

Voyager

VOYAGER TEACHING HELPS

IN PREPARATION FOR THIS COURSE, TEACHERS SHOULD READ:

"How To Use The Manual"	Page 9
"Teen Youth Ministry"	Page 13
"Functions of the Leader"	Page 19
"How to Teach a Class"	Page 22
"Class Work Charts"	Page 32
"Presenting the Classwork"	Page 38
"How to use the Teaching Plans"	Page 165

Twenty-nine class periods (approximately 30 minutes) have been allocated to complete the basic Voyager Class. Extra time will need to be arranged for those wishing to do the Advanced Requirements towards the AY Silver Award.

How to use the Teaching Plans

To assist class teachers in the work of organising the curriculum into a teaching plan, you will find included a comprehensive suggestion on how to go about designing and completing this work in 20 meetings. When organising your plan, remember that the Pathfinder year commences in February and concludes in November. This means 43 weekends are available in this period.

During that time however, most conference youth departments conduct three combined events such as rallies, fairs, and camporees. This means three less weekends are available for the local church, bringing the number down to 40. As Pathfinders meet fortnightly, this reduces the number of weekends available to 20.

The teaching plans are organised so that there is work for the Pathfinder to complete on days that they are on campouts.

Bi-monthly outings are required by the conference, and teachers should try to utilise these to meet requirements from time to time. For further details on bi-monthly outings see the Australasian Pathfinder Staff Manual.

You will notice one Teaching Plan for use in Model A, and two parts to the Teaching Plan for Model B. (This is because there is one to cover the work required for Segment 1 and another for Segment 2.)

To assist the teacher the requirements met in each session are listed on the right hand edge of each teaching plan. The following symbols are used:

- G - General
- SD - Spiritual Discovery
- CO - Community Outreach
- CL - Church Life
- HP - Historical Perspective
- PG - Personal Growth
- HF - Health and Fitness
- OL - Outdoor Living
- ADV - Advanced

NOTE: These plans are suggestions only. By all means modify or adapt them to suit your own requirements.

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
1	Explain and memorise Pledge Select reading course books Introduce "Work of Holy Spirit Membership and dues	G2 G4 SD1 G3
2	Personal work of the Holy Spirit	SD1
3	Bible study on Sabbath keeping Make plans for a social activity each quarter	SD3 CL3
4	Bible study on Sabbath keeping Introduce honour work - nature or recreation	SD3 OL2
5	CAMPOUT - Review: Safety rules - Friend Campsite rules - Companion Camp furniture - Explorer	
6	Last day events - Second Advent	SD2
7	BI-MONTHLY - Community outreach program	CO2
8	Review last day events - the world today Organise participation in two church programs Organise campout	SD2 CL2 OL1
9	CAMPOUT	
10	Personal Growth Honour work	PG OL2
11	Personal Growth Health principles - organise party Invite a friend to party or other activity	PG HF2 CO1
12	BI-MONTHLY - health party - health displays	HF2
13	Spirit of Prophecy - audio/visual Reports of participation in church programs Check honour work Sit a Memory Gem Examination	HP CL2 OL2 SD4
14	Spirit of Prophecy - discussion Organise campout Commence project on smoking and alcohol	HP OL1 HF1

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL A</u>	<u>REQUIREMENTS COVERED</u>
15	CAMPOUT - 1 night - wilderness area 25km hike/carry own food/keep log/discuss flora, fauna, terrain	OL1
16	Personal Growth Voyager first aid	PG OL3
17	Personal Growth Voyager first aid - test	PG OL3
18	BI-MONTHLY Project on smoking and alcohol Design a pledge card and sign it	HF1
19	Discussion - witnessing in everyday situations Flow chart on local church organisation and departments	CO3 CL1
20	Complete flow chart Complete all work	CL1

PROGRAM/WEEK
NUMBER

MODEL B - SEGMENT 1

REQUIREMENTS
COVERED

1	Know and explain Pledge Introduce Teen Book Club	G2 G4
2	Prepare flow chart on local church organisation and deparmental functions	CL1
3	Historical Perspective study	HP1
4	Historical Perspective study	HP1
5	Participate in church programs	CL2
6	CAMPOUT	
7	Check-up week. Check progress on book club books Check Historical Perspective work Set research on "Signs of Christ's Return" Sit a Memory Gem Examination	G4 HP1 SD2 SD4
8	How does a Christian relate to everyday situations?	CO3
9	How does Holy Spirit relate to Mankind?	SD1
10	Follow-up work on Holy Spirit Invite friends to a church social activity	SD1 CO1
11	Discuss one topic in Personal Growth	PG
12	CAMPOUT	
13	Participate in church program	CL2
14	Check-up week. Check progress in book club Discuss further the topic in Personal Growth	G4 PG
15	Spiritual Discovery - Second Advent	SD2
16	Spiritual Discovery - Discover true meaning of Sabbath	SD3
17	Spiritual Discovery - complete all work	SD3
18	CAMPOUT	
19	Discuss second topic in Personal Growth	PG
20	Complete discussion - Personal Growth Check all work completed	PG

<u>PROGRAM/WEEK NUMBER</u>	<u>MODEL B - SEGMENT 2</u>	<u>REQUIREMENT COVERED</u>
1	Memorise and Explain Pledge Collect fees	G2 G3
2	Plan project of service to others	CO2
3	Carry out project of service	CO2
4	BI-MONTHLY	
5	Plan social events for group, one per quarter	CL3
6	CAMPOUT	
7	Health and Fitness - activity	HF1
8	Health and Fitness - activity	HF1
9	BI-MONTHLY	
10	Organise a health party	HF2
11	Plan campout - organise food, tents, etc	OL1
12	CAMPOUT - 1 night - wilderness area 25km hike, carry food, etc.	OL1
13	Recreational/nature honour	OL2
14	Honour work	OL2
15	BI-MONTHLY	
16	Complete honour	OL2
17	First aid	OL3
18	CAMPOUT	
19	Complete first aid - test	OL3
20	Check and complete all work	

REQUIREMENTS

PAGE

GENERAL

1. Be a teenager 14 years of age, and/or in Year 9 or its equivalent. 172
2. Through memorisation and discussion, explain the meaning of the Adventist Youth Pledge. 172
3. Be an active member of Pathfinders. 173
4. Select and read three books of your choice from the Teen Book Club list. 173

SPIRITUAL DISCOVERY

1. Study the personal work of the Holy Spirit as it relates to mankind, and discuss His involvement in spiritual growth. 174
2. By study and group discussion increase your knowledge of the last-day events that lead up to the Second Advent. 175
3. Through study and discussion of Bible evidence discover the true meaning of Sabbath keeping. 176
4. Have a current Memory Gem Certificate. 179

COMMUNITY OUTREACH

1. As a group or individually, invite a friend to at least one of your church or conference Teen/Youth Fellowship activities. 180
2. As a group or individually, help organise and participate in a project of service to others. 181
3. Discuss how a Christian Adventist youth relates to people in every-day situations, contacts and associations. 182

CHURCH LIFE

1. Discuss and prepare a flow chart on local church organisation, and list the departmental functions. 184
2. Participate in local church programs on two occasions each, in two departments of the church. 186
3. With your group make plans for a social activity at least once a quarter. 186

HISTORICAL PERSPECTIVE

Trace the development of the role of Ellen White in the Seventh-day Adventist Church in the areas of: 189

- A. The organisation of the church.
- B. World-wide expansions of the church.
- C. Major beliefs of the church.

PERSONAL GROWTH

In group discussion and by personal enquiry examine your attitudes toward two of the following topics:

- | | |
|---|-----|
| A. Self Concept. | 199 |
| B. Human Relationships - Parents, Family, and Others. | 109 |
| C. Earning and Spending Money. | 214 |
| D. Peer Pressure. | 218 |

HEALTH AND FITNESS

- | | |
|--|-----|
| 1. Complete one of the following activities: | 225 |
| A. From Alert magazines and other material, make up a project booklet on the reasons why you have chosen not to smoke or drink intoxicating beverages. | |
| B. Construct a visual aid to demonstrate the dangers of alcohol and tobacco. | |
| Write out and sign a personal pledge of commitment to refraining from the use of tobacco and alcoholic beverages. | |
| 2. Organise a Health Party. Include health principles, talks, displays, etc. | 230 |

OUTDOOR LIVING

- | | |
|---|-----|
| 1. With a party of not less than four, including an experienced adult counsellor, hike 25 kms in a rural wilderness area, including one night in the open or in tents. The expedition planning should be a joint effort of the party and all food needed should be carried. From notes taken, participate in a group discussion led by your counsellor, on the terrain, flora and fauna, as observed on the hike. | 236 |
| 2. Complete one recreational or nature honour not previously earned. | 239 |
| 3. Pass a test in Voyager first aid. | 239 |

ADVANCED

It is recommended that for those who wish to do advanced work in the Voyager Class, they do the following requirements which will fulfil half the requirements for the A.Y. Silver Award Plan. If they do the Advanced requirements for the Guide Class, this will entitle the teen to the A.Y. Silver Award Medal.

- | | |
|---------------------|-----|
| A. Physical Fitness | 243 |
| B. Skills | 245 |
| C. Expedition | 248 |
| D. Service Project | 249 |

GENERAL

One session has been allocated to complete this section.

Requirement 1

BE A TEENAGER 14 YEARS OF AGE, AND/OR
IN YEAR 9 OR ITS EQUIVALENT.

EXPLANATION

State equivalents are:

Queensland	Year 10	South Australia	Form 3
New South Wales	Year 9	West Australia	Form 3
Australian Capital Territory	Year 9	Tasmania	Form 3
Victoria	Form 3	New Zealand	Form IV
Northern Territory	Form 3		

Requirement 2

THROUGH MEMORISATION AND DISCUSSION
EXPLAIN THE MEANING OF THE ADVENTIST
YOUTH PLEDGE.

TIME ALLOCATED

One session

OBJECTIVE

To personally identify with the mission of the church and to be motivated to action.

TEACHING METHODS

Involve your group in memorisation of the Pledge, and then involve them in discussing its meaning and relevance.

PLEDGE

Loving the Lord Jesus, I promise to take an active part
in the work of the Adventist Youth Society, doing what
I can to help others and to finish the work of the gospel
in all the world.

METHOD OF TESTING

Memorisation and explanation of the Pledge.

Requirement 3

BE AN ACTIVE MEMBER OF PATHFINDERS.

EXPLANATION

To be an active member the teen should:

- a. Be a financial member of Pathfinders.
- b. Participate in at least 75% of all activities.

The teen should support Pathfinders with his influence and accept his share of leadership and responsibility as opportunity is given to him.

Requirement 4

SELECT AND READ THREE BOOKS OF YOUR CHOICE FROM THE TEEN BOOK CLUB LIST.

OBJECTIVE

To introduce the Voyagers to new fields of interest, to strengthen their spiritual development, and to help them experience the enjoyment and pleasure of reading good books.

EXPLANATION

The Book Club selections are chosen to give the teen a well-rounded reading program of adventure, nature, biography, and inspirational stories. A "current" certificate for the Class means for the church year in which one completed the work for Investiture. A Book Club certificate reported for one class may not be used a second time for any other class. When a teen has completed reading the Book Club selections, his/her name should be forwarded by the leader to the local Conference office youth department, which will issue a Book Club Certificate.

Voyagers usually select and read three books each year, one of which may be from the Book Club's listings of the previous four years, providing the book has not been read before.

METHOD OF TESTING

A verbal report of book titles and content is sufficient confirmation for qualification for the Book Club Certificate.

SPIRITUAL DISCOVERY

The aim of this section is to discover the centrality of the Gospel in three of the major Christian Doctrines.

Six sessions have been allocated for this section.

Requirement 1

STUDY THE PERSONAL WORK OF THE HOLY SPIRIT AS IT RELATES TO MANKIND, AND DISCUSS HIS INVOLVEMENT IN SPIRITUAL GROWTH.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To encourage an active, trusting relationship with the Holy Spirit.

TEACHING METHOD

1. Using the scripture passages from John from a modern translation, make an outline on the Holy Spirit's particular work as Christ's Ambassador to the earth. (See John 14:26; 15:26; 16:7-15).

Use the form as outlined below as the guide in studying the scripture passages.

THE HOLY SPIRIT

AMBASSADOR TO PLANET EARTH

TITLES:

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

SENT BY:

IN THE NAME OF:

SPECIAL DUTIES:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

2. Read Romans chapter 8, in any modern translation, and mark the texts that show how God the Father, Jesus and the Holy Spirit, work as a team to provide salvation and freedom for all of mankind.

Each class member can then make up a chart to record his discoveries.

FATHER	SON	HOLY SPIRIT

3. In what way is the doctrine about the Holy Spirit, good news?

METHOD OF TESTING

Participation in discussion.

Requirement 2

BY STUDY AND GROUP DISCUSSION INCREASE
YOUR KNOWLEDGE OF THE LAST-DAY EVENTS
THAT LEAD UP TO THE SECOND ADVENT.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To help the Voyager be aware of current events that point to Christ's return and to realise the need for personal preparation to be ready to meet Jesus.

TEACHING METHOD

1. Have the Voyager class act as the editorial staff of the "Advent News". Together they can decide the aims and objectives of their newspaper, as well as the kind of topics they want to cover.

Example: Who's Coming Back and Why?
 Signs of the Advent
 Preparing for the Advent

The class may like to divide up and assign particular topics to various Voyager correspondents. When they edit their newspaper, the teacher can arrange for it to be duplicated and given out to the church members. Some Voyager correspondents may like to use local newspaper headlines with appropriate Bible texts to explain the significance of the world events. Others may choose to prepare a report on an interview with the church Pastor about getting ready for the Advent. A centre spread may be developed on Daniel 2; or a collection of promises made by Jesus Himself about His return; a list of Second Advent parables, etc.

2. View the appropriate audio/visual material from the Encounter Series (No. 4 and No. 5). While watching the film strips, have the class write down what they consider to be the most important events along with the identifying scripture passages. On completion of the audio/visual, the class can then draw up their own time line or mark their findings in their Bibles.

RESOURCE

Encounter Series available from Conference Lay Activities Department.
Local Newspapers.

METHOD OF TESTING

Participation in study and discussion.

Requirement 3

THROUGH STUDY AND DISCUSSION OF BIBLE EVIDENCE DISCOVER THE TRUE MEANING OF SABBATH KEEPING.

TIME ALLOCATED

Two sessions

OBJECTIVE

To help the Voyager understand how the Sabbath was designed by God to contribute to man's total physical, mental and spiritual development.

TEACHING METHOD

The Sabbath time line as supplied on the following page, represents a record of the Sabbath as it was kept in the Garden of Eden through to the time of the Apostles, and on to Eternity. Reproduce this time line for your Voyager class and discover together the special meaning that the Sabbath has for all time. You may like to have the class work individually and then come together to discuss their findings, or you may choose to look up the texts as a class and discuss them. These texts may then be marked into their Bibles.

Discuss with the Voyagers the following questions:

1. Why do we keep the 7th Day as a Sabbath?
2. Why do we keep it the way we do?
3. What are the special blessings we can expect to receive from keeping holy the Sabbath?
4. What sort of activities should we allow ourselves to engage in on the Sabbath?
5. How can we be more creative in our approach to Sabbath keeping?

RESOURCE

"The Magnificent Seventh" Kenneth J. Holland, Pacific Press 1970.
"Rest for Modern Man" Samuele Bacchiocchi, Southern Publishing Assoc. 1976.
"The Christian Use of Time" Niels-Erik Andreasen, Abingdon 1978.
"Divine Rest for Human Restlessness" Samuele Bacchiocchi, Michigan 1980.
"Family Guide to Sabbath Nature Activities" E.E. Lantry.

METHOD OF TESTING

Participation in study and discussion.

SABBATH TIME LINE

THE SABBATH	IN EDEN	BEFORE SINAI	AT MT. SINAI	AS ISAIAH SAW IT	AS EZEKIEL SAW IT	AS JESUS UNDERSTOOD IT	AS THE DISCIPLES KEPT IT	AS THE APOSTLES & EARLY CHRISTIANS KEPT IT	IN ETERNITY
BIBLE REFERENCE	Genesis 2:2,3	Exodus 16:4 Exodus 16:26-28	Exodus 31:13 Deuteronomy 7:8,9 Exodus 31:17	Isaiah 58:13	Ezekiel 20:12 20:20	Mark 2:27 Luke 4:16-19 Luke 23:50-56 24:1-8	Luke 23:56	Acts 13:44	Isaiah 66:22,23
MEANING OR PURPOSE (To be filled in by the Voyager Class)									

TEACHERS ANSWERS	REST DAY	TEST DAY	A SIGN THAT GOD IS REDEEMER (SANCTIFIER) & CREATOR	A DELIGHT	A SIGN THAT GOD IS REDEEMER & LORD	MADE FOR MAN & A DAY FOR i) PREACHING THE GOSPEL ii) HEALING THE BROKEN HEARTED iii) PREACHING DELIVERANCE	REST DAY	A DAY TO HEAR GOD'S WORD	A DAY OF WORSHIP FOR EVER

Requirement 4

HAVE A CURRENT MEMORY GEM CERTIFICATE.

CLASS PERIODS

One

Of the total class periods, one is set aside for the Memory Gem Examination.

OBJECTIVE

To provide opportunity for text memorisation leading to spiritual growth through personal application of the memory gem.

TEACHING METHODS

1. Encourage the teen to learn the memory gem as part of his daily worship.
2. Plan an interesting method of review each week.

RESOURCE

"Remembering Bible Texts for Children". Publisher: Scripture Union.
Available from Christian Book Shops.

METHOD OF TESTING

Pass one quarterly test provided by the Conference Youth Department.

COMMUNITY OUTREACH

The aim of this section is to create opportunities for the Voyager to be of service to others, and to model Christ's love and care.

Two sessions have been allocated for this section.

Requirement 1 AS A GROUP OR INDIVIDUALLY, INVITE A FRIEND TO AT LEAST ONE OF YOUR CHURCH OR CONFERENCE TEEN/YOUTH FELLOWSHIP ACTIVITIES.

OBJECTIVE

To enlarge the Voyager's circle of friendship, for the purpose of extending the influence of God's Kingdom and to bring added enjoyment of new companionship and personal growth.

EXPLANATION

The outreach ministries for Voyagers are designed to involve the 14 year old in a personalised contact as an individual and yet incorporate group activity which is essential and required by this peer group level.

In discussion with your group plan activities that the teen youth can invite a friend to participate in. The following areas can be considered, along with their own ideas:

- a. Teen/Youth Meetings.
- b. Recreational Activities.
- c. Teen Camps.
- d. Sabbath School.
- e. Pathfinder Activities.
- f. Parties.

TEACHING METHOD

Group discussion.

METHOD OF TESTING

Participation in the activity will fulfil this requirement.

Requirement 2

AS A GROUP OR INDIVIDUALLY, HELP ORGANISE AND PARTICIPATE IN A PROJECT OF SERVICE TO OTHERS.

TIME ALLOCATED

One session.

OBJECTIVE

To help the Voyager experience the joy of serving others.

EXPLANATION

Activities suggested are:

- A. Meal for Senior Citizens
- B. Friendship Outing for Underprivileged Children.
- C. Other.

TEACHING METHOD

A. MEAL FOR SENIOR CITIZENS

This activity will require considerable adult supervision in connection with contacts, transportation, purchase of food and preparation. Most Voyagers will be delighted to participate because of its service aspects. It will be very rewarding if more than one individual participates in the activity because of the creativity potential. The following suggestions may be helpful in stimulating ideas:

1. Select senior citizen shut-ins, either singularly, couples or groups. Groups are better in that it affords fellowship opportunity within their own age level.
2. Central locations are considered best with transportation provided for the senior citizen. Voyager homes, as well as halls and other facilities should be considered in venue selection. The home of the shut-in senior citizen likewise can be considered.
3. Food selections should be in accordance with elderly diet requirements and it is well to confer with knowledgeable persons in this regard. Food preparation plans in detail are a must, and should be worked out well in advance.
4. Table decorations add to the atmosphere as well as a flower for each guest, which can be pinned to blouse, jacket or coat. A small gift, such as a book of poems or selected readings, is a welcome idea.
5. It is suggested that during times other than holidays and vacation periods, Sunday 1:00 p.m. be the hour to entertain the senior citizens. Seniors retire early and hesitate to be out after dark.

B. FRIENDSHIP OUTING FOR UNDERPRIVILEGED CHILDREN

Voyagers will be eager to participate in any activity which will provide

a friendship outing for underprivileged children of their community. Points to be considered are:

1. Source of children - such as orphanages, children's homes, etc.
2. Facilities - choose your facility or location in harmony with a Sabbath or secular outing.
3. Transportation.
4. Games.
5. Food or treats.
6. Entrance Fees.
7. Chaperons.

C.-----OTHER

Any other community service as designated by the leader, such as: birthday party for oldest member; married couples party; Meals on Wheels; reading to a blind person, etc.

METHOD OF TESTING

Participation in the activity will fulfil this requirement.

Requirement 3

DISCUSS HOW A CHRISTIAN ADVENTIST YOUTH RELATES TO PEOPLE IN EVERYDAY SITUATIONS, CONTACTS AND ASSOCIATIONS.

TIME ALLOCATED

One session

OBJECTIVE

To enlarge the Voyager's concept that relationships with others involves a Spiritual Ministry.

TEACHING METHODS

In discussion with your group:

1. Identify the usual daily contacts that a teen would experience, eg. family, friends and neighbours, bus driver, shop-keeper, music teacher, etc.
2. Discuss the differences between yourself and non-Adventist friends and contacts. eg. food, entertainment, recreation, Sabbath, etc.
3. Do you think these differences make it impossible to establish a friendship (Answer - NO)

You can establish a friendship by talking about the things you have in common, e.g. school activities, hobby interests, Pathfinders/Scouts, games, sports, etc.

You can use our distinctive differences as an interesting conversational point, without preaching! e.g. why we choose a lifestyle that excludes the eating of meat, smoking, drinking alcoholic beverages, playing sport on Sabbath, etc.

4. A friendship can also be formed by you becoming aware of the other person, e.g. saying hello, helping wherever possible, courtesy and good manners, etc.

Even if a friendship is not formed, a good impression is given of yourself, your school or church.

5. Discuss the power of influence:
 - a. How you are able to influence others.
 - b. How others influence you.

Remember that because our human natures have a bias towards wrong, it is easier for people to go the wrong way, than to follow Jesus.

The Christian teen must be insulated from the crowd, but not isolated from it. Compromise of standards or convictions is detrimental in making friends, but isolation is not acceptable either.

5T, page 111. "The influence of every man's thoughts and actions surrounds him like an invisible atmosphere which is unconsciously breathed in by all who come in contact with him."

5T, page 112, 113. "The true Christian does not choose the company of the uncommitted for the love of the atmosphere surrounding their unreligious lives or to excite admiration and secure applause..... the society of unbelievers will do us no harm if we mingle with them for the purpose of connecting them with God and are strong enough to withstand their influence."

RESOURCE

In the book Ministry of Healing, and the chapter entitled "In Contact With Others", you may draw some of the positive factors that will enable you to demonstrate how interpersonal relationships can be a ministry.

Film - BROTHERS: Available for hire from the conference youth department.

METHOD OF TESTING

Participation in the discussion will fulfil the requirement.

CHURCH LIFE

The aim of this section is to provide the Voyager with a concept of Church organisation, its relationship to him personally, and the opportunities for involvement.

Four sessions have been allocated for this section.

Requirement 1 DISCUSS AND PREPARE A FLOW CHART ON LOCAL CHURCH ORGANISATION, AND LIST THE DEPARTMENTAL FUNCTIONS.

TIME ALLOCATED One session

OBJECTIVE

To enlarge the Voyagers understanding and appreciation of a divinely ordered church structure.

EXPLANATION

Most Voyager age youth have little concept of organisation within the Denomination, except as it touches them in their local church, and even then it is often limited.

TEACHING METHOD

Bare and sterile facts can be terribly dull and uninteresting, therefore your enthusiasm in the discussion group is essential in presenting church organisation as a ministry to the community of believers as well as at large. Stories and reference to highlights from your own personal experience can be helpful in explaining purpose and function. Attending a special board meeting where each church officer gives details of their duties, would be helpful.

RESOURCE

On the following page is a flow chart of local church functioning.

METHOD OF TESTING

Presentation of a flow chart and participation in discussion.

FLOW CHART

Under the direction of the Church Board, chaired usually by their Church Pastor, the various departments function and fulfil their ministry to the church body and the community.

CONFERENCE		Governing body of a number of churches within a geographical area.
PASTOR		Representative of the conference, and leader of the church.
CHURCH BOARD		Governing body of the church.
ADMINISTRATION	ELDERS	Their function is the spiritual care of the church in association with the church pastor.
	TREASURER	Custodian of church monies and responsible for disbursement of funds to local conference according to policy, and paying bills and special accounts as directed by Church Board.
	CLERK	Keeps the records of all official meetings and actions, including church board and business meetings. Also keeps church membership rolls up to date.
	DEACONS	Care for the physical church plant and the comfort of church members during meetings, and make provision for the help of needy members.
	DEACONESSES	Assist in church functions, and in caring for needy church members.
CHURCH BODY	SABBATH SCHOOL	Provides for the weekly group study of God's Word, Mission outreach and fellowship.
	LAY ACTIVITIES	Co-ordinates the missionary outreach of the church.
	YOUTH	Responsible for programs, outreach and recreational ministries for the 16-30 age group.
	PATHFINDERS	Provides programs, specialised skill and learning activities for the 10-15 age group.
COMMUNITY	COMMUNITY SERVICES	Seeks to serve community welfare needs.
	HEALTH & TEMPERANCE	Provides a variety of informative/preventative Health and Temperance programs for the church and community.
	COMMUNICATIONS	Public relations for the church, giving news stories of activities of public interest to the media.

Requirement 2

PARTICIPATE IN LOCAL CHURCH PROGRAMS ON TWO OCCASIONS EACH, IN TWO DEPARTMENTS OF THE CHURCH.

TIME ALLOCATED

Two sessions

One session to be used for planning the Voyager's participation, and one for the group to share their experiences.

OBJECTIVE

To provide for the Voyager to experience the joy and satisfaction of sharing their faith and talents by involvement in church life.

TEACHING METHODS

1. Plan the group's participation well in advance and make any necessary arrangements with the church leaders.
2. Encourage individuals or groups to engage in projects that match their talents, eg. music, story telling, Sabbath School teaching, mission reading, prayer, etc.
3. Allow opportunity for the Voyagers to share and assess their experiences.

NOTE: Completion of requirement 2 in the Health and Fitness section, may be counted as one of the church programs required to complete this section.

METHOD OF TESTING

Participation in programs as arranged.

Requirement 3

WITH YOUR GROUP MAKE PLANS FOR A SOCIAL ACTIVITY AT LEAST ONCE A QUARTER.

TIME ALLOCATED

One session.

OBJECTIVE

To provide an opportunity for the Voyagers to learn how to socialise in an acceptable manner with friends of their own, and opposite sex, and to plan occasions to which Voyagers can bring their non-Adventist friends for fellowship.

TEACHING METHODS

1. This activity may provide an opportunity to arrange for a group of Voyagers from another church to join them for the social event.
2. Encourage the Voyagers to invite their non-Adventist friends.
3. Discuss principles of Christian recreation including Films and Television.

RESOURCES

A. THE YOUTH SOCIAL DECALOGUE

1. Be guided by principle, rather than by impulse, in all your social activities.
2. Practice total abstinence from that which is evil, remembering that on religious questions compromise is treason to right.
3. Be temperate in your use of that which is good.
4. Never let social requirements lead you to disregard the laws of health.
5. Set a high social standard before yourself, and always observe the rules of propriety.
6. Never deal in counterfeits, such as flattery and flirtation, but exemplify Christian simplicity in all things.
7. Deny self for the sake of others, and for the sake of your influence over them.
8. Never seek pleasure for its own sake, use it as an agency for doing good.
9. Do all things for the glory of God and for the good of others.
10. Make your social activities a subject of prayer, never losing sight of the great aim to make them an agency for blessing others.

B. SUGGESTIONS FOR GAMES LEADERS

1. Write out a list of games which you intend to use, including more than you think you will have time for.
2. Know the game yourself before you attempt to teach it.
3. Have all necessary equipment ready before beginning the game.
4. Get group into formation before explaining the game. This makes it easier for the players to understand.
5. Make explanations as simple and concise as possible. Lengthy explanations create rapid loss of interest.
6. Demonstrate, using as few words as possible in explanation.
7. As little time as possible should be used in getting ready to play a game.

8. Once rules are established for a given condition, they should be observed.
9. Be resourceful in adapting games to prevailing conditions.
10. Keep in mind the objectives of recreation - to promote physical development, and to refresh the mind.
11. Emphasise character and sportsmanship values.
12. Do not tolerate cheating or bullying.
13. Guard against players overstraining.
14. Have a whistle available, but use only when necessary.
15. When the whistle is blown, demand immediate and absolute attention.
16. Play the game with the group as far as possible.
17. When officiating, make quick, accurate and just decisions.
18. Watch closely for waning interest.
19. Change the game when the interest is at its height.

C. BOOKS

- "Mind Manipulators" Roland Hegstad.
- "Encyclopedia of Games" Doris Anderson, Zondervan.
- "Good Times for God's People" Zondervan.
- "Far Out Ideas for Youth Groups" Wayne Rice, Bruce Yaconelli.
- "Way Out Ideas for Youth Groups" Wayne Rice, Bruce Yaconelli.

D. FILMS

- "So Many voices" - Youth Department.
- "6 Billion Dollar Sell" - Health Commission.

METHOD OF TESTING

Participation in activities and discussions.

HISTORICAL PERSPECTIVE

The aim of this section is to create an appreciation of the gift of the Spirit of Prophecy.

Two sessions have been allocated to complete the requirement.

Requirement

TRACE THE DEVELOPMENT OF THE ROLE OF ELLEN WHITE IN THE SEVENTH-DAY ADVENTIST CHURCH IN THE AREAS OF:

- A. THE ORGANISATION OF THE CHURCH.
- B. WORLD WIDE EXPANSION OF THE CHURCH.
- C. MAJOR BELIEFS OF THE CHURCH.

TIME ALLOCATED

Two sessions.

OBJECTIVE

To help the Voyagers recognise and acknowledge the role of Ellen White in the development of the Seventh-day Adventist church.

TEACHING METHODS

- A. View audio visual twice.
- B. Conduct class discussions using the suggested discussion topics:

- 1. What influence did Ellen White have on:

- A. The organisation of the Seventh-day Adventist church?
 - a. Preaching and travelling
 - b. Sabbath Conference and formation of doctrines
 - c. Publishing work
 - d. Health reform
 - e. Education
 - f. Foreign missions
 - g. European travels
 - h. 1888 General Conference
 - i. Australia
 - j. 1901 General Conference
- B. World-Wide Expansion
 - a. J.N. Andrews
 - b. European travels
 - c. Australia

- C. Formation of beliefs
 - a. Sabbath Conferences
 - b. Visions
 - c. Writings
- 2. Despite all her writings and visions, Ellen White always directed people - not to her work, but to the Bible. Why do you think she did that?
- 3. Describe a typical day in the life of Ellen White. Remember she was a mother and a wife as well as a messenger from God.

SCRIPT - LIFE AND INFLUENCE OF ELLEN G. WHITE

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
1.	Title	Life and Influence of Ellen G. White
2.	Country scene	Out on the rocky hills near the small town of Gorham, Maine, there lived the family of Robert and Eunice Harmon.
3.	House	On November 26, 1827, twin girls, Elizabeth and Ellen were born into this home.
4.	House	The girls were still only young when Mr Harmon gave up his farm and moved 20 kilometres to Portland. Here they lived in this house which doubled as a hat shop, since Mr Harmon was a hatmaker by trade.
5.	School	At the age of nine, while attending the Brackett Street school, Ellen as a result of a stone breaking her nose, found that her eyes could not focus on the printing in her text books and she had to withdraw from school.
6.	Church	When Ellen was twelve, William Miller came to Portland and preached at the Casco Street Christian Church. Ellen was thrilled when she learned that Jesus was coming in just four years.
7.	Ocean	She wanted to be sure she would be ready and at her own request was baptised by immersion down by the beach in the Atlantic Ocean.
8.	E.G.W. at table	October 22, 1844, was the great day. How terribly disappointed they were when October 22

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
		passed and Jesus didn't come. Ellen was disappointed too, but she never lost her confidence that Jesus was coming soon.
9.	In prayer group	A few weeks later she was with four friends and together they were studying the Bible and asking God to help them understand. As the girls were praying Ellen was given her first vision.
10.	Journey to Heaven	She told of seeing a straight and narrow path on which the Advent people were travelling to the Holy City. At the end of the path Jesus stood with His arms held up in encouragement.
11.	Angel	A week later an angel came and told her that the Lord had chosen her to be His messenger. Ellen was only seventeen and her education was limited. She was sick much of the time and her voice was so weak it was only a whisper.
12.	E.G.W. in vision	With fear and trembling Ellen told the Advent believers in Portland about her vision. As she began to speak, her hoarse whisper became strong and in a clear voice she told what she had seen.
13.	Entering Randolph	At the town of Randolph, two men - Sargeant and Robbins - claimed that Ellen's visions were of the devil. Ellen attended one of their meetings and was taken into vision for a period of four hours.
14.	In vision - holding Bible	While in vision, she took a large family Bible and held it above her head as she pointed to texts.
15.	(as above)	This Bible weighed 9kg. which shows that she had received supernatural strength from God.
16.	James White	James White, a school teacher who had become a Millerite preacher, arranged for Ellen to visit other places, going with her as her guardian. Friendship developed into romance and in August of 1846, they were married at the bride's home.
17.	Bates	Joseph Bates, a retired sea captain, showed James and Ellen that they ought to be keeping the fourth commandment and observing the Sabbath. They went home and after studying and praying

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
		about the matter for several weeks, they decided to worship on the seventh day of the week.
18.	Country house	The Whites, with their infant son, came to live with the Howlands at Topsham. Friends loaned them furniture and Ellen eked out the few cents she had to buy food and clothing for their baby.
19.	Rail tracks	Meanwhile, James worked on the railway nearby, to earn money.
20.	Orion	Bates didn't believe in the visions that Ellen was having, but when Ellen received a vision about the stars and described the great open space in the sky, in the constellation of Orion, Bates decided only God could have shown her that.
21.	Page from book	Another vision she received while at Topsham was the one in which Ellen was shown the Ten Commandments in the ark in heaven. The fourth commandment shone brighter than the other nine, surrounded by a halo of glory.
22.	Carriage	Calls kept coming for the Whites to speak. Travel was difficult, undertaken by train or in horse-drawn carriages.
23.	Old-time meeting	During 1848 the Sabbath Conferences took place at which the common beliefs of the Advent believers were studied. After the Bible teaching had been established Ellen was then shown in vision what the Bible taught. Her role was then, that of confirming Bible truth.
24.	House in the woods	During one of these Sabbath Conferences, at the home of Otis Nichols, Ellen received a vision with a message for her husband.
25.	E.G.W. in vision	"You must begin to print a little paper and send it out to the people. From this small beginning it was shown to me to be like streams of light that went clear around the world."
26.	Building	The Whites had shifted again, with all their goods in a single trunk, and now lived with Albert Belden.
27.	Mr & Mrs White	It was here that James began to write and the

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
		publishing work of the church was born in the same month as the White's second baby.
28.	Present Truth	The baby was named James Edson, and the paper was called "The Present Truth".
29.	Group in prayer	James White brought the papers home, folded and addressed them, then knelt in prayer around them before taking them to Middletown for posting.
30.	Advent Review	The response to the papers meant success for the publishing work. Soon James was editing a second paper, which became "The Second Advent Review and Sabbath Herald".
31.	Review & Herald	Today a world-wide chain of publishing houses pours out thousands of magazines and books every year.
32.	Christian experience	At Saratoga Springs, Ellen White's first book was printed - <u>A Sketch of the Christian Experience and Views of Ellen G. White.</u>
33.	Early Press	Their next home was in Rochester where they were to live for 3½ years in a house which contained the print shop for the press as well.
34.	Building	Ellen White was asked to speak a few words of comfort at a funeral service conducted at the school at Lovett's Grove.
35.	Christ & Satan	While she was speaking she was taken into vision and for two hours while the congregation waited, she was shown the history of the world and the great controversy between Christ and Satan.
36.	Writing	Afterwards she was told to write out what she had seen. Painfully at first, but gradually, she was able by God's power, to write down the story.
37.	Building	About this time in 1856 the Whites moved to Battle Creek and here James built their own house in Wood Street.
38.	Room	In the upstairs bedroom Ellen spent much of the time writing.
39.	Great Controversy	Her book <u>Spiritual Gifts</u> contained the account of the Great Controversy vision.

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
40.	S.P. Books	This book was later expanded into the four volumes called The Spirit of Prophecy, and then into five volumes of the Conflict of the Ages series.
41.	SDA & Angel	In 1860 the believers chose a name to describe their beliefs - Seventh-day Adventists. Three years later the General Conference was formed to systematically direct the work.
42.	Building	The Whites shifted again to be nearer the Review and Herald office in Battle Creek. While here their youngest son Herbert died at the age of three months.
43.	Family Photo	But how much more bitter was their loss when their eldest son, 16 year old Henry, also died. Now only two boys remained.
44.	Building	Ellen's vision on the subject of healthful living was presented to her in this home of the Hilliard family. At the opening of Sabbath worship this 45-minute vision outlined the simple health principles that make our church unique.
45.	Group/building	At Ellen White's urging the Seventh-day Adventist Church established the first medical institution, a small clinic and hospital called the Western Health Reform Institute.
46.	Modern building	Today a world-wide chain of hospitals, sanitariums and clinics staffed by thousands of dedicated Christian doctors and nurses, uphold the health standard of the church.
47.	Portrait	For 2 years James was seriously ill with paralysis. The doctors told him not to work or physically exert himself. Ellen refused to believe that advice, and so took her husband out onto a farm where they lived and worked hard for another two years, at the close of which, James had been restored to full health.
48.	Group in orchard	In 1868 Seventh-day Adventists held their first campmeeting in a grove of sugar maples near the town of Wright in Michigan. For the next 40 years Ellen often spoke at these conferences.
49.	School room scene	Ellen White strongly advocated Christian education. Goodloe Bell started a small private school in Battle Creek.

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
50	Building	It wasn't until 1874 that the college in Battle Creek was opened.
51.	Modern college	This today is called Andrews University and is representative of all the universities, colleges, high schools and primary schools operated by the church.
52.	J.N. Andrews	It was also at Ellen White's urging that foreign missionaries were sent overseas, the first of whom was John Nevins Andrews.
53.	E.G.W. & Map of Mediteranean	James White died in 1881 at the age of 60, leaving Ellen to complete her mission alone. In 1885 the General Conference sent her to Europe, where she lived for two years.
54.	Monument	She was especially interested to visit the Waldensian Valleys where so many faithful Christians lived during the Dark Ages, because she had been shown these places in vision.
55.	Group/Building	Ellen White returned to America to attend the General Conference session of 1888, which met in this church in Minneapolis. It was here that the ringing testimonies of Waggoner and Jones called Adventist preaching back to the message of righteousness by faith in Christ.
56.	E.G.W. in Australia	The Conference asked Ellen to go to Australia to help establish the work commenced by Haskell and Corliss in 1885.
57.	3 books	She was to spend ten years in Australia, and completed work on three important books - <u>Thoughts from the Mount of Blessing</u> , <u>Christ's Object Lessons</u> and <u>The Desire of Ages</u> .
58.	Sunnyside	Her home was at Sunnyside, a name she chose for the house she designed near the infant Avondale College.
59.	Australian bush	In vision Ellen had been shown a ploughed furrow on this land and had been told that this was to be the place for a training school.
60.	Monument	Next day, while out with the inspection committee which was to decide where to build the college, the furrow was found just as she had described.

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
61.	Avondale Chapel	Today faith has been rewarded by the thousands of students who have graduated and who have served the church as ministers and teachers, secretaries and tradesmen, all over the world.
62.	Press	While visiting the Echo Publishing House in Melbourne she recognised the building and asked for a man who worked there. She had seen the printing press 16 years before in a vision and she had a message for one of the workers!
63.	European building	Ellen White returned to America to attend the General Conference of 1901 held in the Battle Creek Tabernacle. It was here that Ellen White addressed the General Conference.
64.	E.G.W. addressing assembly	"According to the light that has been given to me, greater strength must be brought into the General Conference. We need a re-organisation, to begin at the foundation and build upon the principle of co-operation with each other and with God."
65.	Office entrance	Re-organisation followed to allow for greater decision-making in local areas called union conferences.
66.	Building on fire	For some years Ellen White had been advising against establishing too many institutions in Battle Creek. However, her counsel was largely ignored until a whole series of disastrous fires destroyed the Sanitarium and the Review and Herald Publishing House.
67.	Town street scene	The Sanitarium was rebuilt on a grand scale, against Ellen White's wishes.
68.	General Conference	But the Review and Herald Publishing House and the General Conference office were both moved to Takoma Park on the outskirts of Washington DC.
69.	Old-time campmeeting	A whole series of miracles led to the purchase of land in California for the opening in 1905, of another sanitarium and the College of Medical Evangelists.
70.	Loma Linda University	Today it is known as the Loma Linda University, a top-rated medical school for the training of doctors, dentists and nurses.

<u>SLIDE NUMBER</u>	<u>SLIDE DESCRIPTION</u>	<u>SCRIPT</u>
71.	Country mansion	Ellen White made her home at Elmshaven in California and for the last 15 years of her life she continued her work of writing.
72.	Room inside	This is her sunny first floor study in which, using a lap board across her armchair, she completed work on many more of her books.
73.	Testimony to the church	Beginning in 1855 many "testimonies for the church" were written, giving practical instruction and advice to church members and leaders alike.
74.	Pamphlets	Eventually there were 30 of these pamphlets and so it was decided to reprint them in four volumes. Over the next few years more testimonies were to follow.
75.	Set of modern bindings	Another five volumes were added, making nine volumes on priceless and timeless advice that has proved to be sound whenever it has been followed.
76.	All E.G.W. writings	In fact, if all of her published works were stacked on end, they would form a pile over two metres high!
77.	Funeral service	Ellen White died in 1915. Her funeral was conducted in the Battle Creek Tabernacle.
78.	Cemetery	She was laid to rest in the White family lot by the side of her husband.
79.	Headstones	Her last recorded public appearance had been at the General Conference Session, when, holding a Bible, she ended her sermon with the words, "Brethren, I commend to you - this Book."

RESOURCES

Believe His prophets, Denton Rebok, R & H
 Ellen G. White, Prophet of Destiny, Rene Noorbergen, Keates Pub. Inc.
 Ellen G. White, The Human Interest Story, Arthur White, R & H
 The Undaunted, M. Carol Hetzell, Pacific Press
 Stories of My Grandmother, Ella M. Robinson, Sth. Pub. Assoc.

METHOD OF TESTING

Viewing of audio visual and participation in duscussion.

PERSONAL GROWTH

The facilitator of the Voyager group will want to be aware that the 14 year old adolescent is very much affected by the rapid physical changes that are taking place in his body. Puberty for most girls occurs from age 11 to 15, while for boys ages 12 to 16 are most likely to be the period in which puberty is effected. Thus most boys at age 14 are in the middle of this period when tremendous changes are taking place. Rapid growth and marked changes in body proportions are typical characteristics evidencing this change both internally and externally, all of which affect the physical and psychological well-being.

It is not uncommon for youth workers and teachers to note attitudinal changes and behaviour in the Voyager age group that will include withdrawal from family and peer group activity, quarrelling with family and friends, and the desire to spend more time alone engaging in a great deal of day-dreaming. Boredom is also another characteristic, with lack of interest in school work and home duties. Rapid growth is a major problem for the 14 year old in that it produces inco-ordination, clumsiness and awkwardness. Likewise this age can be unco-operative, disagreeable, hostile and critical, moody, sulky and can develop a loss of self-confidence. Strangely however, the bodily changes during puberty cause some to become excessively modest for fear that notice will be taken of these changes and unfavourable comment will follow.

Facilitators of discussion groups will find a keen and varied interest in the personal growth subjects, since they are so vital and so close to the adolescent, and lively participation will be evident. Teen attitudes are fluid and flexible in the Voyager age group and in this respect the personal growth studies provide excellent opportunities to help heal misconcepts, and mistakes and to redirect youthful thinking into productive, creative and spiritual values.

The aim of this section is to continue on from the Ranger studies in personal growth, with a deepening awareness and assessment of attitudes which contribute to positive character growth. Voyagers are permitted to choose two of the four subjects. Two sessions are allocated for each topic.

Requirement

IN GROUP DISCUSSION AND BY PERSONAL ENQUIRY
EXAMINE YOUR ATTITUDES TOWARD TWO OF THE
FOLLOWING TOPICS:

- A. SELF-CONCEPT.
- B. HUMAN RELATIONSHIPS - PARENTS, FAMILY AND OTHERS.
- C. EARNING AND SPENDING MONEY.
- D. PEER PRESSURE.

TIME ALLOCATED

Two sessions per topic.

TEACHING METHOD

1. Familiarise yourself with the script and teacher's helps.
2. Choose a discussion starter or topic from the material supplied and use it as an introduction to the topic selected.
3. Lead the group into a discussion of the topic.
4. The wise leader will conclude the group discussion by re-emphasising the positive aspects of the topic.

A. SELF-CONCEPT

OBJECTIVE

To provide an opportunity for the Voyager to understand the meaning and application of self-concept.

DISCUSSION HELPS

The terms 'self concept' and self esteem' are used interchangeably and mean essentially the same thing. Self concept is a person's perception of himself, the way the person sees himself. These self perceptions (ie. the way you see yourself) are formed through a person's experience with his environment and seem to be especially influenced by reinforcing components within the environment. In particular the self concept is influenced by the attitudes and reactions of persons who are in a significant position in relationship to you.

Knowledge about one's self concept enables us to explain and predict how one will act in a particular situation. If a person sees himself as a 'delinquent' or a 'no gooder' then he is likely to act like that simply because that's the way he sees himself and that's the way he believes others see him.

Can you think of an example of how a person's self perception influences his behaviour and the behaviour of others towards him?

An Example: A young boy had been convicted for stealing and sent to an institution for delinquent boys. After spending some time there he was allowed to go home. After he had been home a short while there was a robbery in the street in which he lived. Naturally the first house the police went to was his. They questioned him and accused him of being involved in the robbery. He denied having anything to do with it. He was not believed. If he had done it before he would do it again was the attitude of the police. This attitude on the part of authority made him bitter and resentful and he saw himself now as someone who would really show them how! He went on to further and further crime.

Can you think of different kinds of examples where your 'concept of yourself' has influenced your ways of behaving.

A DESCRIPTION OF THE SELF CONCEPT

Our self concept may be divided into two components:

1. The academic self concept. This consists of the way we see ourselves in relationship to educational abilities such as reading, writing, science, maths, music, art and various technical skills and abilities.
2. Secondly, non academic skills. The non academic self concept consists of three parts:
 - a. The social self concept which deals with how we see ourselves in relationship to others. Some people see themselves as shy and timid and therefore don't make friends easily. Others think of themselves as friendly, outgoing and able to make friends, perhaps with the opposite sex, very easily.
 - b. The emotional self concept. This aspect of our self concept relates to how we believe we can handle our emotions. One person may see himself as 'cold and hard'; another as 'soft and easy to get on with'; another as one who 'flies off the handle'; and still another who 'goes quiet and says nothing'. These are just some examples of our emotional self concept; you will be able to think of other examples.
 - c. The third aspect of our self concept relates to our 'physical being' - our physical self concept. Our concept here takes many shapes and forms. Some are derived from phrases and descriptions given to us by other people such as: 'squib', 'fatso', 'skinny', 'beanpole', 'flatfoot', and 'freckles'. You will be able to think of many more examples centred around running and jumping skills, game skills (cricket and football). Make a list of them.

How do these labels affect people? Think of ways in which people might do something to combat negative self concepts. How can we change our self images if they are negative?

HOW TO CHANGE OUR SELF CONCEPTS

If they are formed by other people's attitudes and responses to us then it follows that they will help us considerably by changing their attitudes. A kind word of encouragement from someone whose opinion we value, and sympathetic understanding, will help.

Practical assistance in helping us overcome our deficiency will help. A young chap felt very stupid when it came to maths. He had failed often until one day he came across a very unusual and helpful teacher who said; "Anytime you need help, come and see me, it doesn't matter how many mistakes you make, I'll help you."

If we can reach the stage where we can put our own mind and effort into helping ourselves and the forces in our environment are not too discouraging, we may change a negative self concept into a positive one. Have you ever had this experience? Can you think of anyone who has?

SUMMARY

It is generally believed that a person's self concept plays such an important part in his life that he cannot act other than in conformity with that concept. Thus if he sees himself as a poor reader, then he will not try to read, and certainly will not read in public for fear of making a fool of himself. Our self concept then is like a private internal image of ourselves that is often one of the most difficult stumbling blocks to overcome or change, if we are going to alter our way of life or alter the things we do or cannot do.

3T, page 188. "The soul is of infinite value. It's worth can be estimated only by the price paid to ransom it. Calvary! Calvary! Calvary! will explain the true value of the soul."

Desire of Ages, page 745. "The spotless Son of God hung upon the cross, His flesh lacerated with stripes; those hands so often reached out in blessing, nailed to the wooden bars; those feet so tireless on ministries of love, spiked to the tree; that royal head pierced by the crown of thorns; those quivering lips shaped to the cry of woe. And all that He endured - the blood drops that flowed from His head, His hands, His feet, the agony that racked His frame, and the unutterable anguish that filled His soul at the hiding of His Father's face - speaks to each child of humanity, declaring, It is for thee the Son of God consents to bear this burden of guilt; for thee He spoils the domain of death, and opens the gates of paradise. He who stilled the angry waves and walked the foam-capped billow, who made devils tremble and disease flee, who opened blind eyes and called forth the dead to life - offers Himself upon the cross as a sacrifice, and this from love to thee."

DISCUSSION STARTERS

WEEKLY REACTION SHEETS

Part of enhancing a student's self-concept is helping him become more aware of the control he actually has over his daily life. Weekly reaction sheets help students see how effectively they are using their time.

Hand out a sheet with the following questions:

Name _____

Date _____

1. What was the high point of the week?
2. Whom did you get to know better this week?
3. What was the major thing you learned about yourself this week?
4. Did you institute any major changes in your life this week?
5. How could this week have been better?
6. What did you procrastinate about this week?
7. Identify three decisions or choices you made this week.
What were the results of these choices?
8. Did you make any plans this week for some future event?
9. What unfinished personal business do you have left from this last week?
10. Open comment:

At the end of a six-week period, you should return the reaction sheets to the students. Students may volunteer to talk about any or all of the questions. Ask them to try to summarise any patterns they can discern in their responses to the questions. Ask them to make a series of "I learned..." statements after their review of their sheets.

After one six-week period has elapsed, it is interesting and profitable to have the students construct a new weekly reaction sheet based on what they feel are important areas to be examined in their lives.

KILLER STATEMENTS AND GESTURES

Conduct a class discussion around the following questions:

Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?

Have you ever wanted to share things - ideas, feelings, something you've written or made - but were afraid to? Were you afraid that people might put you or it down? What kinds of things might they say or do that would put you, your ideas, or your achievements down?

Introduce the concept of "killer statements and gestures" to the students. All of us have many feelings, thoughts, and creative behaviours that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used (even by teachers!) are:

We don't have time for that now.
That's a stupid idea. You know that's impossible.
You're really weird!
Are you crazy? retarded? kidding me? serious?

Only girls/boys do that!
 Wow, he's strange, man, really strange!
 That stuff's for sissies.

Tell the students that they're going to be social science researchers for the day. Ask them to keep a record of all the killer statements they hear in school, at lunch, at home, and at play, for one day. Discuss the findings with them during the next class.

Here is another exercise that can help students identify and legitimise some of their hostile feelings which they may be channeling into killer statements. This activity also helps the students discharge some of these feelings in a way that is not psychologically harmful to the other students.

Ask the students to stand up. When you say "go" they are to say or shout all the killer statements that they have heard during their day as researchers.

"I'D LIKE TO BE....."

1. Go through the qualities below and mark '1' by the one most important to you, '2' for the next most important, and so on, giving '12' to the quality that is least important to you. Take your time. It is not easy.

_____ POWERFUL	-	have control over others
_____ SKILFUL	-	be an expert in some area
_____ FAMOUS	-	be very well known
_____ GOOD	-	be known as good, kind, generous
_____ HELPFUL	-	be helpful to others or to the world in important ways
_____ ATTRACTIVE	-	have others like your looks
_____ PLEASED	-	have a lot of fun
_____ FREE	-	be able to do what you want
_____ CONTENTED	-	to be at peace; not to be anxious in any way
_____ WISE	-	to have deep and wide knowledge
_____ LOVED	-	to be deeply loved and cared for
_____ HEALTHY	-	to be sound in body and free from disease and pain

2. Underline the top four choices. Imagine a person who values those four things very much. What does he or she like to do?

What plans has that person for the future?

What does that person think about himself or herself?

3. Think about the extent to which you are now like your top four choices. Write about any gaps between your present life and the way you would like to be.

Write about things you might do to help you become what you wish to become.

This is a personal value-clarifying experience, and a useful concept-defining experience too.

A Possible Sequence

1. Ask students to complete the sheets thoughtfully. Avoid getting into definition complexities at this point; rather, recommend that those confused by a word, define it in any way they choose.
2. It's fun to tally first choices. Ask how many rated POWERFUL number one. Have a student write the word and the number on the board. Do the same for each of the twelve qualities. Invite comments.
3. There are two interesting ways to form groups to compare and share work. One way would be to put together all those who selected POWERFUL as their most important quality, those who selected SKILFUL as most important, etc. (Adjust to keep groups in the three-to-four person range).

The other way is to form groups on the basis of qualities that students put as their least important.

Since student's extreme rankings will agree, they can next see if their other rankings agree. They can also compare other thoughts if they choose to do so.

4. Ask students to sit alone and write some "I learned...." statements: "I learned that....." or, "I was surprised that....." or, "I am beginning to wonder....." or, "I re-discovered.....".
5. Call on some students, or ask for volunteers, to read one or two of their "I learned" statements. Any student can pass, of course.
6. Conclude with a large group discussion.

Some Discussion Questions

1. Anyone willing to read some of what he/she wrote for the last few questions?
2. How many would have ranked the qualities differently a year or two ago?
3. How many of you are pretty much the way you would like to be? That is, the qualities you would like to have, you do in fact have? How many are close but not quite there? Any comments?
4. Would any of you like to write a contract to yourself to do something to make yourself more like the person you would like to be? If you do so, I would be happy to see this contract and, if you like, to remind you of what you promised yourself sometime in the future.
5. Can you guess how your brothers, sisters, or parents would rate the qualities? Perhaps make a prediction and then ask a family member to rate the items. Check your predictability.

"WHO AM I" QUESTIONNAIRE

Ask the students to fill out the following questionnaire. In order to assure that the students will be as open and honest as possible, you can tell them that the questionnaire will be kept confidential, unless they wish to discuss the questions in small groups.

The questionnaire consists of the following incomplete sentences:

In general, school is.....
This class is.....
My best friend is.....
The thing I like best about my class is.....
Something I'd like to tell my teacher is.....
I don't like people who.....
I like people who.....
I'm at my best when I.....
Right now I feel.....
People I trust....
The best thing that could happen to me is.....
When I don't like something I've done, I.....
When I'm proud of myself I.....
I'm very happy that.....
I wish my parents knew.....
Someday I hope.....
I would like to....
Five adjectives that describe me are.....
Three things I want to become more of, are.....

WHAT DO YOU WORRY ABOUT?

Worry is something which all of us experience. Each person has his or her own particular anxieties and this questionnaire may help you pinpoint what you worry about.

Place a mark in one of the columns on the right for each item.

I WORRY ABOUT.....	OFTEN	SOMETIMES	NEVER
1. My figure			
2. My looks			
3. My father			
4. My mother			
5. My school work			
6. What I'm going to do when I leave school			
7. My friends			
8. What other people think of me			
9. Why I'm not cleverer			
10. Getting a boyfriend/girlfriend			
11. Arguing			
12. Making a fool of myself			
13. Losing a friend			
14. People not liking me			
15. Whether I'll marry			
16. Snakes			
17. Not having enough money			
18. What I've done in the past			
19. Fighting with my family			
20. Spiders			
21. Leaving home one day			
22. Dying			

POSSIBLE ACTIVITIES

1. There is an old saying "A worry shared is a worry halved". Would you like to talk with your friends about some of the things that worry you?
2. Many people of the same age worry about similar things. Perhaps people in the group would like to find out how many people worry a lot about similar things.
3.
 - a. Make a list of the things you think your mother or father or best friend or sister or brother worry about. Discuss it with the person to see how accurate you are.
 - b. Discuss your list with your mother and father and see how many of the things on it they worried about at your age.

DO YOU LIKE YOURSELF?

Most people could make the following statements about themselves from time to time. Indicate how often each statement would hold true for you by giving it a mark from 0 to 4. This statement is true:

Always	4
Usually	3
Occasionally	2
Rarely	1
Never	0

1. I enjoy shopping for new clothes
2. I like being seen in a swimming costume
3. My weight is just about where I want it
4. I feel well-dressed
5. I like looking at myself in a full-length mirror
6. I feel important
7. If I were a member of the opposite sex I would find me attractive
8. I'm optimistic
9. I'm in a good mood
10. I can hold my own in conversations
11. I like going to parties
12. I can laugh at my own mistakes
13. Other people value my opinions
14. Nothing is too good for me
15. I'm energetic
16. I don't bear grudges
17. It takes a lot to get me down
18. I blame myself for the things that go wrong
19. Other people like me
20. I like meeting and talking to new people
21. There's a lot that I'm ashamed of
22. I'm a kind person
23. I like the place where I live
24. There are people I'd change places with
25. My life has been pretty interesting
26. I let people push me around
27. Other people need me
28. I like getting up in the morning
29. I can take care of myself
30. People usually admire me
31. My life is full
32. If I was ever in trouble, my friends would rally round to help
33. Most of the people I meet are worse off than I am
34. I've accomplished a good deal
35. I like to confide in people

[illegible]

"I VALUE...."

Work alone at first. Then sit with others, and share your ideas.

Place a '+' beside 10 items below that you value most highly. Define the items in any way you choose.

- _____ Excitement
- _____ Close friendships
- _____ Inner peace
- _____ Sense of self-worth
- _____ Ability to make free decisions
- _____ Personal fame
- _____ Financial security
- _____ World peace
- _____ Love
- _____ Business or professional success
- _____ Equality for all people
- _____ Comfort and pleasure
- _____ Approval from others
- _____ Being successful
- _____ College degree
- _____ A religious life
- _____ Rewards for honest efforts
- _____ Close family ties
- _____ Clear personal goals
- _____ Creativity
- _____ Elimination of poverty
- _____ Humour
- _____ An effective world government
- _____ Courage
- _____ Flexibility
- _____ Great personal wealth
- _____ Leadership
- _____ Plenty of free time
- _____ Loyalty from others
- _____ Problem solving ability
- _____ Sense of community with others
- _____ Caring for others
- _____ Freedom of speech
- _____ Beauty
- _____ Fun
- _____ Preserving nature
- _____ Justice for all people
- _____ Pleasing surroundings

Next, go back and place '0' by the ten items that you value least highly.

Now, choose your top three. Of the 10 items marked '+' pick three about which you feel most strongly, and underline them. Finally, you may add some new items to the list. But add only items which are as important to you as are the three underlined items.

B. HUMAN RELATIONSHIPS - PARENTS, FAMILY & OTHERS

OBJECTIVE

To help the Voyager begin identifying the factors which influence human relationships and to develop the positive elements.

DISCUSSION HELPS

Most children are born into a family where there is a mother and father. Some have unfortunately lost both parents just after birth as a result of some terrible accident. Others have been born into very troubled families where one or other of the parents deserts the family and leaves home. Sometimes before the breakup of family relationships there has been a long and bitter struggle between the parents with the anger and frustration being vented on the children. Children have no choice of the parents they are going to have, nor do parents have any choice of the children they are going to have. Many parents who find that their children are mentally retarded, deformed or malformed, come to love them so dearly that they would never think of parting with them in any way.

When you are born into this world and you grow up under the care of a mother and father, you come to believe that your mother and father have always been in existence; that they never get tired; never run out of money; never have problems. But of course they do get tired, they do have money shortages, they do have problems.

Betty never got along very well with her mother. Every time her mother asked her to help with some little job about the house, such as to wash the dishes, or run the vacuum cleaner over the carpets, Betty would think "Why does she have to always pick on me?" "Why doesn't she ask Susan, she's a bit older and could do it more easily?"

Betty began to resent her mother and to have bad feelings towards her, and towards her older sister. So much so that she began to feel that her mother was a real ogre. Why should she have to clean the floor? After all, six other people used it and so on.

DISCUSSION ON DIFFERENT KINDS OF RELATIONSHIPS

There are many kinds of relationships that develop in a family between parents and children. Can you think of different kinds of ways in which parents relate to their children?

A. A PATTERN OF PARENTAL DOMINATION

In one family the father may take a very dominant role and believe that children should be seen but not heard! As the child grows up he may come to believe that he is very much dominated and this may

well be true; he may feel that there is nothing that he can do that is right. There is a pattern of harshness and severity. This tends to produce a feeling of failure, a sense of worthlessness and sets up a pattern of rebellion and frustration.

Do you think this is good for the young person? Do you think it is good for the parent? What other patterns are there? What kinds of behaviours do you think this breeds in children to become like this in any way? Do you think the children could have influenced the parent?

B. PATTERN OF SUBMISSION TO THE CHILD OR TEENAGER'S DEMANDS

Some parents feel that they must give in to their children all the time. If Willy demands a bike for Christmas then he is given one. If he needs a wet suit then that is bought. Of course, if it's Mary, and she wants yet another dress, then it is bought straight away. Some children just have to breathe their wants and it happens for them. This pattern tends to produce a kind of arrogance in young people - a feeling that their needs and wants must always come first. It breeds selfishness and self centredness.

Do you think this is a good way for parents to behave towards their children and teenagers? If not, why not? Are there better ways of relating to children that you can think of? What kinds of behaviours do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behaviour?

C. PATTERN OF OVERPROTECTION

Still other parents think their children should be looked after and treated like fragile china. A pattern of overprotection is developed. Peter is never allowed to go out with his boyfriends in case he hurts himself. He is never allowed to try to drive the car in case he has an accident, and he must always have the pips taken out of his orange juice lest he swallow one and dies! There is a pattern of anxiety and over-concern. This produces a feeble and fumbling teenager who is afraid of the world, who retreats at the slightest suggestion of adversity.

What kinds of behaviours do you think this might encourage in young people? Do you think the way the children behave could have influenced their parents' behaviour?

D. PATTERN OF REJECTION

(use this section with caution in the event your class may have a member who is in this category)