditional role of knowledge dispenser to that of model mentor and organiser of experiences that help students grow."

Dream with your team. Pray with your team. Do your preparation thoroughly and then enjoy the experience of being with the best age group you can imagine!

Discipline

Here are some guidelines for keeping that balance and maintaining order within your club.

1. Build a Relationship

Discipline that comes from a relationship of respect is almost always beneficial. Discipline that comes from power based on authority or power alone can create disharmony within the Club, even while you are trying to keep some control over a situation. Know your Pathfinders. Spend time listening to Pathfinders and try to understand who they are, and the issues that concern them. When you can respect them as a unique and valuable individual and show a genuine interest in them, you will be building a relationship that may prevent many discipline problems.

2. Prepare

Your Pathfinders deserve your best. Remember, much of what you communicate to them is shown by your actions, rather than spoken by your mouth. So **show** them you care. Thoroughly prepare each Pursuit. Even if your preparation needs adjustment at times, it will always show that you have done your homework. Have a good introduction, clear instructions, over-simplify your directions, have an extra activity up your sleeve, and plan a solid and memorable ending. Proper prior preparation prevents poor performance!



3. Make the Rules Clear

Every club should have a simple set of club rules, which need to be visible and reinforced regularly. The best rules are few and short - and cover everything! If you spend some time as a club negotiating club rules before writing them down, you will have even more ownership of them. When doing this, explore the moral reason for each rule. Let them be 'our' rules, not 'yours', so that they apply equally to all staff and Pathfinders. Make sure that you also explore the consequences for each rule so that there are no surprises when a Pathfinder chooses to break a rule and a consequence is applied.

4. Allow Choice

You can never force a person to learn or to have fun. You can only do your best to offer a planned and prepared program. After that, the choice is theirs. Let them know that they don't have to be there, and be prepared to accept it. However, if a Pathfinder is in the club, then they join in club activities. Remember that if an individual is 'playing up', then they are best dealt with as individuals. Avoid sarcasm or put-downs at any time. Take the individual to one side and deal quietly with him/her.

5. Ask Questions

Try asking before yelling in any discipline situation. Sometimes there may be a genuine problem with the task or with the Pathfinder that you are not aware of. Ask what the problem is, ask what the rule is, ask if the Pathfinder really wants to leave the group for the night! Getting genuine answers for these type of questions will often solve a problem, and build respect at the same time.

6. Make Consequences Clear

If a Pathfinder chooses not to participate, then the consequences of that choice should be less attractive than staying involved! By building clear boundaries at the beginning of each year and reviewing them often, Pathfinders can be comfortable in knowing where they stand, and what to expect when they step outside the boundaries. Most discipline problems occur when the preparation has been neglected. Pathfinders need to know that because the boundaries are so clearly defined, when they step outside them, they are making the choice to do so. No one is forcing them.

7. Be Consistent

Once you've set a rule, it needs to be applied with consistency. Don't become a 'threatening repeating' leader! One warning is always enough, after that, it becomes an ineffective threat. This doesn't mean that you have to consistently keep a bad rule. If the rule is not appropriate, delete or change it. But it does mean that if the rule is fair, then it's fair for all.



8. Stay Calm

One of the biggest mistakes we make as authority figures is to 'escalate' when we get upset. It's natural to think that the louder we yell, the more serious they'll know we are! **Wrong.** There is a place for a raised voice, but it is a rare place. "Walk softly and carry a big stick" is a good motto for a group leader. Be gentle, genuine and respectful; but when the rule is broken, apply the hard consequence.

9. Don't Take it Personally

- When a young person comes to Pathfinders, he/she is bringing with them a whole life's worth of history, problems and 'baggage'. If they decide to play up, you need to resist the temptation to take it personally. You cannot know of all the factors that are adding to the behaviour. So don't get upset when a Pathfinder or a whole group of Pathfinders doesn't behave the way you expect them to. Just go back to the beginning of this list and work through until you find a way to get the group or the Pathfinder moving again. Realise that it might take some compromise in the direction of the activity you had in mind, but it probably wasn't an attack on you as a person. You just need to make some adjustments!

Conclusion:

Some Parting Words

There could be a temptation because of the assumed casual informal nature of this program, to be fairly relaxed about its implementation!

Nothing could be further from the truth!

To really effectively lead a Pursuit you need to be very familiar with it, think through what the purpose of the Pursuit is and know how you are going to debrief the Pursuit. Remember, by failing to prepare you are preparing to fail!

It also takes a fair bit of time to choose the Pursuits you want your Pathfinders to complete for Investiture and then you have to make sure you have all the bits and pieces you will need to run the Pursuit successfully.

So take time to become familiar with this Manual and spend time browsing the CD so you become familiar with the scope and diversity of the Pursuits.



APPENDICIES

APPENDIX A

More About The Strands

Levels target the age of the Pathfinder while Strands focus on the emotional and social development of the Pathfinder within each level.

- **Level One.** Primary Strand is **Industry**. This has been called Industry because Pathfinders aged between 10 & 11 like doing stuff! They love being active. So Level One Pursuits focus on this.
- **Level Two.** Pathfinders age 12 & 13 like to start making decisions for themselves. The age of questioning. So the strand for this level is called **Initiative** with the result that these Pursuits involve more initiative.
- **Level Three.** This is where Pathfinders are discovering who they are so the Strand for Level Three is **Identity** and the Pursuits for this Level reflect this.

Originally you were required to take the Strand of each Pursuit into account when planning your program for your Pathfinders. This is no longer required as any selection of Pursuits will include a balance of each of these Strands.

The Strand tag indicated by the triangular icon on each Pursuit is simply there to assure you that every Pursuit has been fashioned with these developmental stages in mind.

APPENDIX B

Below is a sample yearly program to illustrate how easy it is to achieve the required hours to complete a yearly program. Remember to count the total hours of a weekend event, from the time you leave the church until the time you return.

Most clubs would easily achieve these goals in the course of a year.



Pathfinder Annual Planning Guide.

Month	Week	Activity	Indoor Hours	Outdoor Hours	Total Hours
February	1	Registration & Meeting	3		3
	2				
	3	Water Ski Camp		40	
	4				
March	1	Meeting	3		3
	2				
	3	Meeting	3		3
	4				
April	1	Camping Weekend		68	68
	2				
	3	Meeting	3		3
	4				
May	1	Swimming Night		3	3
	2				
	3	Fair Practice		4	4
	4				
June	1	Pathfinder Fair		6	6
	2				
	3	Meeting	3		3
	4				
July	1	Special Fundraiser	2	4	6
	2				
	3	Picnic, Sports Night		6	6
	4				
August	1	Snow Camp Training	1	2	3
	2				
	3	Snow Camp	40		40
	4				
September	1	Community Impact	1	5	6
	2				
	3	Meeting	3		3
	4				
October	1	Conference Camporee		68	68
	2				
	3				
	4	Community Impact	1	4	5
November	1	Meeting	3		3
	2				
	3	Investiture	1		1
	4	Canoe Camp			
December	1				
	2	Christmas Party	3		3
TOTALS			30	290	320