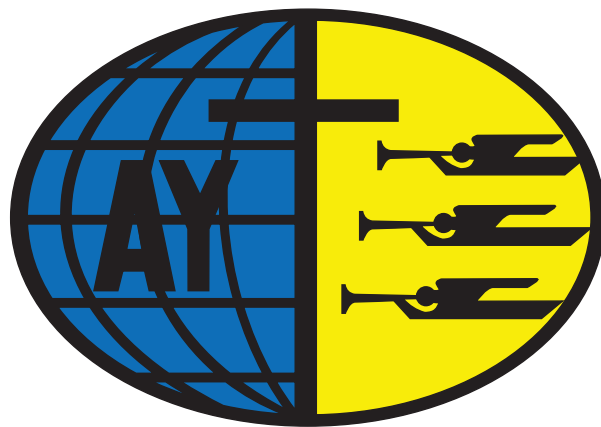


# **YOUTH LEADERSHIP AWARD MANUAL**

*First Edition*



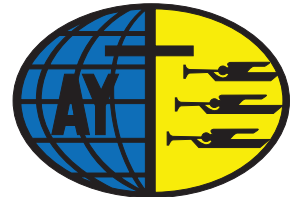


# INTRODUCTION

The need for specialized Senior Youth Leadership training was realized back in 1956 when the Master Guide curriculum was divided into two options for candidates to choose from: Junior Youth Leadership and Senior Youth Leadership. Then in 1980 a new concept was introduced that specified the Master Guide as a level of leadership training specifically for Pathfinder and Adventurer age youth and the Senior Youth curriculum took its own path of independence. While it established its own set of requirements, pin of recognition and scarf, there has never been a fully developed instructional manual separate from AYS Administrative Manuals to accompany the program... until now.

## *Objectives and Protocol*

The Senior Youth Leadership Award is designed to train those persons who have a burden for the senior youth of the Seventh-day Adventist Church. They may have been asked to lead out in local church AY Societies or with the new club known as The *Ambassador* or they are simply persons who relish the challenge of leadership training and are happy to contribute to the spiritual welfare of the youth in general in their churches. Upon being invested, each candidate will receive the distinctive AY pin which may be used on any of the uniforms designated for the 3 levels of youth-related clubs: Adventurers, Pathfinders, and The *Ambassador*. A matching patch and a special scarf are also available which may be worn with the blazer for The *Ambassador* club or on any uniform officially designated for a church-sponsored Senior Youth organization. (They are not to be worn in combination with either Adventurer or Pathfinder uniforms since both of these organizations have their own distinctive patch and scarf.)



You now hold in your hands the first instructional manual for the Youth Leadership Award. This manual will provide guidelines for the completion of each requirement in the award and a page with yearly scheduling suggestions. Since this is a first effort, it will need much in the way of revisions and updates as more useful information and guidelines are brought to our attention by persons like yourself who will be using it in real life settings. We welcome your input to improve both the manual and the level of expertise on the part of the candidates for the Youth Leadership Award. You may contact us at: [youth.gc.adventist.org](http://youth.gc.adventist.org)

Youth Ministries Department  
General Conference of Seventh-day Adventists, 2006



# Contents

Introducton	3
Youth Leadership Award Requirements	6
Requirement Details	7
You and God	8
You and Youth	11
You and the Church	12
You and the Community	13
Suggested Requirement Scheduling	14
10 Hour Youth Ministry Training Course Outline	15
10-H YMTC Instructor Materials Detailed	16
Physical Fitness Honor	33
Nutrition Honor	36
Outdoor Leadership Honor	46
Senior Youth Bible Reading Checklist	51
Youth Leadership Master	53
Advanced Youth Leadership Master	55

# Youth Leadership Award

## Requirements:

Prerequisite: Be at least 16 years of age and a baptized member of the Seventh-day Adventist Church.

### *You and God*

signature      date

1. Complete the Youth Department 10 hour Youth Ministry Training Course. \_\_\_\_\_
  
2. Keep a devotional diary for at least six months, following a personal devotional program that will be meaningful to you. \_\_\_\_\_
  
3. Pass the Youth Department Bible Truths examination; choose at least one church doctrine; and in writing:
  - a. Show how Christ is the center of this doctrine.
  - b. List ways that this doctrine affects your daily living. \_\_\_\_\_
  
4. Do one of the following:
  - \_\_\_ a. Complete the Adventist Youth Honor in Physical Fitness.
  - \_\_\_ b. Complete the Adventist Youth Honor in Nutrition.
  - \_\_\_ c. Complete the Adventist Youth Honor in Outdoor Leadership \_\_\_\_\_

### *You and Youth*

signature      date

1. After Studying the Bible and the Spirit of Prophecy including Messages to Young People and at least one other book of your choice, dialogue with one or more youth on two current issues as they relate to Adventist young people. The topics could include:
 

Relationship to Government	Television and Theater
Music	Christian Dress
Dating and Marriage	AIDS
Health and Temperance	Recreation and Amusement
Choice of Life Work	Others

\_\_\_\_\_
  
2. After completing the above dialogue summarize in one paragraph your conclusions, stating a positive Christian purpose. \_\_\_\_\_

***You and the Church***

signature      date

- 1. Pass the Youth Department Church Heritage test. \_\_\_\_\_
- 2. Do one of the following:
  - \_\_\_ a. Teach the Sabbath School lesson to a group of senior youth for a minimum of one quarter of thirteen Sabbaths within one year.
  - \_\_\_ b. Serve as an officer of the Adventist Youth Society, Ambassador Club, Youth Sabbath School, Youth Council or Federation, or similar church or campus youth organization for a minimum of three months. \_\_\_\_\_
- 3. Do one of the following:
  - \_\_\_ a. Plan and direct/co-direct a weekend church or campus senior youth retreat or a spiritual emphasis week for youth. Where necessary subdivide the group.
  - \_\_\_ b. Plan and direct at least two senior youth recreational activities covering a total time span of at least six hours. Where necessary subdivide the group. \_\_\_\_\_

***You and the Community***

- 1. After studying the Bible and the Spirit of Prophecy teachings of Spiritual Gifts, write a brief summary of how your gifts can most effectively be used in youth ministry. \_\_\_\_\_
- 2. Chose one of the following, endeavoring to lead one or more people to Christ.
  - \_\_\_ a. Organize and direct or present the sermons for an evangelistic campaign for a minimum of ten nights, emphasizing Christ as the center of all Bible truths.
  - \_\_\_ b. Serve as an Adventist Youth Taskforce volunteer for a minimum of twelve weeks.
  - \_\_\_ c. Serve as a student missionary.
  - \_\_\_ d. Participate in youth ministries in a conference, field or mission for ten to twelve weeks.
  - \_\_\_ e. Give a series of Christ-centered Bible studies covering at least fifteen major doctrines.
  - \_\_\_ f. Direct or co-direct a community Better Living project for a minimum of ten days. \_\_\_\_\_

I certify that \_\_\_\_\_ has completed the requirements for the Youth Leadership Award.

Instructor/Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

# Youth Leadership Award

## Details:

**Prerequisite: Be at least 16 years of age and a baptized member of the Seventh-day Adventist Church.**

Note: Because leadership automatically designates a roll model status, being a baptized member in good standing is essential to successful youth leadership within the church. Candidates must exemplify a high standard of moral behavior and seriousness about the mission of the church and its objectives of fulfilling the gospel commission as interpreted by the Aim, Pledge and Motto of the Adventist Youth.

The age of 16 is selected as a minimum age to begin this training since it naturally follows the junior/early teen ages represented in the Pathfinder Club and its T.L.T. program in leadership training. Leadership of youth is not necessarily the prerogative of older persons as there is ample support in our youth history that peer leadership can be very effective if those leaders are rightly trained under the guidance and call of the Holy Spirit.

SDA Youth Ministry provides two specialized courses for its youth leadership. The first is the Master Guide designed for leaders of junior youth within the Adventurer and Pathfinder Clubs. The second is the Youth Leadership Award designed for leaders of senior youth within the AYS and Ambassador Club programs for ages 16 to 30.

## *You and God*

### **1. Complete the Youth Department 10 hour Youth Ministry Training Course.**

This training course is usually carried out at least once per year by the local field or union youth ministries department. See beginning on page 15.

### **2. Keep a devotional diary for at least six months, following a personal devotional program that will be meaningful to you.**

The Youth Department offers some options if you do not have a plan of your own. They are:  
Senior Youth Bible Year—see page 51  
Encounter Series—a 4-year program combining the Bible and the Conflict of the Ages set  
Yearly Devotional Readings books—available from Adventist Book Centers

Also contact your local church youth department for more information or go online to [youth.gc.adventist.org](http://youth.gc.adventist.org)



**3. Pass the Youth Department Bible Truths examination; choose at least one church doctrine; and in writing:**

- a. Show how Christ is the center of this doctrine.
- b. List ways that this doctrine affects your daily living.

The General Conference Youth Department has prepared an updated Bible Truths course booklet available through your field youth department. There are also optional tests available by special request from a local field office. The booklet is also available as a free download from the GC YD web page: [youth.gc.adventist.org](http://youth.gc.adventist.org)

The paper for the doctrine selected to write about should be 2-3 pages in length—2 if typed and 3 if handwritten.

**4. Do one of the following:**

**a. Complete the Adventist Youth Honor in Physical Fitness.**

Physical Fitness Honor

1. List ten benefits of being physically fit.
2. Know how the following help to achieve a balance for your body:
  - a. Exercise
  - b. Proper eating
  - c. Emotional stability
3. Define the following exercises:
  - a. Isometric
  - b. Isotonic
  - c. Isokinetic
  - d. Anaerobic
  - e. Aerobic
4. Know the meaning of the principles involved in the following exercise program:
  - a. Warm up
  - b. Aerobic exercises
  - c. Cool down
  - d. Calisthenics
5. Know how to determine your heart rate at rest and after exercise.
6. Know how to determine the minimum rate at which your heart should be beating to obtain the best aerobic conditioning effect.
7. Using the four steps given in requirement 4, do a regular exercise program at least four times a week for three months. Keep a chart of the following:
  - a. Type of warm-up exercises performed
  - b. Type of aerobic exercises performed
  - c. How long aerobic exercises were performed
  - d. Type of calisthenics performed

For each exercise period, maintain the minimum heart rate determined in requirement 6 for a period of at least 20 minutes.

(Detailed explanations may be found on page 29.)

**b. Complete the Adventist Youth Honor in Nutrition.**

Nutrition

1. Describe the food guide pyramid. List the number of servings required from each group each day. Why is it important to eat a balanced diet?
2. Explain the difference between the following:
  - a. Lacto-ovo vegetarian
  - b. Ovo vegetarian
  - c. Vegan vegetarian
3. Plan a two-day menu, containing a balanced lacto-ovo vegetarian diet utilizing the food guide pyramid.
4. What is another name for Vitamin B1 and B2.
5. List at least three significant food sources of the following nutrients:
  - a. Vitamin C
  - b. Vitamin A
  - c. Vitamin B1
  - d. Vitamin B2
  - e. Iron
  - f. Calcium
6. Why is it important to drink plenty of water every day? How much water should you drink every day?
7. Name three common diseases that can be controlled by diet.
8. What is the difference between whole wheat flour and white flour, and which one has the higher nutritive value.
9. What does RDA mean?

(Detailed explanations may be found on page 32.)

**c. Complete the Adventist Youth Honor in Outdoor Leadership**

**Outdoor Leadership**

1. Earn four of the following honors. Any of these honors earned more than two years ago should be restudied so that you can answer any of the knowledge questions included in their requirements.
  - a. Camping Skills IV
  - b. Fire Building and Camp Cookery
  - c. Winter Camping
  - d. Hiking
  - e. Backpacking
  - f. Orienteering
  - g. Pioneering

2. Have the First Aid Honor
3. Know what to do to overcome fear when lost. Know at least four ways to signal for help if lost in the wilderness.
4. Know at least four secular activities and four Sabbath activities to use in an outdoor setting if you have a rainy day.
5. Do the following in an outdoor setting.
  - a. Plan, organize, and do the teaching of one nature honor to a group of youth.
  - b. Assist in teaching camping skills required in any camping honor and/or Pathfinder Class requirements to a group of youth.
  - c. Determine where the nearest hospital is located.
  - d. Determine where the nearest assistance from the police or a park ranger can be obtained.
6. Through Bible and/or Spirit of Prophecy study, learn how the outdoors influenced the following Bible characters:
  - a. Moses
  - b. David
  - c. Elijah
  - d. John the Baptist
  - e. Jesus
7. Know what considerations should be given in an outdoor setting with a group of youth in the following areas:
  - a. Camping safety
  - b. Fire safety
  - c. Sanitation
  - d. Swimming safety rules
  - e. Rules for conduct
  - f. Proper Sabbath observance
8. List at least six ways you can keep the out-of-doors beautiful for others to enjoy.
9. Know at least ten qualities of a good youth leader.

(Detailed explanations may be found on page 43.)

## ***You and Youth***

**1. After Studying the Bible and the Spirit of Prophecy including Messages to Young People and at least one other book of your choice, dialogue with one or more youth on two current issues as they relate to Adventist young people. The topics could include:**

Relationship to Government	Television and Theater
Music	Christian Dress
Dating and Marriage	AIDS
Health and Temperance	Recreation and Amusement
Choice of Life Work	

The General Conference Youth Department has produced an excellent guide book, *Youth Worker Guide Book*; as well as a series of pamphlets on social and lifestyle issues that could be used as a preparation springboard for discussion. It is available from AY Outfitters on the department's website at [youth.gc.adventist.org](http://youth.gc.adventist.org)

**2. After completing the above dialogue summarize, in one paragraph for each topic chosen, your conclusions, stating a positive Christian purpose.**

## ***You and the Church***

### **1. Pass the Youth Department Church Heritage test.**

Completing a course in Denominational History at a Seventh-day Adventist educational institution will qualify for this requirement. An updated edition of the Church Heritage Manual will also be found on the web at [youth.gc.adventist.org](http://youth.gc.adventist.org) and tests are available from the General Conference Youth Department via your local conference office.

### **2. Do one of the following:**

- a. Teach the Sabbath School lesson to a group of senior youth for a minimum of one quarter of thirteen Sabbaths within one year.**

Some churches might not have a viable size group of senior youth to satisfy this requirement. In those cases candidates should consult their local conference youth director for satisfactory similar options that might be available including such as campmeeting leadership experience, area-wide or regional youth events, etc.

- b. Serve as an officer of the Adventist Youth Society, Ambassador Club, Youth Sabbath School, Youth Council or Federation, or similar church or campus youth organization for a minimum of three months.**

**NOTE:** Leadership is not something theoretical that may be fulfilled within the walls of a brief seminar. Many are afraid to stand in a public setting and speak... for you: "You gain strength, courage and confidence by every experience in which you really stop and look fear in the face. You must do the thing you think you cannot do." —Eleanor Roosevelt

Leadership valid for completion of this requirement must be within a senior youth level organization sponsored by the local church or conference. Junior and teen youth leadership such as in Pathfinders or Adventurers is for Master Guide candidates.

### **3. Do one of the following:**

- a. Plan and direct/co-direct a weekend church or campus senior youth retreat or a spiritual emphasis week for youth. Where necessary subdivide the group.**

Note: In most cases one event will suffice to give the team enough training in planning and leading a group of youth. However, where there is a large group of candidates working on this requirement, it will be better to divide the group into two or more small groups and work on more than one event so that the training will be more effective. Remember, experience in planning and carrying out events is the objective here, not just requirement fulfillment. "Leadership and learning are indispensable to each other." —John F. Kennedy

**b. Plan and direct at least two senior youth recreational activities covering a total time span of at least six hours. Where necessary subdivide the group.**

Understanding church guidelines along recreational lines and putting together recreational activities that not only follow those guidelines but make them practical and still allow for a very enjoyable event is the objective of every youth leader.

### *You and the Community*

**1. After studying the Bible and the Spirit of Prophecy teachings of Spiritual Gifts, write a brief summary of how your gifts can most effectively be used in youth ministry.**

(I Corinthians 12) If candidates have never taken a little test to help them determine their Spiritual Gifts or a Temperament Inventory test that gives them clues as to where their talents and abilities may be most effective, it would be wise (though not necessary) to do so for this requirement. Recent years have seen the publication of numerous books on the Gifts of the Spirit and related topics. The latest of these will likely be available from your Adventist Book Center.

**2. Chose one of the following, endeavoring to lead one or more people to Christ.**

- a. Organize and direct or present the sermons for an evangelistic campaign for a minimum of ten nights, emphasizing Christ as the center of all Bible truths.
- b. Serve as an Adventist Youth Taskforce volunteer for a minimum of twelve weeks.
- c. Serve as a student missionary.
- d. Participate in youth ministries in a conference, field or mission for ten to twelve weeks.
- e. Give a series of Christ-centered Bible studies covering at least fifteen major doctrines.
- f. Direct or co-direct a community Better Living project for a minimum of ten days.

“The final test of a leader is that he leaves behind in others the conviction and will to carry on.”  
—Walter Lippman

Contact your local conference Youth Ministries Department or the General Conference Office for Volunteerism at [www.adventistvolunteers.org](http://www.adventistvolunteers.org) for ideas to fulfill this requirement.

## SUGGESTED YOUTH LEADERSHIP AWARD SCHEDULE

### **January**

Pre-requisite  
You and God req. 2

### **February**

You and God req. 2 cont.  
You and God req. 4b.

### **March**

You and God req. 2 cont.  
You and Youth req. 1a

### **April**

You and God req. 2 cont.  
You and Youth req. 1b; 2

### **May**

You and God req. 2 cont.  
You and God req. 4a

### **June**

You and God req. 2 cont.  
You and the Church req. 3

### **July**

You and the Church req. 2  
You and the Community req. 1

### **August**

You and the Church req. 2  
You and the Community req. 2

### **September**

You and God req. 1  
You and the Church req. 2

### **October**

You and God req. 3

### **November**

You and the Church req. 1

### **December**

You and God req. 3 test  
You and the Church req. 1 test



# Youth Ministry Training Course

(A course for those asked or desiring to lead SDA youth ages 16 to 30)

## I. Introduction to the philosophy of SDA Youth Ministry at three levels 1 hour

### A. Overview

10 minutes

#### *Philosophy and Theology for Youth Ministry:*

Working with young people can be one of the richest and most rewarding experiences in ministry. To face up to the challenge of finding meaningful answers to their questions can prove to be deeply satisfying and fulfilling. On the other hand, trying to understand their needs and satisfying their demands as they search for meaning and purpose in life can be extremely frustrating. However, the greatest sense of achievement in ministry comes when a youth leader sees young people resolve their search for identity and belonging by making a commitment to enter into a life-long relationship with God; by inviting Jesus Christ to be Lord of their lives.

In spite of these possibilities, many people hardly know where to begin. It is a real challenge to know how to sustain an ongoing ministry that will meet the ever-changing needs and demands of this age group. In an effort to “do something for young people” many so often settle for providing them simply with plenty of “fun and games” in the hope that they will soon outgrow their youthful stage and channel their boundless energies into something meaningful and worthwhile.

The church has put together a relevant and effective youth ministry. To forfeit our responsibility to effectively involve young people in the ministry of the church is to place at risk the whole future of God’s Kingdom.

Much of the ineffectiveness in youth ministry is related to lack of direction and understanding about what needs to be achieved. We need to establish a clear and simple statement that outlines our philosophy of ministry, for, and with young people.

This philosophy of ministry needs to be biblically based and theologically sound. It must be relevant to the contemporary needs of young people and provide adequate answers to all the vital issues and concerns that they face. To be seen as successful it must be practical and achieve the commitment and involvement of young people in the fellowship and mission of the church.

Youth ministry is not something that exists alongside the ministry of the church. It is an integral part of the church and its ministry. Its philosophy is based on the same foundational principles that undergird the ministry of the whole church. The four independent forces that sustained the life of the early church (see Acts 2:42-47) and continue to provide motivation for the growth of the church today are the same dynamics in all successful youth ministry.



The ongoing interplay of these dynamics in and through the church may be broken down as follows:

**Fellowship:**

Christianity begins with and is about relationships in which individuals are bonded together in fellowship with Christ and one another. The church demonstrates its warm fellowship through its love for and acceptance of young people.

**Nurture:**

Through fellowship, personal and spiritual growth is nurtured. The Christian church shows its understanding of the developmental needs of young people (and adults) and how to facilitate that growth. A synonym is mentoring.

**Worship:**

Worship is celebration of these relationships. The community of faith has the ability to release in young people a sense of celebration in corporate worship and individual praise of God.

**Mission:**

Mission is the church's intentional plan to extend these relationships to others. It achieves this through the affirmation of the individual young person's spiritual gifts and the utilization of these gifts in reaching out beyond himself or herself to uncommitted young people and adults.

Adventist Youth Ministry is a specialized ministry of the church that (1) seeks to address the particular needs of young people in their own environment and respond to them as they are, and (2) to incorporate them into the fellowship of the church—a caring Christian community

This whole model of youth ministry is given expression through individuals who, in their lives, reflect the life and ministry of the incarnate Christ. Just as He humbled Himself and left the glories of heaven to identify with sinful humanity, so in simple humility youth ministry seeks to come to young people where they are and offer to them a sense of love, acceptance, and belonging. This experience enables a young person to begin to affirm his or her own value and worth as an individual—as a son or a daughter of God.

With a more positive self-esteem the young person is able to affirm his or her own potentialities and gifts and give expression to his or her gratitude and praise to God (whose love has been demonstrated through the caring actions of the church community). In committing himself or herself to grow in God's love, the young person now begins to respond to the challenge of sharing that love with others and inviting them to join in the celebration of the kingdom. This is all in anticipation of the soon return of the King—Jesus Christ.

## **B. Adventurers**

**10 minutes**

The church's greatest resource is our children. Therefore, it is imperative that as a church we meet the challenge to provide a program for our children during their early, formative years. We want right habits, thoughts, motives, dispositions, and attitudes to be established. The Wise Man wrote, "Bring up a child in the way he should go, and when he is old he will not turn from it" (Prov. 22:6, NIV). This is more than a cliché—it is a scientific formula. This is the purpose for developing the Adventurer Club.

### ***Philosophy of the Adventurer Club***

The Adventurer Club is a Seventh-day Adventist church-sponsored ministry open to all children ages 6-9, in which the church, home and school join together to help children grow joyfully in wisdom and stature and in favor with God and man.

The Adventurer Club is offered to assist parents in making the development of their child richer and more meaningful.

### **Objectives**

The Adventurer Club provides fun and creative ways for children. . .

- to develop a Christ-like character;
- to experience the joy and satisfaction of doing things well;
- to express their love for Jesus in a natural way;
- to learn good sportsmanship and strengthen their ability to get along with others;
- to discover their God-given abilities and to learn how to use them to benefit self and serve others;
- to discover God's world;
- to improve their understanding of what makes families strong;
- to develop parental support for the training of children.

### ***Difference between Pathfinders and Adventurers***

The Adventurer Club has been created so younger children may have a club of their own. The programming and planning for the Adventurer Club should be simple and short, but creative. In some ways the Pathfinder and Adventurer Clubs are similar, but the Adventurer program is to be unique in its own way and should be kept separate. One of the Adventurer Club objectives is to provide a meaningful and exciting experience as the children look forward with anticipation to being a Pathfinder in the future. The Pathfinder Club is designed to meet the growing needs of children ages 10-15 by strengthening healthy peer relationships. The Adventurer Club is designed to meet the needs of 6-9 year olds by strengthening their family relationships. Parental involvement in the club is essential to its success.

It is not intended that we duplicate all the experiences of Pathfinding, but rather that by providing a separate Adventurer Club many needs of the youth aged 6-9 will be met in an exciting and enjoyable way and thus they will be ready to fully enjoy the Pathfinder experience when that time arrives.

In many instances parents have children in both clubs and may be involved themselves. Therefore, it may be necessary to operate the Adventurer and Pathfinder club meetings at the same hour and day, but this does not mean that the clubs should be combined.

### **C. Pathfinders**

**15 minutes**

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

The Pathfinder Club is a church-centered spiritual-recreational-activity program designed for young people 10 to 15 years of age. Pathfinding appeals to this age group because its program features activities that meet their needs and interests. Much of the Pathfinder Club program is built around physical action. This is because youth from 10 to 15 years of age are in a fast-growing physical stage of development. It is filled with action, adventure, challenge, group activities, and provides opportunities for the development of new attitudes and skills that produce personal growth, team or community spirit and a sense of loyalty and respect for God, His Creation, and His church.

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

The whole philosophy of Pathfinding is built on the premise that “children learn best by example, rather than precept.” As they see leaders and parents model spiritual and social values, they too will aspire to develop high moral principles, loving and caring attitudes, and determination to excel in all their various pursuits.

Young people learn most effectively in a positive, happy, and secure atmosphere. The attitude of the club leaders is therefore a vital ingredient in guaranteeing the success and effectiveness of this ministry to youth. A failure to listen to and understand the needs of the young people will only erect barriers to real spiritual growth and development and may prove to be a contributing factor in making the church and its mission unattractive to the youth.

### **Objectives**

This philosophy is an integral part of the club. The Pathfinder Club curriculum of six classes and nearly 250 Honors lies at the heart of the program. The following objectives can be achieved as club leaders seek to fulfill these.

- 1. Help the young people to understand that God and His church *love them, care for them, and appreciate them.*** As Pathfinders are accepted and affirmed they will begin to appreciate the love of God revealed through the church and its ministry, and feel a need to be more committed to and involved with its program.

2. **Encourage Pathfinders to discover their own God-given potential** and to use their gifts and abilities to fulfill God's expectations for them and the part they can play in the great plan of salvation.
3. **Inspire young people to give personal expression of their love for God** by uniting them together in various outreach activities.
4. **Make the number one priority of your club program the personal salvation of every Pathfinder.** The Pathfinder age is a time when many decisions are being made that will affect youth's future relationships and his or her own personal development. The peak time for discovering and making a relationship with God seems to be around 12 years of age.
5. **Build into a Pathfinder's life a healthy appreciation and love for God's creation by enjoying outdoor activity** (campouts, nature walks, nature honors, etc.). Pathfinders will experience a sense of wonder and worship as they observe and explore the beauty, the majesty, and the creative power in nature. Fellowship with God will become more meaningful.
6. **Teach Pathfinders specific skills and hobbies that will make their lives more meaningful** and will occupy their time with profitable accomplishments. Young people experience satisfaction and delight as they use their hands to fashion useful articles from wood, plastic, steel, clay, felt and yarn and as they discover how things work and operate.
7. **Encourage the Pathfinder to keep physically fit.** This is one important way to safeguard against idleness and boredom. Teach children to care for their body and establish habits that will provide for their future happiness and usefulness (cf. 2T 536, 537; Ed. 195).
8. **Give opportunity for the development of leadership** by encouraging club members to work together and share in leadership responsibility. This will teach them to learn the lessons of obedience, discipline, resourcefulness, patriotism and the processes of group dynamics.
9. **Seek to foster the harmonious development of the physical, social, intellectual, and spiritual life** of the Pathfinder. The invigoration of mind and body, the fostering of an unselfish spirit, the attention to recreational and cultural activities, will provide stimulus for personal growth and act as an outlet for that restless energy, which is so often a destructive source of danger to the young person.

#### **D. Ambassador Club/ AYS**

**25 minutes**

**The Seventh-day Adventist church is committed to understanding and training its youth for leadership and service to humanity.**

**Ambassador Club:** Considering its newness and the well entrenched clubs already existing, perhaps what it is not should be mentioned first. It is not an extension of the Pathfinder Club or as some might envision—Maxi-Pathfinders. It does not follow the same programmatic format as that of Pathfinders nor have other external similarities. It does not use the same

emblems, tokens and other devices as used by the Pathfinder Club except as a local club chooses to get involved in Honors or Class levels for which only those emblems directly related would be presented upon completion of given requirements. It is also not an AY Society, nor does it necessarily fulfill the role of an AYS from a Friday night or Sabbath afternoon program perspective. The AYS is defined by its traditional role over the past many decades as an organization that is primarily focused on providing a formal youth program in the church on Sabbaths and attended by youth and other church members of various ages but generally led by youth.

*The Ambassador Club* exists primarily to provide Senior Youth with an organized structured system that will promote active involvement of its membership in their church (local and global) as well as their community while providing them with opportunities to discover their God-given talents and life vocation.

The particular specific focus of a local club may be determined by local leadership in consultation with the youth wishing to participate as long as the overall mission of the organization is not placed in jeopardy. The focus selected may vary during any given programmatic year, may develop over several years based on cycles of training, or may function concurrently for different/overlapping groups meeting their felt needs. Thus a series of cycles may include these among others:

### **The 7 Foundations of *The Ambassador Club* Programming**

1. Leadership development through such curriculum as the Master Guide and AY Leadership
2. Community outreach development through service and emergency preparedness training
3. Spiritual development through traditional and innovative evangelistic outreach
4. Lifestyle vocational/career development through specialized multi-vocational training
5. Friendship skills development through specifically focused socials and pre-marriage seminars
6. Character and personality development/awareness through outdoor/high adventure programming.
7. Life enrichment development through use of the advanced Honor levels as developed in the AY Honor Handbook

### **Objectives:**

The following objectives can be, must be, will be achieved as club leaders explore and develop their programs based on the above seven foundations.

1. Help Senior Youth to realize that God and His church love them and appreciate the implementation of their talents for the fulfilling of their mutual gospel commission as established in Matt. 28: 18-20 and Acts 1:8. They will find fulfillment in their life-style as they share their beliefs with those whom God brings to them.

2. Encourage Senior Youth to discover their God-given talents and to use their gifts and abilities to fulfill God's expectations for them.
3. Inspire the Senior Youth to give personal expression of their love for God by uniting them in various outreach activities.
4. Make the number one priority of *The Ambassador Club* programming to be the personal salvation of each and every youth who is a member.
5. Build into the youth's lifestyle an appreciation, understanding and love for God's creation through a safely planned program of adventure and discovery. They will find their fellowship with God to be more meaningful as they have the opportunity to experience that sense of wonder and worship as nature unfolds its deepest spiritual secrets as outlined in Romans 1:19, 20.
6. Teach Senior Youth specific vocational skills and hobbies that will provide them with purpose and employment opportunities.
7. Encourage the youth to develop and maintain physical fitness through an active, energetic, drug free lifestyle.
8. Provide youth with opportunities to develop and demonstrate their leadership abilities. They will strengthen their resolve to develop and maintain appropriate internal discipline and apply their skills of resourcefulness and understanding of the processes of group dynamics.
9. Provide ample opportunities for youth of both sexes to interact in wholesome activities that will lead to and strengthen life-long committed relationships.

## II. The Work of Leadership

**1 hour 30 minutes**

### A. Introduction to Leadership

**10 minutes**

“You can’t teach what you don’t know; you can’t lead where you won’t go.”—Charles Bradford

“The only definition of a leader is someone who has followers.” —Peter Drucker

“You manage things; you lead people.” —Grace Murray Hopper

“Leadership is influence—nothing more, nothing less.” —John C. Maxwell

“A single lie destroys a whole reputation for integrity.” —B. Gracian

“Leadership and learning are indispensable to each other.” —John F. Kennedy

“Courage gives a leader the ability to stand straight and not sway no matter which way the wind blows.” —Coach Krzyewski

“Its not about bringing youth into the church, its about bringing the church to Christ.”  
—Anthony B. Robinson

“Example is not the main thing in influencing others, it is the only thing.”  
—Albert Schweitzer

**Effective Mentoring:** A recent study reported on in *Leadership* magazine showed that mentoring is the third most powerful relationship for influencing human behavior, after marriage and the extended family. Three things people need to succeed: a dream, someone who believes in them, and determination. (A mentor is the second and may help the person focus on and/or find the first and third.)

### B. Skills and traits of transformational leaders 30 minutes

“Leaders need to possess only four skills...leaders are people who will embrace responsibility, elicit the cooperation of others, listen well, and know how to place the needs of others above their own to help the group achieve a goal.”—Stephen Kindel

“Leaders lives are like mirrors, reflecting precepts they want those they lead to follow.”  
—John C. Maxwell

#### 1. Faith

“You can’t give away what you don’t have”

#### 2. Character

“Leadership is a combination of strategy and character. If you must be without one, be without strategy.”  
—Gen. H. Norman Schwarzkopf

### 3. Vision

“If you do not know where you are going, every road will get you nowhere.”  
—Henry Kissinger

### 4. Ambitious Humility

Servant leadership—Jesus’ symbol of power was a towel. John 13:2-7

### 5. People Skills

The 6 caps experiment

Differing personality types on a committee may be represented by:

Blue- chairman, coordinator

Green- explore options, creative

Red- emotional, explosive, dynamic

Yellow- bright side of everything, positive

Black- every lining has a cloud, negative

White- all the facts, the data machine

**Interactive role-play:** Have 6 caps in the colors indicated and have participants wear them in committee role playing.

Committees generally have most or all of these present, sometimes persons change from one to another during a meeting. Conflict often arises because persons take different opinions personally. When we recognize that we all “wear hats of different colors,” we can keep conflict situations from escalating. The challenge is to help others change hats at key times.

### 6. The four temperaments

**Understanding of temperaments:** *Choleric, Sanguine, Phlegmatic, Melancholic* and their applications to leadership task assignments. The four temperaments can be grouped into *extroverts* (Cholerics and Sanguines) and *introverts* (Phlegmatics and Melancholics).

	<b>Strengths</b>	<b>Weaknesses</b>
<b><i>Choleric:</i></b>	leader, energetic, optimistic determined, decisive, practical	angry-cruel, proud, sarcastic domineering, unemotional
<b><i>Sanguine:</i></b>	cheerful, enthusiastic, positive, loves people	emotional, disorganized, undependable, indecisive
<b><i>Phlegmatic:</i></b>	peacemaker, diplomatic, calm, considerate	unmotivated, selfish, stingy fearful, tease, spectator
<b><i>Melancholy:</i></b>	reflective, gifted, self-disciplined neat and orderly, loyal, sensitive	critical, revengeful, moody touchy, persecution-prone



## C. Styles of Leadership

30 minutes

### 1. Pioneering

Visionaries, Adventurers, willing to ask “What if?” and search for the answers  
Phil. 3: 13 *“Forgetting those things which are behind and reaching forward to those things which are ahead...”*

Best at:

Worst at:

### 2. Strategic

Put the feet on the vision—figure out the “how”  
Nehemiah, “send me to Judah, that I may rebuild it...”

Best at:

Worst at:

### 3. Management

Good stewards and managers  
Acts 6 “seek out men of good reputation we may appoint over this business”

Best at:

Worst at:

### 4. Team

Coach, mentor, bridge builder  
Elijah (I Kings 19:16) “anoint Elisha as prophet in your place...”

Best at:

Worst at:

### 5. Pastoral

Shepherd, listener, counselor  
“How often I wanted to gather your children together...” Luke 13:34

Best at:

Worst at:

### 6. Encouraging

Motivators, delegators, gift deployers  
“Aquila and Priscilla took him aside and explained to him the way of God more accurately...” Acts 18:26

Best at:

Worst at:

### 7. Catering

Provides what is desired, prefers to not upset anyone too much.

Aaron; II Timothy 4:3 “according to their own desires... will heap up for themselves teachers...”

Best at:

Worst at:

**Question to ask:** How does your leadership style impact the growth and development of the members of your youth group?

## D. Conflict in Leadership

20 minutes

### 1. Conflict: A working definition

When 2 or more parties have differing concepts for the same ministry

### 2. Main sources of conflict:

Control	85%
Vision	64%
Leadership challenges	43%
Style	39%
Finances	33%
Theology	23%
Cultural differences	22%
Other	18%

### 3. Styles of conflict

**Competing:** I'll do it my way

**Accommodating:** I'll do it your way

**Avoiding:** No way

**Compromising:** I'll meet you halfway

**Collaborating:** Our way

### 4. Questions to ask yourself during a conflict situation:

***What is the issue?***

***Who am I in this conflict?***

***How can I respond rather than react?***

***What leadership style am I using?***

***Are there social/cultural elements to this conflict?***

***How is my communication?***

***When was the last time I apologized?***

### III. Psychology of Senior Youth Development

1 hour

#### A. GenX, Post-Modern and other generalizations 15 minutes

A key factor that helps define what's called "postmodernism" is the idea that all truths, all values are relative rather than absolute. "What is right for one person may not be right for another". Our youth are growing up in a society that teaches "political correctness" to an extreme. There is no sin, there is only a matter of preference or propensity based on natural individual DNA differences. There is an effort to accept or tolerate everyone's views, everyone's ideas as a primary value.

This can be positive, in that it can cause young people to be more open to others, more flexible, less rigid and judgmental, more accepting of diversity than those of previous generations. The negative side of this is that youth—even committed Christian youth—are far less likely to see biblical values and standards as absolutes that apply to everyone in every situation. This affects the choices they make in their individual lives—it is easier than ever to rationalize, "this rule doesn't apply to me in this situation." Situational ethics takes complete control. Youth are far less likely to condemn sin and seek to share the gospel with others if they believe that those "others" are following an equally valid "spiritual path."

The challenge is to emphasize the positive aspects while at the same time pointing them to biblical truth which has remained constant throughout the ages and through all kinds of shifting world views and philosophies.

#### B. Steps to Spiritual Maturity

20 minutes

##### 7 Faith Shaping Tasks:

**1. Experiencing**—Youth years are often filled with intense religious feelings. Spiritual emotions can be sporadic, spontaneous, and superficial. However, without emotions, faith shaping would lack power. Religious experiences can happen in worship, at camps, on outings, while serving others or at times of quiet retreat.

**2. Categorizing**—is more than intellectual exercise. Bits and pieces of emotions, attitudes, values, and intentions are involved in this task. It may be simplistic, definite or even naïve.

**3. Choosing**—is deciding "What's important to me?" In choosing is the role of valuing, deciding, and shaping a belief. It may carry long-term consequences or be very transitory.

**4. Claiming**—is committing one's self to one's choices. It is often a very rich, emotional experience—the Martin Luther "Here I Stand" kind of moment.

**5. Deepening**—the task of growing in the faith, of deepening conviction, commitment, understanding. Sometimes the deepening is called honest doubt. There is a great deal of irregularity in the pace; people grow in unique ways.

**6. Separating**—most characteristic of older adolescents and young adults. Whether it is a legitimate faith task or not, it occurs frequently. Some youth will swing far away from their roots, as in a pendulum before resuming a more balanced stance.

**7. Responding**—the task of gaining a sense of one’s life calling. One’s mission or unique life purpose is considered. What informs this decision is the successful completion of the earlier tasks. Often this task is only reached as a young adult rather than as an adolescent.

**C. Social, Economic, Mental Development                      25 minutes**

**Middle Adolescence**

Those called “late bloomers” will all of sudden hit a rapid growth spurt, while most others are beginning to slow down their growth rate. In most cases this is the age at the end of which full height is reached. Self-discovery has reached completion and individuality takes over the developmental processes. They become persons in their own right, with their own sense and set of values.

**Mental Characteristics**

1. They will likely question everything and want proof for anything before accepting.
2. Generally respects what may appear as “scholarship” and often is inclined to accept answers given by persons perceived to be important or popular (opinions of favorite actors or musicians weigh heavily).
3. Ideals are now being shaped and definite plans form as to how to attain them.

**Physical Characteristics**

1. Sexuality becomes a force to be reckoned with.
2. Height and weight stands at 85% or more of their adulthood.
3. There is a self consciousness of muscle and shape development so physical fitness programs become important to many.

**Social Characteristics**

1. They like cliques and want to be surrounded by their special friends.
2. Critical and often rather brutally frank about their opinions of others.
3. Very sensitive, often guided by perceived public opinion and what their set of peers think is cool behavior.
4. Money making begins to take on importance causing many to consider dropping out of school.

**Spiritual Characteristics**

1. Depending on their peer group selection, they may strengthen their spiritual interest and values or lose apparent interest nearly completely.
2. What has not been done till now to provide them with a foundation for spiritual thinking and internal discipline becomes much more difficult to accomplish.
3. They begin the process of determining their own approach to religion and the role that God will play in their lives.
4. Service projects focus on what life is all about.

## Later Adolescence

Physically this is a time of slow growth and stabilization; those “late bloomers” catch up with the rest and often pass them up. Personality and character become fixed. Attention span increases. Gregariousness now finds its expression, not in gangs or cliques, but in clubs, fraternities, lodges, church, casual “chum” relationships centered on a team sport, etc. with peer pressure being less of an issue. There is a strong increase in need for autonomy and independence, susceptibility to hedonism and an emerging understanding of moral principles. Whatever doubts there have been in connection with religion have either been thought through and a satisfying basis for faith found, or there is the casting off of religion as a relic of childhood, with disillusionment resulting in cynicism. Abstract thinking emerges; ideas and possibilities take on meaning; more critical of tradition and institutions. Interest in sex finds expression in love and marriage and the founding of a home or in some variation of a committed or experimental relationship with a marriage commitment being put off for a few years. Service projects will be more successful when focusing on the use of already-developing vocational skills.

## IV. Application of program concepts

**1 hour 30 minutes**

### A. AYS

**30 minutes**

Resource: Chapter 6 of the Youth Ministry Handbook

### B. Ambassador

**60 minutes**

Resource: Administrative Manual for Ambassador club

## V. Issues affecting Senior Youth Spiritual Development

**2 hours**

### A. Entertainment/Recreation

**30 minutes**

### B. Music Guidelines

**30 minutes**

### C. Social/Sexual issues

**30 minutes**

### D. Personal norms and standards of conduct

**30 minutes**

Resource: The Youth Worker’s Guide to Social/Lifestyle Issues; pub. G.C. Youth Ministries Department and on the web at: [www.youth.gc.adventist.org](http://www.youth.gc.adventist.org)

## VI. Creative Outreach Ministries

**1 hour**

### A. Sharing the gospel with children

**20 minutes**

1. Summer Camp Staff opportunities to touch children’s lives
2. VBS opportunities and resources (see Children’s Ministries Department)
3. Street and City Park outreach with puppets, etc.
4. Local schools with health/temperance presentations
5. Others: \_\_\_\_\_

**B. Sharing the gospel with peers**                      **20 minutes**

1. Group Bible Studies—parks, cafés, homes
2. Beach outreach
3. Central Plaza ministries
4. Socials to Save
5. One on One
6. Others: \_\_\_\_\_

**C. Sharing the gospel to the community**    **20 minutes**

1. Voice of Youth Evangelism
2. Hospital and prison ministries
3. Community development projects
4. Elderly care outreach
5. Health/temperance campaigns (weight loss, stop-smoking days, etc.)
6. Special events organized (cycling, fun-walk, heritage days, etc.)
7. Others: \_\_\_\_\_

**VII. Planning and leading special events**    **1 hour**

**A. Community needs assessment**                      **20 minutes**

Steps to follow in making a needs assessment:

1. Select an urban or suburban neighborhood, a small town or a rural region to focus on.
2. Compile a file folder of information on the selected community, including:
  - a. A map of the area
  - b. A demographic profile
  - c. Public health statistics
  - d. Economic indicators
  - e. Housing information
  - f. Environment and transportation
3. Take an awareness walk through a specific part of the selected community with the goal in mind of seeing human needs. List all of the needs you see such as yards and public areas that could be cleaned up, litter that could be picked up, lonely or aged people that could be helped, low-income families with children that could be assisted, etc.

4. Interview a civic leader or community professional in the selected community. Ask this person about the needs in the community, the various organizations that provide services in the community, and how a Christian youth group might make a contribution to the community.

5. Prepare a summary report to present to your youth group and/or its leadership to aid in planning an intervention event.

**Note: For those interested, there is an AY Honor on this topic.**

### **B. Mission project procedures**

**20 minutes**

#### **Steps to consider:**

1. Planning time line.
2. Contacting administrations at the other end
3. Selection of participants
4. Travel arrangements, visas, under-age permits, insurance, etc.
5. Fund raising
6. Supplies to be taken, caution: Paternalisms
7. Local transport
8. Daily schedules
9. Greatest impact for the money and time invested
10. Post-trip evaluation
11. Follow-up or “What’s next?”

Resource: *Beyond Leaf Raking* by Benson and Roehlkepartain

### **C. Retreats and other special events**

**20 minutes**

#### **Steps to consider:**

1. Objective of event
2. Selection of venue for event
3. Participants: who and what they will need to have with them
4. Dates and time
5. Program, food and related items
6. Cost per participant
7. Transportation
8. Insurance
9. Post-event evaluation
10. Other items particular to each event

## VIII. Finances, Insurance, and Similar Issues

**1 hour**

### A. Fund Raising Guidelines

**20 minutes**

As one plans these fund raising activities, it is well to remember that all fund raising should have some guidelines:

1. All fundraising projects should have the approval of the Youth group's executive committee, the church board, and the city government when necessary.
2. Products to be sold should be those in accordance with principles of health and other standards of the Seventh-day Adventist church.
3. When engaged in a public campaign in the community, opportunities will arise for witnessing. Literature should be available to leave with each contact that will leave a lasting influence.
4. It is good to provide some incentives for youth participating in the form of small prizes.
5. Set up goals and work towards them. It is best to set attainable goals (based on previous efforts) which will then provide the satisfaction of reaching or going beyond their goal rather than being disappointed with "failure".
6. New ideas must be introduced to maintain interest, do not wear out a plan, do not overburden with constant fund raising campaigns.

Ask these questions to aid in determining whether a given idea will meet the standards as outlined:

1. Has the fund raising program been approved by the local church board and Conference Youth Department?
2. Is the plan in harmony with any ordinances the local community may have in effect?
3. Does it refrain from appearing to have any resemblance to gambling?
4. Will the product be sold, if in this case, be sold on its own merit and without reference to the needs of the youth group?
5. Will those purchasing get their money's worth?
6. Are there other youth groups covering the same territory during the same time as your fund raising program?
7. Are you reasonably assured of the fact that no one who needs work will lose it because of the fund raising project?
8. Will the fund raising project protect the character of your youth group and the Seventh-day Adventist Church and leave the conference free from any agreement of financial responsibility?



**B. Handling and Reporting****10 minutes**

1. Who is authorized to spend funds?
2. How are the funds kept safe?
3. Are the funds kept record of in standard bookkeeping books and are these records kept up to date?
4. Is the church board provided with a full report at least every 3 months?
5. Is the youth group's executive committee informed of all transactions and balances at every called meeting?

**C. Insurance****15 minutes**

Review insurance policies as established by your local conference/field or Risk Management.

**D. Lawsuit Awareness****15 minutes**

1. Review special needs for activities considered "high adventure".
2. Review cautions regarding group transportation requirements, licensing of drivers, etc.
3. Review moral conduct in mixed company.
4. Other potential problems that could involve lawsuits.

**Notes:**

# Physical Fitness

## Basic Requirements:

### *1. List ten benefits of being physically fit.*

1. Better overall health
2. Clearer mind
3. Life expectancy increases
4. Enjoy productive fuller life
5. Better self image
6. Less depression
7. Less stress and easier to cope with stress
8. Better digestion
9. Improved sleep and rest patterns
10. Improved disposition and attitudes
11. Fewer medical bills
12. Other: \_\_\_\_\_

### *2. Know how the following help to achieve a balance for your body:*

#### *a. Exercise*

Keeps muscles and circulation in optimal condition; Burns up calories that would otherwise turn to fat reserves

#### *b. Proper eating*

Provides the necessary vitamins and minerals for optimal function; provides the necessary caloric intake for desired fitness

#### *c. Emotional stability*

Controls both exercise and diet to provide a well rounded balanced body designed for optimal function and enjoyment of life as God intended for us

### *3. Define the following exercises:*

#### **a. Isometric**

Contract muscles without producing movement or demanding appreciable amounts of oxygen. Generally, they tense one set of muscles against another or against immovable objects. Isometric exercises are capable of increasing the size and strength of individual skeletal muscles, but they have no significant effect on overall health. They are more valuable in therapeutics. Bedridden patients use them to prevent atrophy.

#### **b. Isotonic**

Contract muscles and produce movement. Popular examples include calisthenics and weight lifting, shuffleboard, archery and horseshoes. They are preferable over isometrics because they exercise muscles over a range of motion. They are dynamic or three-dimensional exercises. They are not primary conditioners.

**c. Isokinetic**

**d. Anaerobic**

These fall into two categories, those that demand reasonable amounts of oxygen but are cut short voluntarily, and those that demand exorbitant amounts of oxygen and are cut short involuntarily because the body just can't take it. The first kind makes you "huff and puff" but is over too quickly to have developed a "steady state", i.e. cycling a few blocks, swimming a few laps, etc. The second type demands so much oxygen that one reaches oxygen debt that must be paid quickly. Such are wind sprints, 100 yds/mts dashes, interval training. They are used by athletes to build up speed; they have no place in an ordinary physical-fitness program.

**e. Aerobic**

These exercises demand oxygen without producing an intolerable debt so they may be continued for longer periods of time. They start to produce all kinds of wonderful changes in your body. You are improving your body's capacity to bring in oxygen and deliver it to the cells where it is combined with foodstuffs to produce energy. Essentially, it is this: If the exercise is vigorous enough to produce a sustained heart rate of 150 beats per minute or more, the training effect benefits begin about 5 minutes after the exercise starts and continues as long as the exercise is performed. Examples: Running a mile (1.6 km) in under 8 minutes, cycling 5 miles (8 km) in less than 20 minutes, swimming 24 laps (600 yds/550 mts) in less than 15 minutes.

**4. Know the meaning of the principles involved in the following exercise program:**

**a. Warm up**

The body does not normally spring into high gear from a state of rest. Warm up is necessary to minimize or avoid muscle and joint problems. A 5 minute warm up is recommended: 1 minute stretching exercises for the back legs, and arms; 1 minute for sit-ups and pushups; 1 minute for rather fast walking in a large circle; 1 minute alternating each 15 seconds with walking and jogging; 1 minute of a slow run or jog.

**b. Aerobic exercises**

Avoid pushing yourself and become fatigued—you don't want to make an aerobic exercise become an anaerobic one. Instead of feeling invigorated, you become chronically tired.

**c. Cool down**

Most people understand the need for a warm up, but few realize that the body also needs a cooling-down period after the exercise. A slump into complete relaxation can cause dizzy spells, fainting or more serious consequences. It might sound strange, but you need to get ready for rest. Again, 5 minutes of walking or very slow jogging eases the transition to a resting condition.

**d. Calisthenics**

These build agility, coordination and muscular strength particularly in the arms and upper torso. Aerobics builds basic fitness and endurance. People need both. The recommendation is that calisthenics be done either before or after the aerobic exercise and it should focus on the parts of the body that the aerobic exercise does not. For example if the aerobic uses mostly the legs, then the calisthenics should focus on the upper body. The warm up and cool down periods are convenient periods for doing calisthenics.

**5. Know how to determine your heart rate at rest and after exercise.**

There are numerous heart rate monitors available today including ones that are built into wrist watches and will read your heart rate automatically. Manually, it is done by holding your wrist between your thumb (on the back side) and fingers 2, 3 and 4 on the inside where you can feel your pulse. By measuring 15 seconds on your watch and counting the number of pulses felt during that time, you multiply by four and have your rate per minute. Do this both before exercise and then immediately afterwards and 5 minutes afterwards. Fitness level may be determined by how quickly your heart rate returns to resting/normal rate. The closer to your normal resting rate your hearts is at the 5 minute mark, the more fit you are.

**6. Know how to determine the minimum rate at which your heart should be beating to obtain the best aerobic conditioning effect.**

Normal heart rates run from the low 70's per minute to the low 80's. The more fit you become, the lower the resting heart rate is. Many cycling, running, or tri-athletes have resting heart rates in the low 50's per minute. The more fit a person is the higher heart rate he can maintain and push the limits. One young cyclist was known to reach and maintain an exercise heart rate of 180 to 190 bpm and hold it there for as long as 20-30 minutes at a time. His normal resting heart rate was also down around 49-50 bpm.

**Maximal heart rates vary with conditioning and age:**

Age	Poor condition	Fair Condition	Good Condition
20	201	201	196
30	190	193	191
40	179	186	186
50	168	179	180
60	158	172	175
70	147	165	170

A rate of 60-70 % is the recommended minimum level for the conditioning to occur.

**7. Using the four steps given in requirement 4, do a regular exercise program at least four times a week for three months. Keep a chart of the following:**

- a. Type of warm-up exercises performed
- b. Type of aerobic exercises performed
- c. How long aerobic exercises were performed
- d. Type of calisthenics performed

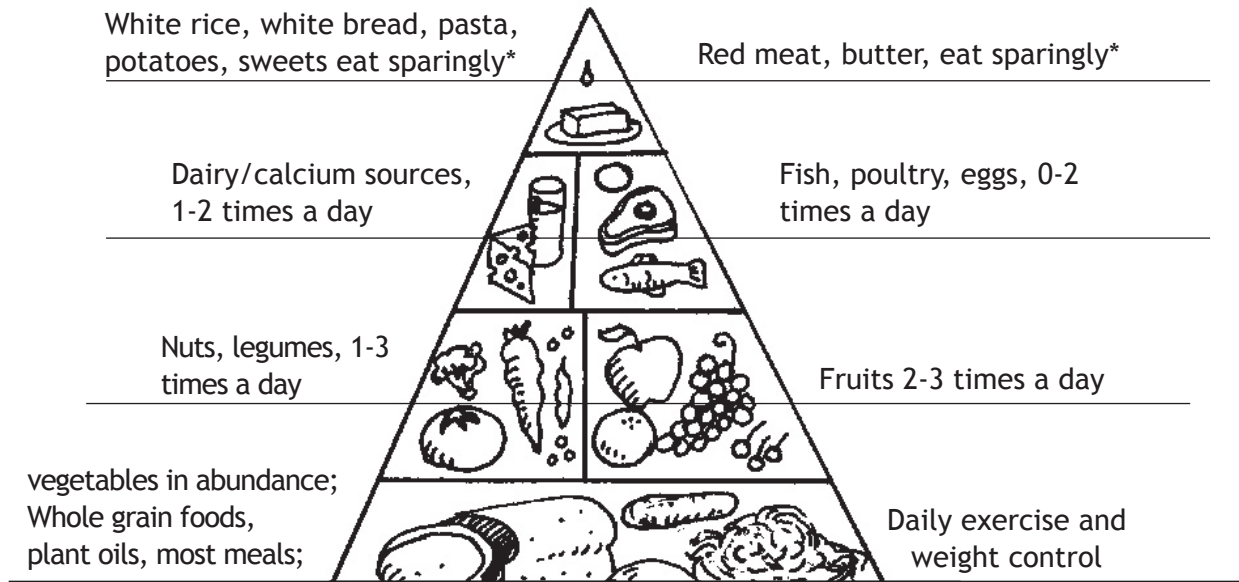
For each exercise period, maintain the minimum heart rate determined in requirement 6 for a period of at least 20 minutes.

**Note:** The primary source—and an excellent resource for persons completing this Honor—for the above information is from Kenneth Cooper's several books on Aerobics.

# Nutrition

## Basic

1. Describe the food guide pyramid. List the number of servings required from each group each day. Why is it important to eat a balanced diet?



Someone devised a “pyramid” of daily servings for each of the basic groups of foods (different nutritionists have used divisions of from 4 to 10 groups), this example reflects one of the more recent ones set by Walter Willett in his book *Eat, Drink, and be Healthy*.

\*Eat sparingly means very small amounts not really needed on an every day basis if at all.

2. Explain the difference between the following:

- Lacto-ovo vegetarian: are those who do not consume any meat products but do include other animal-origin products such as milk, cheese, and eggs.
- Ovo-vegetarian: are those who also exclude any dairy products but use eggs.
- Vegan vegetarian: do not utilize any animal-origin products at all.

**3. Plan a two-day menu, containing a balanced lacto-ovo vegetarian diet utilizing the food guide pyramid.**

These menus will vary based on geographical areas and cultural foods. The meals should be evaluated based on adaptation to the above diagramed pyramid and the number of servings recommended. Also consideration should be made toward providing substantial breakfasts, moderate noon meals (lunch or dinner) and light evening meals (dinner or supper).

**4. What is another name for Vitamin B<sup>1</sup> and B<sup>2</sup>.**

**The B complex of Vitamins are essential to the utilization of carbohydrates, fats, and proteins. Deficiencies induce a number of different diseases. (See advanced requirements 6 and 7).**

Vitamin B<sup>1</sup>: Thiamine

Vitamin B<sup>2</sup>: Riboflavin

**5. List at least three significant food sources of the following nutrients:**

- a. Vitamin C: peppers, citrus fruits, spinach and other dark green leafy foods
- b. Vitamin A: carrots, sweet potatoes or yams, squash, tomatoes
- c. Vitamin B<sup>1</sup>: lima beans, corn, peas, asparagus
- d. Vitamin B<sup>2</sup>: broccoli, spinach, mushrooms, corn
- e. Iron: Brussels sprouts, okra, dark green leafy foods, artichokes
- f. Calcium: milk, cheese, green leafy foods, enriched breads

**6. Why is it important to drink plenty of water every day?**

The human body is composed of 70% water. All body cells contain water, use water for proper functioning, are continually bathed in water, and require water as a transport mode for the movement of nutrients and elimination of wastes. Under ordinary circumstances, a normal adult will lose about 2,500 cm<sup>3</sup> (2½ qts.) of water per day. Hot weather or heavy work increases the loss considerably. Natural foods contain some water, juices and milk restore more, but it still leaves about 6-8 glasses of water which need to be replaced each day under normal conditions.

**7. Name three common diseases that can be controlled by diet.**

Diabetes (particularly Type II) can be avoided by proper diet, or controlled by modifying the diet, switching to a low fat, high fiber diet with adequate calories and regular exercise.

Cancer risk may be reduced by dietary means. Between 30-50% of all cancers are associated with diet. Reducing fat intake to 20% or less of total calories would produce a 33% reduction in breast, colon, rectal, ovarian, and endometrial cancer. Also use of leaf vegetables such as cabbage, broccoli, and cauliflower reduce risks of colon and rectal cancers.

Heart diseases have direct links to levels of fat content in diet, especially saturated fats as found in meats. As stress and lack of exercise are increased, the amount of fat in the diet must decrease. A high-level combination of the three are open invitations to heart attacks.

## 8. What is the difference between whole wheat flour and white flour, and which one has higher nutritive value?

There was a time when most flour production was a very simple easy process, much like many countries still have for local farmers. A person simply takes whole grain to a local mill, has it ground up in a matter of a few minutes or an hour or so, and takes it home to use. All that was in the grains to begin with is still there, just ground into a more useable form. Today many of the big mills have discovered that they can make the process more complicated, remove certain parts of the grain in the process which may then later be used for other things (more \$) and give the customer a finer, more palatable, but less nutritional product. It reached a point that the “food” being given the customer had little or no nutritional value whatever; when that was discovered, a clamor arose. Customers still wanted the fine grade product, but with some nutritional value, hence the “enriched” flour which makes the customer feel that they are getting a high quality product. Now in answer to the issue: Whole wheat flour, as the name implies, is the entire wheat grain which has been ground into flour. The starchy inner part, the wheat germ, the brown outer coating are all included. Therefore all of the nutritive value is there including even some roughage (roughage is also an important part of the diet even though it is made up of indigestible cellulose, because it provides bulk to waste products so that they may be properly passed on down the system.) White flour has had the coating and wheat germ removed so it is primarily starch with little nutritive value. Enriched white flour has had a portion of the nutritive value from the wheat germ put back in--but only enough to be acceptable under the law. Also, these nutrients are often synthetic (cheaper) not natural therefore not as useable in the body system. There are now some flours available in some countries which are enriched with soy flour, mixed grains, or other similar highly nourishing components. These are indeed a high quality product even better than natural whole grain flours.

## 9. What does RDA mean?

Careful study over several decades has enabled nutritionists to determine quite precisely the amounts of various vitamins and minerals that a human body needs for optimum performance. These amounts have been called the Recommended Daily Dietary Allowance, shortened to RDA. In many countries, all packaged foods must list on the packaging the percentage of RDA that the enclosed foods contain.

The World Health Organization (WHO) has produced a general set of guidelines for a healthful diet, it will be noted that low meat or no meat best fits these guidelines.

*1. No less than 400 gms./day of food of which at least 30 gms should be in the form of pulses, nuts, and seeds.*

*2. Complex carbohydrates: lower limits- 50% of energy, upper limits- 70% of energy  
free sugars: lower limits- 0% of energy, upper limits- 10% of energy  
dietary fiber: lower limits- 16 gms/day, upper limits- 24 gms/day*

3. *Total protein: lower limit- 10% of energy, upper limit- 15% of energy*
4. *In view of the major diseases linked to obesity, a prevention policy is the only long-term solution.*
5. *Salt intake: lower limit- not defined, upper limit- 6 gms/day*
6. *Calcium, no specific recommendations but it is recognized as of particular importance. (The National Academy of Sciences [NAS] recommends 800mg.)*
7. *Dietary supplements: recommend nutrient dense foods rather than energy dense foods. (NAS recommends avoidance in excess of RDA).*
8. *Use of alcohol is “discouraged”. (NAS: “avoid”)*
9. *Total fat: lower limit-15% of energy, upper limit 30% of energy.*

One organization a few years ago established what they felt were the minimum requirements (RDA) for ten of the most important vitamins and minerals in the diet for several age categories and both sexes. Here’s what is listed for 3 groups within Pathfinders:

	AGE (years)	CALORIES <sup>2</sup>	PROTEIN (grams)	CALCIUM (grams)	IRON (milligrams)	VITAMIN A(International)	THIAMINE (Milligrams)	RIBOFLAVIN (milligrams)	NIACIN (milligrams)	VITAMIN C (milligrams)	Vitamin D(International)
JUNIOR	10-12	2500	70	1.2	12	4500	1.3	1.8	17	75	400
BOYS	13-15	3100	85	1.4	1.5	5000	1.6	2.1	21	90	400
GIRLS	13-15	2600	80	1.3	15	5000	1.3	2.0	17	80	400



## Advanced

**1. Have the Nutrition Honor.**

The nine requirements listed above need to be completed before continuing with this section.

**2. Read a book about nutrition.**

Any book on nutrition will fulfill this requirement. Requirement #11 makes use of the book *Counsels on Diet and Foods* by Ellen White, reading it would also satisfy this requirement.

**3. Do the following:**

- a. Keep a food diary on yourself for one week.
- b. Calculate the total nutrients for each day of the following: calories, protein, iron, calcium, Vitamin A, Thiamine, Riboflavin, Niacin, and Vitamin C.
- c. How does this compare with the Recommended Dietary Daily Allowance chart? (See basic requirement #9.)

Write in each square, the foods you had for each day, and then at the end of the week, use a nutrient chart similar to the sample one to determine the total nutrients for each day and compare the results with the RDA chart above. This will help you to see where you may be able to improve your diet by adding or reducing certain foods. See chart below:

Breakfast	Noon Meal	Evening Meal

<b>Breakfast</b>	<b>Noon Meal</b>	<b>Evening Meal</b>

Charts for calculating the total nutrients in your daily diet similar to the one on page 46, which include local/national foods, may be obtained from several possible sources in your country. Some of these would include offices of the United Nations, World Health Organization, Ministry of Health or Agriculture, Hospitals with mother-child nutritional programs, schools with health and nutrition programs, development and relief organizations, libraries, centers of public health, etc.

#### 4. Explain why a high fiber diet is important and tell how this can be obtained.

High fiber content helps keep the digestive tract clean and in good operating order. Fiber may be obtained from whole wheat flour, brown rice, and other non-processed grains, fresh fruits and vegetables, especially from their skins, etc. Refined flour, packaged and processed foods generally have little if any roughage. A lack of fiber in the diet will cause constipation and may eventually cause cancers of the digestive tract.

#### 5. Name three diseases due to malnutrition and describe the symptoms of each.

The historically famous “three” are Scurvy, Pellagra, and Beriberi. Rickets, Kwashiorkor, and Goiter are other malnutrition-related illnesses.

Symptoms include:

- *Kwashiorkor*: is the most widespread deficiency disease in the world, it develops in 1-2 weeks and is fatal. Skin/hair turn red, muscles wasted, skin scaly, patchy, swells with body fluids
- *Beriberi*: three types ① causes heart failure, anemia, edema (accumulation of body fluids) ② neuritis (numbness and tingling in the hands and feet), paralysis, ③ in infants, rapid heartbeat, vomiting, convulsions, death
- *Goiters*: are swellings of the thyroid gland in the neck
- *Scurvy*: loose teeth, bleeding of gums, under skin, around bones and joints, wounds heal defectively, bones become brittle.
- *Pellagra*: dermatitis, diarrhea, mental confusion, depression, fatal.
- *Rickets*: is a bone disease, the bone develop an inability to absorb and use calcium, they weaken and then bend becoming misshapen.

The solutions are all generally quite simple for both prevention and cure:

- Kwashiorkor is a protein deficiency cured by providing a protein-rich diet.
- Beriberi is taken care of by increasing the B complex vitamins.
- Goiter is solved by adding iodine to salt.
- Pellagra shows a shortage of Niacin and scurvy disappears when Vitamin C is increased or added by eating citrus fruits (sucking on a lemon!).
- Rickets is solved by increasing Vitamin D (in milk).

#### 6. What are the symptoms of vitamin B<sup>12</sup> deficiency?

This deficiency is of special interest to vegetarians because it does not appear in significant amounts in any plant foods yet it is needed for normal maturation of red blood cells and for the synthesis of key components of the nerve tissue. Vitamin B<sup>12</sup> deficiency is seen in

a number of ways. Bone marrow makes fewer red blood cells causing macrocytic anemia. There may be numbness and tingling in the hands and legs, loss of balance, difficulty in walking, excessive fatigue, irregular menstrual cycles, depression, memory loss and dementia. This deficiency is fairly common among elderly people. The deficiency is also most likely to occur among vegan vegetarians. It is best obtained from milk or yogurt, by consuming B<sup>12</sup>-fortified foods, or taking supplements of Vitamin B<sup>12</sup>. Supplements are especially good for vegan vegetarians who are pregnant or breast feeding a child.

**7. What advice would you give to a person who decided to be a total vegetarian?**

While it is evident that the original diet given to Adam and Eve was a vegan-vegetarian diet, God made some modifications after the flood for a reason. Many changes occurred in man and nature, not all are yet fully understood, therefore, while a return toward the original diet is desirable, it must be done with careful consideration. There are several points to keep in mind, listed are 6 of them.

- 1) When one source of nutrients is eliminated, it must be substituted by other sources.
- 2) What are the options for providing the necessary variety for an adequate diet in your region?
- 3) Contrary to some claims, there is no “complete food” as in a single product or produce.
- 4) Any diet requires a maximum variety possible for optimum health.
- 5) You should not eat just what you happen to like, but you should learn to like a wide variety of foods.
- 6) Weigh carefully the advantages of a vegetarian diet (any of the three options), and weigh carefully the risks of a diet which includes animal derivatives.

**8. What is the difference between saturated and unsaturated fats? Which is the most healthful and why?**

For optimal health one should avoid the extremes of too much or too little fat in the diet. Too much fat leads to heart disease, cancer, strokes, diabetes, hypertension, and obesity. Too little fat may result in caloric deficiency, dry skin, decreased resistance to disease, muscle wasting, and other problems. The essential fatty acids are found mainly in plant sources. They must be eaten because the body cannot produce them. Children generally require a little higher fat percentage than adults for whom less than 30% of total calories is recommended.

**9. Why is it advisable to use less sugar in our diet and suggest ways in which this may be accomplished?**

Sweet	Serving	Calories	Calcium mg	Iron mg.
White sugar	1 tbsp	45	0	trace

Honey	1 tbsp	65	1	0.1
Corn syrup	1 tbsp	60	9	0.8
Brown sugar	1 tbsp	50	12	0.5
Light molasses	1 tbsp	50	33	0.9
Blackstrap molasses	1 tbsp	45	137	3.2

As the above chart indicates, sugar is sugar no matter what form it comes in. Basically it is high calorie and low nutrient. While blackstrap is high in calcium and iron, large amounts are irritant to the digestive tract. White sugar is made from sugar beets, cane, or corn. Brown sugar is white sugar with a little molasses returned. Molasses is raw unprocessed sugar in varying degrees of boil-down. The refined product, white sugar, is a very complex sugar (as opposed to the simpler forms found in fruits) which consumes a considerable amount of B vitamins to get it broken down to the form used by the body called glucose.

**10. Using the book *Counsels on Diet and Foods*, write a paragraph on the benefits of a lacto-ovo vegetarian diet.**

The book *Counsels on Diet and Foods* has now been translated into over 15 key languages, including all the primary languages used in Pathfinderism so it should be somewhat readily available in your area. It is a good book to add to your personal library, but if you cannot afford it then be sure copies are available through the local school (church or public), or have it in your local church library. The entire book may be read to fulfill the advanced requirement #2. If another book was selected for that requirement, then sections 1, 18, and 23 are particularly useful in fulfilling this requirement.

**Note:** The Health and Temperance Dept. of the General Conference has an assortment of leaflets, slide and video programs, charts, posters, games, etc. which are of value in the pursuit or presentation of these Honors. They are not specifically listed because the materials are constantly being updated. However, a catalogue is produced which the Dept. Will gladly send out with all the latest listings and prices. One may fax a request for a catalogue at the following phone number: 301-790-9733

## Nutritional Chart

	<b>CALORIES</b>	<b>PROTEIN</b>	<b>FAT</b>	<b>CARBOHYD.</b>	<b>CALCIUM</b>	<b>IRON</b>	<b>VITAMIN A</b>	<b>THIAMINE</b>	<b>RIBOFLAV.</b>	<b>NIACIN</b>	<b>VITAMIN C</b>
Apple (Fresh) 3½ oz.	64	0.3	0.4	14.9	0.006	0.3	90	0.040	0.020	0.20	5
Avocado 3½ oz.	265	1.7	26.4	5.1	0.010	0.6	290	0.120	0.150	1.10	16
Banana 3½ oz.	99	1.2	0.2	23.0	0.008	0.6	430	0.090	0.060	0.60	10
Cantaloupe 3½ oz.	40	0.5		9.5	0.016	0.7	1000	0.050	0.060		30
Lemon 3½ oz.	44	0.9	0.6	8.7	0.014	0.1		0.40		0.10	45
Orange 3½ oz.	50	0.9	0.2	11.2	0.033	0.4	190	0.080	0.030	0.20	49
Strawberries 3½ oz.	41	0.8	0.6	8.1	0.028	0.8	60	0.030	0.070	0.30	60
Tangerines 3½ oz.	50	0.8	0.3	10.9	0.033	0.4	420	0.070	0.030	0.20	31
Navy Beans (Dried) 3½ oz.	350	22.0	1.5	62.1	0.148	10.3		0.600	0.240	2.10	2
Broccoli (Raw) 3½ oz.	37	3.3	0.2	5.5	0.130	1.3	3500	0.090	0.210	0.90	118
Cabbage (Fresh Head) 3½ oz.	29	1.4	0.2	5.3	0.046	0.5	80	0.070	0.060	0.30	52
Carrots (Raw) 3½ oz.	45	1.2	0.3	9.3	0.039	0.8	12000	0.070	0.060	0.50	6
Corn, Sweet (Yellow) 3½ oz.	108	3.7	1.2	20.5	0.009	0.5	600	0.150	0.140	1.40	12
Head Lettuce 3½ oz.	20	1.0	0.2	3.0	0.020	0.5	540	0.060	0.070	0.20	10
Peas (Fresh, Raw) 3½ oz.	101	6.7	0.4	17.7	0.022	1.9	680	0.360	0.180	2.10	26
Potato (White, Cooked) 3½ oz.	85	2.0	0.1	19.1	0.011	0.7	20	0.099	0.038	1.08	11
Sweet Potato (Raw) 3½ oz.	125	1.8	0.7	27.9	0.030	0.7	5000	0.100	0.060	0.70	22
Spinach (Fresh Raw) 3½ oz.	25	2.3	0.3	3.2		3.0	9420	0.120	0.240	0.70	59
Tomato (Fresh, Red) 3½ oz.	23	1.0	0.3	4.0	0.011	0.6	1100	0.060	0.040	0.60	23
Whole Milk 8 fl. oz.	168	8.6	9.6	12.0	0.289	0.16	325	0.086	0.42	0.27	
Ice Cream 1/6 of 1 Quart	210	4.0	12.3	20.8	0.132	0.1	540	0.040	0.190	0.10	
Eggs 2	158	12.8	11.8	0.8	0.054	2.8	1140	0.104	0.322	0.10	
Breach (Enriched) 1 lb.	1170	37.8	9.0	235.8	02.52	9.0		1.080	0.666	9.90	
Farina (Uncooked, Enriched) 1 oz.	1060	3.1	0.1	23.1	0.132	1.6		0.132	0.081	1.05	
Oats (Rolled) 1 oz.	119	4.3	2.2	20.5	0.016	1.6		0.165	0.042	0.33	
Beef (Lean) 4 oz.	195	26.0	10.0		0.016	3.6	36	0.192	0.275	8.92	
Chicken, Roasted 3½ oz.	192	28.3	8.6		0.022	2.7		0.092	0.214	10.20	
Trout, Lake 3½ oz.	162	18.1	10.0		0.020	1.0		0.090	0.200	3.5	
Almonds, Shelled 1 oz.	195	6.5	16.5	5.0	0.076	1.2	174	0.054	0.150	0.55	
Peanuts, roased 3½ oz.	600	26.7	44.2	23.6	0.074	1.9		0.300	0.160	16.20	10

## Outdoor Leadership

**1. Earn four of the following honors. Any of these honors earned more than two years ago should be restudied so that you can answer any of the general knowledge questions included in their requirements.\***

- a. Camping Skills IV
- b. Fire Building and Camp Cookery
- c. Winter Camping
- d. Hiking
- e. Backpacking
- f. Orienteering
- g. Pioneering

\* Honors completed within the past 2 years qualify and those earned more than 2 years prior to initiating work on the Youth Leadership Award should be reviewed and updated in the memory and ability of the candidate. Requirements for each Honor may be found in the Pathfinder Honor Handbook or on line at [youth.gc.adventist.org](http://youth.gc.adventist.org)

**2. Have the First Aid Honor\*\***

\*\* If the candidate completed a Red Cross or St. John's Ambulance curriculum in completing this Honor, the corresponding authorization card must be current. If neither of these programs were used, but the candidate completed a course presented to Pathfinders or a church youth group by certified instructors and the course was more than 5 years prior to initiating the Youth Leadership Award, then it is advised that the candidate should take a brief refresher course.

**3. Know what to do to overcome fear when lost. Know at least four ways to signal for help if lost in the wilderness.**

Instead of panicking, sit down and think things through carefully and methodically. Try to recall clues from your travel thus far, seek a high open spot from which a large panoramic view may be had that will aid in orientation. Get a sense of direction by using the sun/shadow or watch/shadow method (if you also made the mistake of not bringing along a map and compass). Pray, it is a psychological calmer and God does answer even if not in Ambassador we expect at the moment. If no immediate way out seems viable, then settle down and make yourself at home. Begin the food-shelter-fire routine. Search parties will soon be looking for you and wandering around will only use up much needed energy and delay the whole process.

1. Build a smudge fire in an open area or on a beach.
2. Use of a small mirror or reflector. (If you didn't forget your survival kit)
3. Using stones or branches spell S.O.S. on open ground
4. Use a high-pitched whistle. (If you didn't forget...)
5. Thumping a hollow log or tree at predetermined "non-natural" intervals

**4. Know at least four secular activities and four Sabbath activities to use in an outdoor setting if you have a rainy day.**

Rainy days are often more of a problem for adults than for kids or young people. It also seems to be a proven fact that if a youth group goes camping, it will rain, regardless of the forecast. Therefore having rainy day activity options are not just optional—they are a must in the repertoire of any youth leader. Since rain means getting wet, and water activities also mean getting wet, water activities are a natural to keep on schedule rain or shine (unless the rain brings with it severe storms and lightening but those usually blow over rather quickly and so would not actually be classed as a “rainy day”). Rainy days do not prohibit swimming, canoeing, rowing, sailing or any other water activity. Hiking in the rain can take on almost mystical characteristics if participants are properly equipped. Orienteering, beachcombing, tracking, using all our senses to identify natural objects, even walking barefoot in the puddles and mud can be fun. Rainy days also give ample opportunity to teach special camping skills like where to find dry wood and tinder, making leak-proof lean-tos, proper tent care to keep contents dry, and fire starting. Group games such as capture the flag and treasure hunts can also be played in the rain. Rain may eventually drive even the heartiest inside to your cabins or tents. It may be a good time to write a poem, take a nap, read a good book, have a story time or sing-along, solving puzzles or riddles, make up a skit, discuss topics of interest or that are a challenge to today’s youth, or any number of other activities.

***Four outdoor secular activities I have tried for rainy days:***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

***Four outdoor Sabbath activities I have tried for rainy days:***

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**5. Do the following in an outdoor setting.**

**a. Plan, organize, and do the teaching of one nature honor to a group of youth.**

The Honor handbook contains about 70 Honors under the nature category; most of these also have advanced levels. Nearly all of them work best when taught outdoors in nature where



identification may be made and ecology may be observed. Many also have excellent field guides to aid. Other equipment necessary in most cases will include only a magnifying lens or a pair of binoculars and a notebook, pencils and coloring supplies will be helpful. In some cases, collecting and preserving equipment may be desired. Individual requirements should not be skipped because for any reasons or excuses. It is not the purpose of Honors to complete them in one brief outing; earning a patch is not as important as acquiring the knowledge. Senior youth should be able to teach any honor they earn; therefore their knowledge must be relatively thorough on a given subject.

**b. Assist in teaching camping skills required in any camping honor and/or Pathfinder class requirements to a group of youth.** On the GC Youth Ministries Department website you can request the instructor manuals for all Pathfinder Classes including both basic and advanced requirements. You will also find the requirements listed for all of the camping related honors which include:

Backpacking	Campcraft	Camping Skills I, II, III, IV
Fire Building and Camp Cookery	Pioneering	Wilderness Leadership
Wilderness Living	Winter Camping	

**c. Determine where the nearest hospital is located.**

**d. Determine where the nearest assistance from the police or a park ranger can be obtained.**

**Note:** Items c and d will vary based on local situations and are absolutely essential for any leader of any youth group to know and know well.

**6. Through Bible and/or Spirit of Prophecy study, learn how the outdoors influenced the following Bible characters:**

- a. Moses; *Exodus 1-4, etc.; Patriarchs and Prophets chapter 22--*
- b. David; *I Samuel 16, etc.; Patriarchs and Prophets chapter 62--*
- c. Elijah; *I Kings 17, etc.; Prophets and Kings chapter 9--*
- d. John the Baptist; *Luke 1,3; Matthew 3; Mark 1, etc.; Desire of Ages chapter 10--*
- e. Jesus; *Luke 2, etc.; Desire of Ages chapter 7--*

**7. Know what considerations should be given in an outdoor setting with a group of youth in the following areas:**

Numerous rules, guidelines and principles may listed and learned, here are but a few examples:

**a. Camping safety**

\*Never gamble with safety. If in doubt, don't do it.

\*Stay near shore in rough weather. Stay on shore in dangerous weather.

\*No participant should separate from the group.

- \*Use all sharp equipment (knives, machetes, etc.) with great care.
- \*Wear shoes at the camp site.
- \*When walking along a road, be single file facing traffic.

***b. Fire safety***

- \*Never play with fire or around fire.
- \*Be sure the fire is out when left alone or camp is abandoned.
- \*Never build fires under trees.
- \*Keep fires small.

***c. Sanitation***

- \*Don't drink untreated water.
- \*Keep your food clean
- \*Immediately report any signs of illness.
- \*All latrines should be away from campsite and away from water.
- \*Keep food protected from animals and insects.

***d. Swimming safety rules***

- \*Stay out of and off of the water when there is a threat of lightning.
- \*No swimming except with staff supervision.  
Check area for underwater hazards.
- \*No rough play especially with consideration of non-swimmers.

***e. Rules for conduct***

- \*Remember that you always represent your church and it stands for.
- \*SDA youth do not discard litter, they clean up litter.
- \*Leave nothing but footprints, kill nothing but time, take nothing but pictures.
- \*Boy-girl relationships should be above any question or gossip.

***f. Proper Sabbath observance***

- \* Distinguish between that which is necessary and unnecessary work
- \* What work became necessary because of our poor planning?
- \* What activities will bring into communion with God vs. what activities are just time fillers or otherwise inappropriate?
- \* Take maximum advantage of all the nature around you to focus campers on their Creator

**8. List at least six ways you can keep the out-of-doors beautiful for others to enjoy.**

1. Practice no-trace camping techniques
2. Use established trails and do not use shortcuts especially in steep slope situations
3. Make a game of picking up litter on day hikes

4. Encourage the planting of native flora in yards and local parks
5. Use axes, knives and machetes sparingly and consume all cut wood including chips
6. No graffiti; remember “fool’s names and fool’s faces always appear in public places.”

**9. Know at least ten qualities of a good youth leader.**

1. Has a love for the outdoors
2. Understands the relationship between nature and its Creator
3. Has a passion for communicating that relationship with others
4. Has the patience necessary to ensure that all group members have the opportunity to catch the passion
5. Understands the art of blending into the environment
6. Exudes a positive image under duress
7. Careful and completely aboveboard in all relationships
8. High level of expertise in technical aspects of outdoor adventure
9. Practices to the “n-th” degree what he teaches—an example in all things
10. Be a true mentor—not just an advice giver

# BIBLE YEAR PLAN

## SENIOR YOUTH READER'S CHECK LIST



### JANUARY

- 1 Gen. 1, 2, 3
- 2 Gen. 4, 5, 6, 7
- 3 Gen. 8, 9, 10, 11
- 4 Gen. 12, 13, 14, 15
- 5 Gen. 16, 17, 18, 19
- 6 Gen. 20, 21, 22
- 7 Gen. 23, 24, 25
- 8 Gen. 26, 27
- 9 Gen. 28, 29, 30
- 10 Gen. 31, 32, 33
- 11 Gen. 34, 35, 36
- 12 Gen. 37, 38, 39
- 13 Gen. 40, 41, 42
- 14 Gen. 43, 44, 45
- 15 Gen. 46, 47
- 16 Gen. 48, 49, 50
- 17 Ex. 1, 2, 3, 4
- 18 Ex. 5, 6, 7, 8
- 19 Ex. 9, 10, 11
- 20 Ex. 12, 13
- 21 Ex. 14, 15
- 22 Ex. 16, 17
- 23 Ex. 18, 19, 20
- 24 Ex. 21, 22, 23
- 25 Ex. 24, 25, 26, 27
- 26 Ex. 28, 29
- 27 Ex. 30, 31
- 28 Ex. 32, 33
- 29 Ex. 34, 35, 36
- 30 Ex. 37, 38
- 31 Ex. 39, 40

### FEBRUARY

- 1 Lev. 1, 2, 3, 4
- 2 Lev. 5, 6, 7
- 3 Lev. 8, 9, 10
- 4 Lev. 11, 12
- 5 Lev. 13, 14
- 6 Lev. 15, 16
- 7 Lev. 17, 18, 19
- 8 Lev. 20, 21, 22
- 9 Lev. 23, 24, 25
- 10 Lev. 26, 27
- 11 Num. 1, 2, 3
- 12 Num. 4, 5, 6

- 13 Num. 7, 8
- 14 Num. 9, 10, 11
- 15 Num. 12, 13, 14
- 16 Num. 15, 16
- 17 Num. 17, 18, 19
- 18 Num. 20, 21
- 19 Num. 22, 23, 24
- 20 Num. 25, 26, 27
- 21 Num. 28, 29, 30
- 22 Num. 31, 32
- 23 Num. 33, 34
- 24 Num. 35, 36
- 25 Deut. 1, 2, 3
- 26 Deut. 4, 5, 6
- 27 Deut. 7, 8, 9
- 28 Deut. 10, 11, 12

### MARCH

- 1 Deut. 13, 14, 15, 16
- 2 Deut. 17, 18, 19
- 3 Deut. 20, 21, 22
- 4 Deut. 23, 24, 25
- 5 Deut. 26, 27, 28
- 6 Deut. 29, 30, 31
- 7 Deut. 32, 33, 34
- 8 Joshua 1, 2, 3, 4
- 9 Joshua 5, 6, 7, 8
- 10 Joshua 9, 10, 11, 12, 13
- 11 Joshua 14, 15, 16, 17
- 12 Joshua 18, 19, 20, 21
- 13 Joshua 22, 23, 24
- 14 Judges 1, 2, 3
- 15 Judges 4, 5
- 16 Judges 6, 7, 8
- 17 Judges 9, 10
- 18 Judges 11, 12
- 19 Judges 13, 14, 15, 16
- 20 Judges 17, 18, 19
- 21 Judges 20, 21
- 22 Ruth
- 23 1 Sam. 1, 2, 3
- 24 1 Sam. 4, 5, 6
- 25 1 Sam. 7, 8, 9, 10
- 26 1 Sam. 11, 12, 13
- 27 1 Sam. 14, 15, 16
- 28 1 Sam. 17, 18, 19
- 29 1 Sam. 20, 21, 22, 23
- 30 1 Sam. 24, 25, 26, 27
- 31 1 Sam. 28, 29, 30, 31

### APRIL

- 1 2 Sam. 1, 2, 3, 4
- 2 2 Sam. 5, 6, 7
- 3 2 Sam. 8, 9, 10
- 4 2 Sam. 11, 12
- 5 2 Sam. 13, 14
- 6 2 Sam. 15, 16, 17
- 7 2 Sam. 18, 19
- 8 2 Sam. 20, 21
- 9 2 Sam. 22, 23, 24
- 10 1 Kings 1, 2
- 11 1 Kings 3, 4
- 12 1 Kings 5, 6
- 13 1 Kings 7, 8
- 14 1 Kings 9, 10
- 15 1 Kings 11, 12
- 16 1 Kings 13, 14
- 17 1 Kings 15, 16
- 18 1 Kings 17, 18, 19
- 19 1 Kings 20, 21
- 20 1 Kings 22; 2 Kings
- 21 2 Kings 2, 3
- 22 2 Kings 4, 5
- 23 2 Kings 6, 7, 8
- 24 2 Kings 9, 10, 11
- 25 2 Kings 12, 13, 14
- 26 2 Kings 15, 16, 17
- 27 2 Kings 18, 19
- 28 2 Kings 20, 21
- 29 2 Kings 22, 23
- 30 2 Kings 24, 25

### MAY

- 1 1 Chron. 1, 2, 3
- 2 1 Chron. 4, 5, 6
- 3 1 Chron. 7, 8, 9
- 4 1 Chron. 10, 11, 12
- 5 1 Chron. 13, 14, 15, 16
- 6 1 Chron. 17, 18, 19, 20
- 7 1 Chron. 21, 22, 23, 24
- 8 1 Chron. 25, 26, 27
- 9 1 Chron. 28, 29
- 10 2 Chron. 1, 2, 3, 4
- 11 2 Chron. 5, 6, 7
- 12 2 Chron. 8, 9
- 13 2 Chron. 10, 11, 12, 13

- 14 2 Chron. 14, 15, 16
- 15 2 Chron. 17, 18, 19, 20
- 16 2 Chron. 21, 22, 23
- 17 2 Chron. 24, 25
- 18 2 Chron. 26, 27, 28
- 19 2 Chron. 29, 30, 31
- 20 2 Chron. 32, 33
- 21 2 Chron. 34, 35, 36
- 22 Ezra 1, 2, 3
- 23 Ezra 4, 5, 6
- 24 Ezra 7, 8, 9, 10
- 25 Neh. 1, 2, 3, 4
- 26 Neh. 5, 6, 7, 8
- 27 Neh. 9, 10, 11
- 28 Neh. 12, 13
- 29 Esther 1, 2, 3, 4
- 30 Esther 5, 6, 7
- 31 Esther 8, 9, 10

### JUNE

- 1 Job 1, 2
- 2 Job 3, 4, 5
- 3 Job 6, 7
- 4 Job 8, 9, 10
- 5 Job 11, 12, 13, 14
- 6 Job 15, 16, 17
- 7 Job 18, 19
- 8 Job 20, 21
- 9 Job 22, 23, 24
- 10 Job 25, 26, 27, 28
- 11 Job 29, 30, 31
- 12 Job 32, 33, 34
- 13 Job 35, 36, 37
- 14 Job 38, 39, 40, 41, 42
- 15 Ps. 1, 2, 3, 4, 5, 6, 7, 8, 9
- 16 Ps. 10, 11, 12, 13, 14, 15, 16, 17
- 17 Ps. 18, 19, 20, 21, 22
- 18 Ps. 23, 24, 25, 26, 27, 28, 29, 30
- 19 Ps. 31, 32, 33, 34, 35
- 20 Ps. 36, 37, 38, 39
- 21 Ps. 40, 41, 42, 43, 44, 45
- 22 Ps. 46, 47, 48, 49, 50
- 23 Ps. 51, 52, 53, 54, 55
- 24 Ps. 56, 57, 58, 59, 60, 61
- 25 Ps. 62, 63, 64, 65, 66, 67
- 26 Ps. 68, 69, 70, 71
- 27 Ps. 72, 73, 74, 75, 76, 77
- 28 Ps. 78, 79, 80
- 29 Ps. 81, 82, 83, 84, 85
- 30 Ps. 86, 87, 88, 89

SENIOR YOUTH READER'S CHECK LIST

JULY

- 1 Ps. 90, 91, 92, 93, 94, 95, 96, 97, 98, 99
- 2 Ps. 100, 101, 102, 103, 104, 105
- 3 Ps. 106, 108, 109, 110
- 4 Ps. 111, 112, 113, 112, 113, 114, 115, 115, 117, 118
- 5 Ps. 119
- 6 Ps. 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 132, 133, 134
- 7 Ps. 135, 136, 137, 138, 139
- 8 Ps. 140, 141, 142, 143, 144
- 9 Ps. 14, 146, 147, 148, 149, 150
- 10 Prov. 1, 2, 3
- 11 Prov. 4, 5, 6, 7
- 12 Prov. 8, 9, 10, 11
- 13 Prov. 12, 13, 14, 15
- 14 Prov. 16, 17, 18, 19
- 15 Prov. 20, 21, 22, 23, 24
- 16 Prov. 25, 26, 27
- 17 Prov. 28, 29, 30, 31
- 18 Eccl. 1, 2, 3, 4
- 19 Eccl. 5, 6, 7, 8
- 20 Eccl. 9, 10, 11, 12
- 21 Songs of Sol. 1, 2, 3, 4
- 22 Songs of Sol. 5, 6, 7, 8
- 23 Isa. 1, 2, 3, 4
- 24 Isa. 5, 6, 7
- 25 Isa. 8, 9, 10
- 26 Isa. 11, 12, 13, 14
- 27 Isa. 15, 16, 17, 18, 19
- 28 Isa. 20, 21, 22, 23
- 29 Isa. 24, 25, 26
- 30 Isa. 27, 28, 29
- 31 Isa. 30, 31, 32, 33

AUGUST

- 1 Isa. 34, 35, 36, 37
- 2 Isa. 38, 39, 40
- 3 Isa. 41, 42, 43, 44
- 4 Isa. 45, 46, 47, 48
- 5 Isa. 49, 50, 51
- 6 Isa. 52, 53, 54, 55
- 7 Isa. 56, 57, 58
- 8 Isa. 59, 60, 61, 62
- 9 Isa. 63, 64, 65, 66
- 10 Jer. 1, 2, 3
- 11 Jer. 4, 5, 6

- 12 Jer. 7, 8, 9
- 13 Jer. 10, 11, 12, 13
- 14 Jer. 14, 15, 16
- 15 Jer. 17, 18, 19
- 16 Jer. 20, 21, 22, 23
- 17 Jer. 24, 25, 26
- 18 Jer. 27, 28, 29
- 19 Jer. 30, 31, 32
- 20 Jer. 33, 34, 35
- 21 Jer. 36, 37, 38
- 22 Jer. 39, 40, 41
- 23 Jer. 42, 43, 44
- 24 Jer. 45, 46, 47, 48
- 25 Jer. 49, 50
- 26 Jer. 51, 52
- 27 Lamentations
- 28 Eze. 1, 2, 3
- 29 Eze. 4, 5, 6, 7
- 30 Eze. 8, 9, 10
- 31 Eze. 11, 12, 13

SEPTEMBER

- 1 Eze. 14, 15, 16, 17
- 2 Eze. 18, 19, 20
- 3 Eze. 21, 22, 23
- 4 Eze. 24, 25, 26
- 5 Eze. 27, 28, 29
- 6 Eze. 30, 31, 32
- 7 Eze. 33, 34, 35
- 8 Eze. 36, 37, 38
- 9 Eze. 39, 40, 41
- 10 Eze. 42, 43, 44
- 11 Eze. 45, 46, 47, 48
- 12 Dan. 1, 2, 3
- 13 Dan. 4, 5, 6
- 14 Dan. 7, 8, 9
- 15 Dan. 10, 11, 12
- 16 Hosea 1, 2, 3, 4
- 17 Hosea 5, 6, 7, 8, 9
- 18 Hosea 10, 11, 12, 13, 14
- 19 Joel
- 20 Amos 1, 2, 3, 4
- 21 Amos 5, 6, 7, 8, 9
- 22 Obadiah, Jonah
- 23 Micah 1, 2, 3, 4
- 24 Micah 5, 6, 7
- 25 Nahum
- 26 Habakkuk
- 27 Zephaniah
- 28 Haggai
- 29 Zech. 1, 2, 3, 4
- 30 Zech. 5, 6, 7, 8

OCTOBER

- 1 Zech. 9, 10, 11
- 2 Zech. 12, 13, 14
- 3 Malachi
- 4 General review of the Old Testament. As far as you can give a one-name title to each book; as, Genesis, "Beginnings"; Leviticus, "Law"; Psalms, "Praise." Note that the Old Testament contains thirty-nine books, divided into five parts—law, history, poetry, major prophets, minor prophets.
- 5 Matt. 1, 2, 3, 4, 5
- 6 Matt. 6, 7, 8, 9, 10
- 7 Matt. 11, 12, 13
- 8 Matt. 14, 15, 16
- 9 Matt. 17, 18, 19, 20
- 10 Matt. 21, 22, 23
- 11 Matt. 24, 25, 26
- 12 Matt. 27, 28
- 13 Mark 1, 2, 3
- 14 Mark 4, 5, 6
- 15 Mark 7, 8, 9
- 16 Mark 10, 11, 12
- 17 Mark 13, 14
- 18 Mark 15, 16
- 19 Luke 1, 2
- 20 Luke 3, 4, 5
- 21 Luke 6, 7, 8
- 22 Luke 9, 10, 11
- 23 Luke 12, 13, 14
- 24 Luke 15, 16, 17
- 25 Luke 18, 19, 20
- 26 Luke 21, 22
- 28 Luke 23, 24
- 29 John 1, 2, 3
- 30 John 4, 5, 6
- 31 John 7, 8, 9

NOVEMBER

- 1 John 10, 11
- 2 John 12, 13
- 3 John 14, 15
- 4 John 16, 17, 18
- 5 John 19, 20, 21
- 6 Acts 1, 2, 3
- 7 Acts 4, 5, 6
- 8 Acts 7, 8, 9
- 9 Acts 10, 11, 12
- 10 Acts 13, 14, 15
- 11 Acts 16, 17, 18
- 12 Acts 19, 20, 21

- 13 Acts 22, 23
- 14 Acts 24, 25, 26
- 15 Acts 27, 28
- 16 Rom. 1, 2, 3, 4
- 17 Rom. 5, 6, 7
- 18 Rom. 8, 9, 10
- 19 Rom. 11, 12, 13
- 20 Rom. 14, 15, 16
- 21 1 Cor. 1, 2, 3, 4
- 22 1 Cor. 5, 6, 7
- 23 1 Cor. 8, 9, 10
- 24 1 Cor. 11, 12, 13
- 25 1 Cor. 14, 15, 16
- 26 2 Cor. 1, 2, 3, 4
- 27 2 Cor. 5, 6, 7
- 28 2 Cor. 8, 9, 10
- 29 2 Cor. 11, 12, 13
- 30 Gal. 1, 2, 3

DECEMBER

- 1 Gal. 4, 5, 6
- 2 Eph. 1, 2, 3
- 3 Eph. 4, 5, 6
- 4 Philippians
- 5 Colossians
- 6 1 Thessalonians
- 7 2 Thessalonians
- 8 1 Timothy
- 9 2 Timothy
- 10 Titus
- 11 Philemon
- 12 Heb. 1, 2, 3
- 13 Heb. 4, 5, 6
- 14 Heb. 7, 8, 9
- 15 Heb. 10, 11
- 16 Heb. 12, 13
- 17 James
- 18 1 Peter
- 19 2 Peter
- 20 1 John
- 21 2, 3 John, Jude
- 22 Rev. 1, 2, 3
- 23 Rev. 4, 5, 6
- 24 Rev. 7, 8, 9
- 25 Rev. 10, 11
- 26 Rev. 12, 13, 14
- 27 Rev. 15, 16, 17
- 28 Rev. 18, 19
- 29 Rev. 20, 21, 22
- 30 Review the NT
- 31 Review the OT

# YOUTH LEADERSHIP MASTER

**Note:** Activities involved in to complete previous requirements for any class or leadership award level are not valid for these requirements.

## ***Prerequisites:***

1. Have been invested in the Youth Leadership Award.
2. Be active in Senior Youth Leadership

## ***Requirements:***

Personal and Spiritual Growth

### **1. Enrich your spiritual life through one of the following:**

- a. Complete the Bible Year using a version of the Bible not previously used.*
- b. Prepare at least 5 biblical study topics for youth that use at least 5 biblical texts each.*
- c. Prepare a biblical study course for senior youth with at least 14 lessons.*

### **2. Select 2 of the following topics and read at least one book on each topic selected:**

- a. Leadership*
- b. Learning Processes*
- c. Relationships*
- d. Communication*

### **3. Complete the Senior Youth Reading Course for the current year.**

### **4. Organize a Bible study class for senior youth outside of the church environs and follow through until completing a set of lessons selected.**

#### **Skills Development**

#### ***1. Participate in 5 seminars chosen from the following topics:***

- a. Friendship*
- b. Spiritual growth*
- c. Worship*
- d. Witnessing*
- e. Music*
- f. Outdoor Education*
- g. Sexual relationships*
- h. Homiletics*
- i. Camping*

2. ***Participate in the planning and as part of the support team of a senior youth leadership training course or youth evangelistic effort in your conference.***
3. ***Complete a 1 hour seminar in each of the following topics:***
  - a. *Needs of Youth Ministry*
  - b. *Styles of Leadership*
  - c. *Youth Evangelism*
  - d. *Recreation*
4. ***Set up a committee and develop a special activity for senior youth in each of the following areas:***
  - a. *Outreach ministry*
  - b. *Community project*
  - c. *Baptism*
  - d. *Camping experience*
  - e. *Recreational event*

# ADVANCED YOUTH LEADERSHIP MASTER

**Note:** Activities involved in to complete previous requirements for any class or leadership award level are not valid for these requirements.

## ***Prerequisites:***

1. Have completed all requirements of the Youth Leadership Master.
2. Be active in senior youth leadership.

## ***Requirements:***

Personal and Spiritual Growth

### **1. Enrich your devotional life by one of the following:**

- a. Read the book Messages to Young People by Ellen White.*
- b. Read the Senior Youth Book Club for the current year.*

### **2. Select 2 of the following topics and read a book in each:**

- a. The Christian lifestyle for youth*
- b. The mission of the church*
- c. Spiritual growth*

### **3. Develop a file containing all necessary information for the following:**

- a. 10 complete youth meetings*
- b. 10 discussion topics for youth meetings*
- c. 10 recreational activities appropriate for use at a youth social function*
- d. 5 lessons for small group study and discussion*

## **Service Training**

1. Plan and carry out at least 5 special events (except campouts) for senior youth in your church or conference.
2. Prepare and carry out at least 3 campouts for senior youth and present an evaluation of each event or complete either the Silver Award or Gold Award if not previously completed.

### **3. Complete at least 16 hours of advanced training as presented by your conference covering the following areas:**

- a. Trends in youth ministry*
- b. Counseling and mentoring*
- c. Devotional growth using small group methods*
- d. Music*
- e. Outdoor education*
- f. Witnessing using the Voice of Youth concepts*
- g. Recreation*
- h. Camping*
- i. Worship*