

ABOUT THIS MANUAL

To be a Counsellor and Leader is both a wonderful privilege and awesome responsibility. As a Counsellor, God calls you into the demanding task of introducing children and young people, placed in your care, to Jesus and enabling their growth to Christian maturing.

Your primary tools will be the resources He Himself provides the guidance of the Holy Spirit, the Bible, Prayer, the Christian Community, your own life, example and talents.

You will want to equip yourself to be an effective leader “useful to the Master and prepared to do any good work”. (2 Timothy 2:2 1)

This Training Course may be the first step to help you be a more effective Leader and Counsellor. It is designed to encourage you for the task, to stimulate a growing interest in the children and teenagers with whom you work, to introduce you to some of the skills needed and to challenge you as a person to further growth and development.

The material is designed to be used as a group-learning experience, although it can be done by individuals working on their own. However, greatest benefits will come if you share the experience with a group of between three to nine other people.

To help you complete the material in a disciplined way, it would be best to do the course under the guidance of a co-coordinator such as Head Counsellor, Youth Elder, Minister or experienced Leader.

It is essential that you do the action and assignment exercises, complete all the questions and discuss the material as openly and honestly as possible. The process of sharing with others in openness and mutual support and encouragement is as important as the content of the material.

Try to read as widely as possible and as much as time allows with the help of the reading guides.

The course is a supplement to your Counselor’s Manual it does not replace it. It is assumed that you have read, or will read, the Manual first.

To help you familiarize yourself with the content of the Manual, the first section of this course is an “Open Book Questionnaire” - Unit 1. You can do this as a group but each individual needs to submit a completed assignment.



WHAT'S INVOLVED?

The course consists of the following "Learning Units".

Each Learning Unit stands on its own, so you could complete as many or few Units as you wish, but you should set yourself reasonable targets to work through the whole manual, and so be properly equipped for your task.

Please forward suggestions for improvements, changes, additional topics to:
ACCC Secretary, G VAN SANT
C/- POST OFFICE
SNUG TAS 7054

May you find this course helpful in your task as Counsellor, and stimulating for your own Christian growth.

Unit 1 WHAT'S IT ALL ABOUT?

An introduction to Christian Cadeting.

A "Walk Through" the Counselor's Manual with the guidance of an open book Questionnaire. To be completed individually. This Unit is compulsory and must be completed by all Counsellors within 4 weeks of being in charge of a 'group'.

Unit 2 THE BASICS OF CADETING

What cadets is about. Understanding the programme. Feeling confident about leading. A unit for Counselors just starting. This is another unit to familiarize you with Cadeting. It should be done immediately after Unit 1.

Unit 3 BUILDING BRIDGES; BEING A FRIEND.

The Leader-boy relationship. People matter more than programmes and things. The art of modeling. How to build a relationship.

Unit 4 LEADING A BIBLE STUDY.

The basics of leading a Bible study session. How to ask questions. Discussion dynamics. Going through a study.

Unit 5 MANAGING YOUR GROUP.

Helping you to understand group management and discipline with boys. Dealing with disruptive and inappropriate behavior.

Unit 6 EXPANDING YOUR CREATIVITY.

Exercises for Creative ideas. Expanding your awareness of Creative teaching methods.

Unit 7 MOTIVATION

This Unit helps you, the Counsellor to become motivated as well as motivating others, both counsellors and boys.

Unit 8 YOU ...THE EFFECTIVE COUNSELLOR

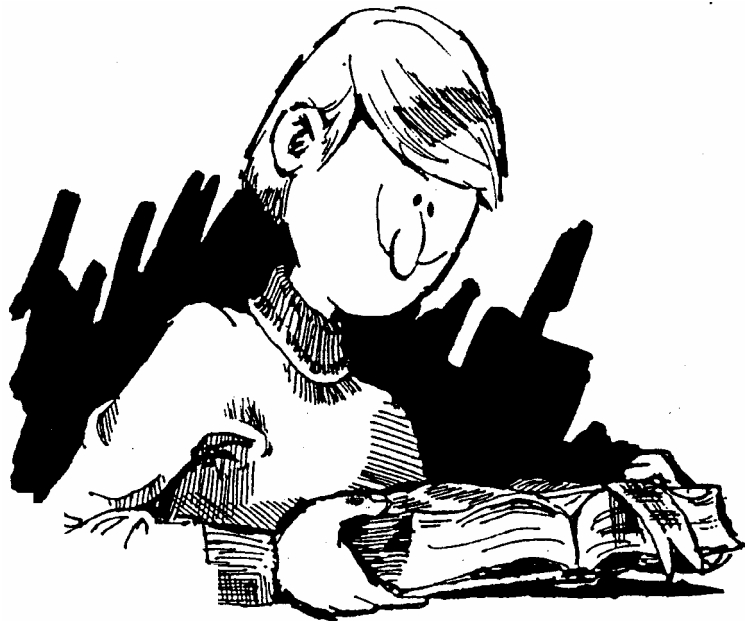
A Training Unit which explores the qualities and requirements of being an effective Counsellor.

Unit 9 CAMPING

Setting out the essentials for a successful Christian Camping Ministry.

ACTION

- 1) Determine before God that as a Counsellor you want to do the job to the best of your ability and you will commit yourself to an ongoing process of training and growth.
- 2) Link together with three to nine other Counsellors and agree together to complete this course. (You may like to join with Counsellors from a nearby club, or form a state-wide group. You may also like to do some of the later units as part of your regular Counsellor Planning Meetings.)
- 3) Invite a co-coordinator to “lead” the group. The task of this person is to facilitate your learning as a group - guide discussions, introduce the resource material such as commentary, tape, visual etc, set time limits and standards, encourage. The co-coordinator’s role is not to teach, do all the preparation and dominate the discussion, but rather guide them.
- 4) Determine times you will meet as a group. Allow the times indicated for each learning unit. If evenings are difficult try “off peak” hours e.g. before or after Sunday morning service, Saturday morning over breakfast.
Once dates are set stick to your schedule.
Commit yourself to complete all units of the course even if this means a 2 - 3 year plan.
- 5) Individually read the Counselors’ Manual and complete Learning Unit 1.
- 6) Now, as a group, move on to Unit 2 and following. Make sure to complete any assignment and exercises before meeting where these are indicated.





Unit 1.

What's it all about?

An introduction to Christian Cadeting by way of a questionnaire to survey the content of the Australian Christian Cadet Corps Counsellor Manual

ORIENTATION

This questionnaire or check list is to introduce you to the Christian Cadet Programme and help you understand its purpose and procedures.

You will have to follow the contents of your Counselor's Manual closely to answer the questions. You could do this exercise together as a club but each Counsellor must complete his individual copy.

Several slide-tape sets are available to accompany sections of the Manual. If you wish to use these, they are available from your State quartermaster.

The tapes are: Cadeting: The Developing Process
 Recruit - Pathfinder - Builder: An Introduction
 Guide - Trails: The Programme
 Counsellor Education opportunities.

As this programme originates in the U.S.A., there may be references to things not applicable in Australia.

We are attempting to "Australianize" the programme but this is a long term project.

Welcome to the Cadet programme. We trust you will find it a challenging and fulfilling ministry.

1. PURPOSE

a) What is the overall purpose of Cadeting?

b) What four areas of development are aimed at?

c) How does the Cadet programme help a boy to develop mentally?

d) What is the basic organization unit of the programme?

e) What two aspects of leadership does the programme promote?

2. Organisation

a) What is the decision-making body of the Christian Cadet Corps?

b) How is it made up?

c) How does an individual Counsellor or Club make proposals for any change?

d) What is the function of the State Council?

3. THE COUNSELLOR (Learning to Lead)

a) What is the basic pre-requisite to be a Counsellor?

b) Please make sure you have completed the “Counsellor Profile”. Was there anything you learnt about yourself by completing this profile?

4. THE CLUB (Learning to Lead)

a) What is the primary objective of the club programme?

b) Outline the basic structure of the Cadet club.

c) What is the advantage of the Group (cadre) system?

5. PLANNING (Learning to Lead)

a) What five steps should be involved in planning your programme?

b) Why is it important to set goals and give -them some order of priority?

c) What might a typical Cadet meeting time schedule look like?

d) What factors do you need to keep in mind when developing a budget?

e) To what extent should cadets be involved in the planning process?

6. EVALUATION (Learning to Lead)

What sorts of questions should you ask yourself in evaluating the Cadet programme?

7. THE HOME (Learning to Lead)

a) What place does the family have in the Cadet programme?

b) As a Counsellor, what specific things should you do about contact with the family?

8. GROWTH AND TRAINING (Learning to Lead)

a) In what way would a “Counsellor Corner” after each Cadet meeting be valuable to you?

b) As you are involved with the boys in your club, what questions should you continually ask yourself?

c) What resources for information and growth are available to you as a Counsellor?

d) Are these adequate? Any other suggestions you would like to make to the State Council?

9. CADET WEEK

a) What is the purpose of Cadet Week?

b) Why is it important to advise your Session early in the year about your Theme and Date?

10. REACHING BOYS

a) In what ways is Cadeting a “ministry”?

b) What is the purpose of the “Cadet Profile”?

c) Why is it important to understand the age-group characteristics of the boys you work with?

d) Select the age group you are (or will probably be) involved with.
List some of the characteristics you think are important for you to note in order for you to understand your boys.

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e) In the age group you will be working with, choose one of the characteristics in each area (physical, mental, emotional, etc.) that strikes you as important, and indicate what this characteristic means you, as a Counsellor, will have to do.

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f) What are some of the basic needs all boys have?

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g) What is the basic approach to handling a problem situation?

h) If leveling with a boy or locating the cause doesn't lead to a solution to a behavior problem what other options are open to you?

i) What does the Cadet movement offer to older boys who are beginning to lose interest in programme?

11. THE PROGRAMME

(Although you will be working with one age group, it is important for you to be familiar with the whole programme, so please overview briefly the entire programme)

a) What are the basic levels of the Cadet Programme?

b) How does the role of the Counsellor change from one level to another?

c) What are the three general areas from which the merit badge work is chosen?

d) What is available from the Supply Centre to aid you in your ministry to the 9 -11 year old boy?

e) What is available from the Supply Centre to aid you in your ministry to the 12-15 year old boy?

f) Is there anything that you don't understand about the programme, badge work or workings of the movement generally?

When you have finished this Unit, please forward it to the Secretary of the Cadet Council in your State. You will receive your 'Certified Counsellor' badge and a Certificate in due course.

PERSONAL DETAILS

Name _____

Address _____

Postcode _____

Telephone _____ Age _____ Marital Status _____

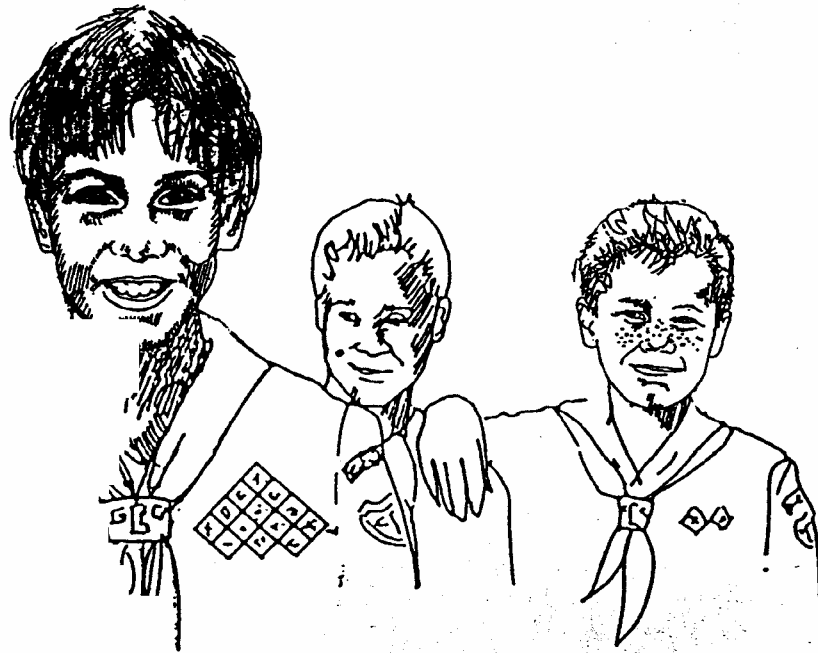
Occupation _____ Church _____

Interests _____

Have you been a Cadet? _____ Jnr Counsellor? _____ Counsellor? _____

Have you been involved with Cadets? _____

Return to: The Secretary,
Christian Cadet State Council,



Unit 2. The basics of Cadeting

An introductory unit for new Counsellors, and a refresher for old hands, in understanding the basics of the Cadet programme and feeling confident about leading.

Time required: about 2 hours.

Note that there is an introductory assignment to complete before you start this unit.

Also it is important for this unit that there is at least one experienced Counsellor present in the group.

1. ORIENTATION

Cadeting is an excellent way of introducing boys to Jesus Christ, of helping them to enjoy His friendship, of encouraging them to live the “Jesus Way” and of discovering and enjoying God’s world and word together. The Cadet programme is the means to help you do this. But remember it is only a tool, not the end in itself. The programme is meant to serve the people (the cadets) and to yield a distinctive product (the beginning of growth to Christian maturity).

Your Cadet Counsellor manual describes the programme in detail. It is assumed that you have gone through it carefully and completed Unit 1 of this Training Manual. You will want to return to the manual often for help and reference.

The greatest problem of Cadeting is generally not the cadets. It is the unequipped and unprepared Counsellor. If you are not on top of your programme and know exactly what you want to do and achieve you will not be able to give the relaxed attention your boys need and their enthusiastic energy will run away from you.

This unit aims to introduce you to the basics of the cadet programme and provide you with the opportunity to practice some leadership skills with your Counsellor peers.

2. BEFORE YOU START:

I. (Complete this on your own before coming together as a group)

Arrange to visit the evening programme of a cadet club in your area.

Choose a club which you have heard is running well and has committed, competent Counsellors (Consult your State President for advice if necessary)

Sit in on each of the activities as inconspicuously as you can and observe and note the following:

I. The types of activities in which boys and Counsellors were engaged:

List these -

_____	_____
_____	_____
_____	_____

II. What specific leadership actions and behaviors the counsellor had to exercise (Eg. giving instruction, demonstrating a skill etc.)

_____	_____
_____	_____
_____	_____

III. Those leadership skills or actions which you saw used but which you feel you lack or need to work on. (Eg. leading in prayer, demonstrating knots. etc.)

_____	_____
_____	_____
_____	_____

IV. The mood and quality of the group in the following areas:

HIGH	AVERAGE	LOW
Level of enthusiasm	_____	_____
Enjoyment	_____	_____
Counsellor and individual boys	_____	_____
Co-operation and involvement of boys	_____	_____
Creativity and imagination	_____	_____
Christian content and character	_____	_____

ALTERNATIVE:

If you are unable to observe a local cadet club in action you can borrow (subject to availability) a video of the typical Cadet evening from the National Cadet Supply Centre. Observe and note the areas indicated before.

b) Read through the introduction and Landmarks of the Cadet Guide Book (p 3-22). Learn by heart the motto, hymn, verse and pledges. The boys are expected to know these, so should you.

c) Try to arrange a visit to a boys programme conducted by another organisation (Eg. Scouts, Boys Brigade, CEBS, Y.M.C.A.).

I. What were the similarities with the Cadet programme?

II. What were the differences?

III. How does the fact that you are/will be the leader in a CHRISTIAN Cadet Corps make any difference?

3. THE BUILDING BLOCKS (together in a group).

(Process: The following is best done in a small group. Read the input together.

Answer questions individually by actually writing comments and reflections, then each in turn share with the group)

(Time: About 30 minutes)

a) If this is the first time you are together spend a few minutes on introductions and ice breakers

I. Introduce yourself - name, and five things about yourself.

II. Complete the following sentence in 3 ways and share with the group:

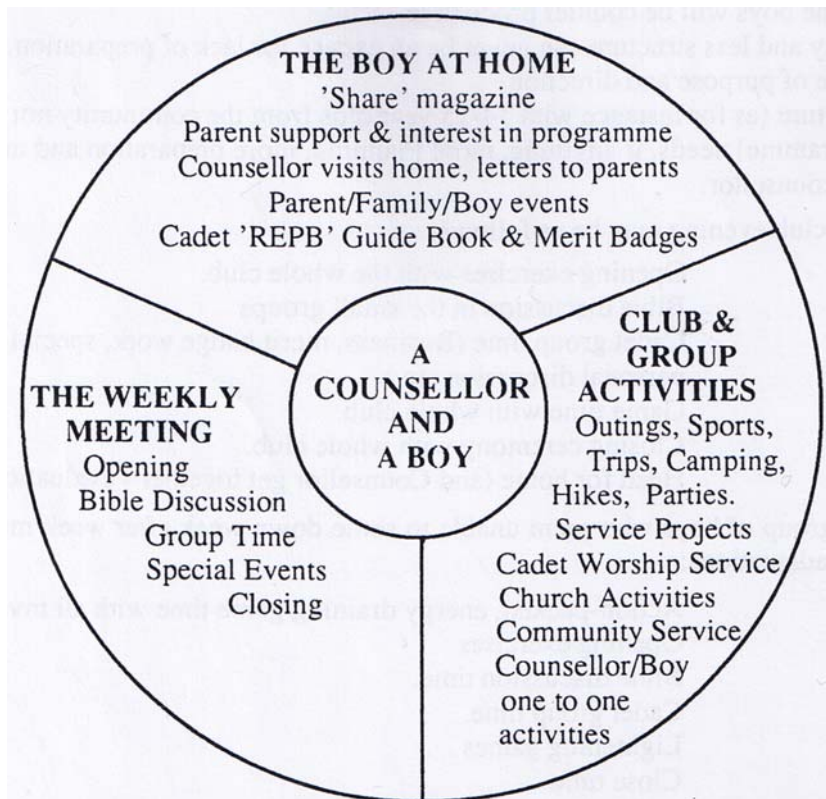
For me Cadeting means _____

III. Spend about 10 minutes comparing your findings from your Cadet evening observation exercise. Especially share those skills where you feel you need some developments- (2a (III))

b) The Cadet evening programme is an important aspect of Cadeting, but it is not the only part. The aim of the Cadet programme is to bring a mature Christian adult and a boy together in a relationship of friendship in a variety of settings and activities. This is done in co-operation with the home and the church. The key is the personal contact between the Counsellor and the boy as an individual and the Counsellor and the-boys as a group.

Within the three spheres the Counsellor can use his imagination and creativity to take boys, through a range of events and activities.

The building blocks of the complete programme can be illustrated by the diagram on the next page.



The Cadet movement suggests structures and ways of doing this and as a Counsellor you are committed to maintaining the character and integrity of the programme. However the details may have to be varied and adapted to suit your local situation and the type of boys you work with.

The basic element of the programme is the small group (formerly Cadre).

Ideally a small group of 6 boys and a Counsellor.

Most clubs prefer to have boys of the same age in a group but in a smaller club this may not be possible.

Each boy in the group works through a series of ranks as detailed in the Counsellor manual and Cadet Guide Book.

Some Counsellors prefer to take their whole group through each rank at the same time. This is not compulsory and not always desirable. It may be frustrating for the more highly motivated and keen boys or even some Counsellors. Groups are meant to be age rather than rank related. Make sure you are familiar with the Ranks and the requirements for each. (see Manual and REPB Guidebook.

(i) EXERCISE

At this point it may be helpful to check that each person in the group is familiar with the basic Cadet structure and process. There should be an 'old hand' present who can fill in the details and answer questions.

4. THE CLUB EVENING

(Process: Read the input together and do the exercises under the leadership of an experienced Counsellor.) (Time required: About 20 minutes.)

a) The format of a club evening will vary from place to place depending on the size of your group, the type of boys you work with and the traditions you have established.

Some clubs prefer a highly structured and formal approach, others a more relaxed and less structured approach.

Whatever the approach there are two principles to observe:

People matter more than programmes - the programme is to serve the needs of boys in the light of the aims of Cadeting.

An inflexible adherence to a certain style or programme format because of tradition, lack of alternative ideas by Counsellors, laziness, inability or unwillingness to perceive the character and needs of the boys will be counter productive.

Informality and less structure can never be an excuse for lack of preparation, organization and clear sense of purpose and direction.

Less structure (as for instance with 14-15 year olds from the community not used to any formal club programme) needs, if anything, more planning, more preparation and more creative input from the counsellor.

b) A typical club evening may be as follows:

7.00 p.m. Opening exercises with the whole club.

7.15 p.m. Bible discussion in the small groups

7.45 p.m. Cadet group time (Business merit badge work, special projects, planning, personal discussion etc.)

8.45 p.m. Game time with whole club.

9.00 p.m. Closing ceremony with whole club.

9.05 p.m. Head for home (and Counsellor get together - evaluation)

A boisterous group of boys who seem unable to settle down week after week may guide you to ~ the following adaptations:

7.00 p.m. Action-packed, energy draining game time with all involved.

7.15 p.m. Opening exercises

7.30 p.m. Bible discussion time.

8.00 p.m. Cadet group time.

8.45 p.m. Lightening games.

9.00 p.m. Close time

It is good to have a basic, regular structure and occasional variety within that.

c) Whatever the format it is important to involve the cadets as much as possible and as much as they are able to be responsible for, in the planning, preparation and running of the programme. The Counsellor role is to progress from doing things for boys, to doing it with them, to help them to do it, to enabling them to do it for themselves.

a) **EXERCISE**

Discuss briefly your attitude to the standard" evening format suggested and if you think it needs to be adapted for your situation. If so, why?

(You may like a 10 minute break at this point. Leader refer to (5b) games section for preparation during this period.)

5. ELEMENTS OF THE PROGRAMME

(Process: As before)

(Time required: About 1 hour.)

a) Opening Exercises

There is a fairly uniform pattern about opening exercises although for reasons specific to your situation you may want to vary this somewhat.

Sample:

I. Cadets come to attention

II. The Cadet in charge is asked to lead the exercises.

III. Pledge to the National flag:

I will love God and my country, I honour the flag, I will serve the Queen, and cheerfully obey my parents, teachers and the laws.

IV. Pledge to the Cadet flag:

Thankful to God for His gifts to me, I pledge myself to be ready to serve God, my parents and Counsellors and cheerfully apply myself to all Cadeting activities.

V. Motto: Living for Jesus

Verse: If you love me, you will obey what I command. John 14:15 (NIV)

Cadet Hymn: Living for Jesus (alternatively can be used at closing of meeting)

- VI. Prayer
- VII. Dress inspection
- VIII. 'At ease' - boys sit, announcements, general business applicable to the whole club.

The objective of this exercise is to instill a sense of self discipline, self control, pride in the club and an appreciation for high standards. The danger is to sound overbearing and militaristic. It is best to encourage the use of language which is natural to the person in charge. Be careful to avoid harshness, pompousness and parrot fashion formality. From time to time it would be good to ask the Cadets what some of the Landmarks have meant for them personally that week.

Another useful exercise is to have the Cadet in Charge read a Log Book with details of last week's activities.

(i) EXERCISE

Using the members of this group to act as Cadets and the 'experienced hand' as leader, role-play an opening ceremony. Instead of handing over to a 'Cadet', let the leader conduct the whole exercise. Try to 'act out' as realistically as you can.

After the experienced counsellor has 'modeled' the right way of doing it, get one of the new counsellors, who has never conducted a cadet meeting, to role play the opening with the group.

Evaluate the following areas of his performance. Make helpful suggestions for improvement.

- Confidence and assertiveness
- Fluency and choice of words.
- Quality of voice (clarity, warmth, pace, modulation.)
- Rapport with group (eye contact, ease of manner, ability to keep interest and attention.)
- Any idiosyncrasies or mannerisms to be corrected.

b) Conducting a games session

Contrary to popular belief games sessions don't just happen and they can be run badly or well. The following are a few suggestions for an effective, well run, enjoyable games session.

- Prepare your game period beforehand. Know exactly what games you want to play, how to introduce them and how to play them. Have a few "spares" up your sleeve for the unexpected. If you have delegated the game session to a Cadet(s) make sure beforehand that he has everything well planned.
- Make sure you have all the necessary equipment and material available and accessible.
- While you are giving instructions Cadets should sit or squat.
- Provide for maximum participation at all times. Try to avoid elimination type games or change the rules to keep all involved.
- **Action** is the word. Keep it moving. Don't spend too much time explaining. Get into it quickly. Move from one game to the next before boredom sets in.
- Lead and demonstrate by example and keep things going by example but remain separate enough to keep control.
- Choose games which are fun.
- Friendship is first. Competition is second and winning is not important. Avoid competition which generates tension, bitterness and aggression. Change rules if necessary.
- Don't use games, or allow them to be used to make fun of a person or point up his weaknesses.
- Watch safety. Keep fast games away from walls. Control contact games carefully.
- Praise boys for good play.
- Use games to teach fair play, helpfulness, sharing, sportsmanship, adaptability, perseverance.
- Use a mixture of new and old games, the well loved and the untried.
- Use games to develop a climate or mood. Eg. Start with active, boisterous games; finish with quieter Co-operative games.

- For games suggestions draw on the resources of your supply centre and the Saltshaker Resource Centre.

(i) EXERCISE.

Before this session begins or at coffee break time the leader of the group should instruct one of the new Counsellors with least experience to be prepared to conduct about 8 minutes of game time using members of the group as Cadets; He can either draw on his knowledge of games or be given a small selection to choose from. It would be best to choose games Cadets like to play but if room does allow, quieter sitting down games will do.

Using 2 or 3 games (move from one to the next quickly) the nominated Counsellor runs an 8 minute games session with the group. Others act as Cadets would do at a typical club meeting.

Evaluate the performance of the leader and give helpful suggestions for improvement in the following areas:

- Confidence and ability to lead.
- Clarity of instructions and fluency of speaking.
- Rapport and interaction with group.
- Implementation of suggested guide-lines.

c) Cadet Group Time

There are so many leadership skills required to conduct Cadet group time that it is difficult to introduce them all in one unit and impossible to practice them. In any case they are best learnt on the job”.

Bible discussion skills are dealt with in training unit 4.

Some of the skills needed would include:

- Communicating information.
- Demonstrating a particular skill, craft, action (Eg. how to hold a chisel, how to take a photo)
- Keeping the group motivated.
- Enabling participation and maximum involvement of boys.
- Channeling and controlling behavior.
- Conducting informal conversation.
- Showing warmth and acceptance.
- Exercising patience.
- Conducting a discussion or meeting to a desired outcome.

(See some of your own suggestions from your pre-session exercise 2a(ii)).

In as much as time allows you could practice the following situation as a groups ~orninating a person in the group to lead each time. Allow about 5 - 10 minutes for each exercise. Members of the group ‘role play’ as realistically as possible the way cadets might behave. Evaluate how well the leader led, each time giving positive suggestions for improvements.

EXERCISES

- I. Conduct a 5 - 10 minute Bible discussion on one of the following passages:
Romans 12; 1, 2 Matthew 13: 44-46 or John 3: 16

Formulate your own questions as you go asking for:

- Clarification - what does it say?
- Understanding - what does it mean?
- Application - what does it mean for my life?

- II. Conduct a 5 - 10 minute business session with your cadets to plan and organise your next Cadet group (not club) weekend camp outing.

- III. If one of the people in the group has a particular skill which can be taught without too much preparation and material, have him conduct a 5 - 10 minute session to introduce that merit badge. (Eg. paper folding, cartooning, knots.)

All you want to practice is the demonstration of a skill and how you communicate in words.

- IV. You have a growing behavior problem in your group. Boys are becoming progressively more inattentive and uncooperative each week and you feel you must address the issue positively but sensitively to keep them alongside.

Conduct a 5 - 10 minute motivational pep session.

Practice leadership in each and spend time evaluating performance.

d) Closing Ceremony

The closing of the evening is as important as the rest of the programme. Make sure that you leave enough time to clean up. After a games session, have all equipment put away properly.

After a craft, make sure your work area is properly cleaned and all tools and equipment used, properly stored.

Promptly at 8.55 pm start your closing ceremony which can include singing the Cadet Hymn, a prayer by the Head Counsellor or another Counsellor or a 'sentence prayer'. If possible ask for prayer subjects and write them on a white/black board.

Have the boys sit on the floor in a semi circle (this usually settles them) and pray **in** a circle, starting and closing with a Counsellor. If a boy does not wish to pray, in his turn he can simply say: "Amen" and the next boy knows it is his turn.

Make sure you finish on time so that parents know they have to be on time to collect their boys.

You can add other practical situations which you might meet in your Cadet group.

After completion of each unit, the names of the Counsellors are to be submitted to your State Council for registration purposes and the distribution of Certification Stripes.



Unit 3.

Building bridges, being a friend

(The leader - boy relationship; how to build relationships; the leader as 'model')

Time required: about 2 1/2 hours or two sessions of 75 mins.

Note: There is an assignment to be completed on your own before you come together to do the unit.

1. **ORIENTATION** (read this for background information)

This unit is about a key element in the cadet programme you and your relationship with the boys. We have seen that the aims of Cadeting are to bring a boy into a living, vital relationship with Jesus Christ, to help him follow Christ in a life of discipleship and to enable boys to explore and enjoy God's world.

The Cadet programme is an important "tool" to help you achieve these aims, but even more important is your availability to boys, your warm friendship, your example of faith and Christian living. Long after a boy has forgotten the content of a Bible Study or the enjoyment of an outing he will remember that a significant adult was a friend to him, that a man took the time and effort to understand him, and that he saw the glimmer of the life and love of Jesus here and there in that man's life.

To build bridges and be a friend is hardly learnt in one easy lesson. The aim of this unit is:

- a) To make you aware that the quality of your relationship with the boys is a key factor in the Cadet programme.
- b) To introduce you to some skills and suggestions that will facilitate friendship.

It is up to you to run with it and put it into practice. Make sure you do the exercises, actually writing out answers, and providing everyone in the group with an opportunity to share their ideas and reflections.

2. **BEFORE YOU START** (Complete this on your own before coming together as a group).

- a) Read the following "testimony", by Howard Hendricks taken from "Understanding and Reaching Boys" (Christian Services Brigade -USA). Howard did not come from a Christian home. His parents were separated before he was born. As a kid he spent most of his time running from Tavern to Tavern looking for an alcoholic grandfather with whom he lived. It was not until he became influenced by a man named Walt that he began to see that life could be happy if lived through Christ. Now he is a professor of Christian Education, a famous speaker and a gifted leader in the church. Here is his story:

"THE MAN IN MY LIFE"

When I was a lad somebody suggested that I go to a Sunday School not too far from my home. I went, but frankly, I wasn't very impressed. It met in a house. Really it wasn't a church as far as I was concerned. In fact, I would never have gone back except for one thing - there was a man in that church by the name of Walt. Walt loved me more than my parents did. He loved me for Christ's sake. I have very vivid memories of those classes with Walt. Walt was about 1.95 m tall and he wore a size 14 shoe. And I have a life-size picture of thirteen of us boys in class sitting around him, watching his shoe. He never had a discipline problem. We used to look at that shoe and think what it would do if ever it got loose. And Walt was instrumental in leading me into a saving knowledge of Jesus Christ. In fact the amazing thing is that today, of those thirteen boys, eleven of us are in vocational Christian service. Walt never went past sixth grade but he had the reality of Jesus Christ and he was able to communicate it. Sunday school lessons were like school work and this was quite a problem for me. I don't know why it was but school and I just never seemed to be made for each other. In school I felt that my primary role was to tear the place apart. So, long before the teacher came in I was working the place over.

I still remember one teacher who came in, took one look at me and she said, "I have the answer to your problem, young man." She got a massive rope. She tied me to my seat, took mucilage paper and plastered my mouth all the way from the back to the front. She said, "Now if that is not enough, I've got a bigger rope."

I never forgot this teacher. I was quite sure she never forgot me. Some time ago I learned she was retiring and I went to Philadelphia to see her. I said, "Hello, Miss Simon, I'm Howard Hendricks."

She said, "No, you're not." I said, "Yes, Ma'am, I am."

She said, "You couldn't be. You're supposed to be in a penitentiary, where I predicted you would go."

The truth is, she predicted five young men would go to prison; three of them did. The remaining two of us who didn't go to the pen were won to Christ by the same Sunday school teacher, Walt.

Walt loved us. He spent the kind of time that many men are spending with youth.

But I forgot about Walt when I came to the adolescent period of my life.

About this time the thing that appealed to me more than anything else was a drum. I had played the drum in the Boy Scout marching band. Finally I got a full set of drums, to the disgust of everyone in the neighborhood. Sometimes I'd play those drums six to eight hours a day.

Then I learned about a famous and talented drummer who played almost like an insane man. He was terrific! He was my idol. I practiced by the hour to be like him. I'd watch every movement that man made to play like he did.

Finally one day he held a contest. I worked like crazy because the first prize was personal instruction from this professional drummer. I won, but it was the most disillusioning thing I've ever had. For when they took me into his dressing room to meet him, I discovered he was giving himself a hypodermic needle. He was a drug addict. The reason that he was able to play almost in the superhuman form was that he was under the power of drugs. I can still remember walking out of that theatre, my idol crashed. I told myself, "What's true of him won't be true of me. I'm going to go to the top but without drugs."

I worked hard. Then one day, the hottest teen-age band in Philadelphia had an opening for a drummer. I got the job. This was the top of the Pile and I can still remember going from ballroom to ballroom in Philadelphia, playing until the wee hours of the morning. I thought, "This is life." But the higher I went, the more unhappy I became. One lonely evening, I

remember climbing the steps to my grandmother's apartment. For years she had patiently prayed and lived Jesus Christ in front of me. My grandmother was hard of hearing, so when she prayed, she prayed out loud, not because she was trying to impress people but it never occurred to her that anyone else could hear her. I can still remember hearing over and over again that night, "Howard, Howard, Howard." She was praying for me. I can remember throwing myself across my bed that night and saying Hendricks, how stupid can you get? The very thing you're looking for, reality, is what your grandmother possesses. This is what Walt lived." It was shortly after that in a young people's conference I came to grips with God's will for my life. Later I enrolled in a Christian college, then went on to seminary and into a number of ministries including the pastorate teaching at Dallas Seminary. As back, I realize that the crucial point revolved around the man in my life. When I discovered God had a plan for my life I began to live and multiply my ministry through other men's lives, all because one man took an interest in thirteen boys.



- I. In a few words what is your reaction to
Howard Hendricks' testimony?

- II. Who have been the significant adults in your life?

- III. What was there about them, what do you
remember them saying and doing that
made an impact on you?

b) Over the next week, and for as much time as you can spend, consciously and carefully observe a boy in the 9 -12 age group. Watch him 'in action' what he does, what he says, what he who he is with, what he reads, how he behaves etc. (Eg. Your own son, a neighbor's sc relative's child, a boy at church.)

On a separate sheet list-

- What does he seem to be like?
- What do his needs seem to be?

3. SIGNIFICANT ADULTS (Together in a group)

(Process: The following is best done in a group. Read Bible passages or input together, answer questions individually by writing down comments, then each in turn share with the group.)

(Time: about 30 minutes.)

a) Spend a few minutes together informally - play an ice breaker exercise, sing a few hymns or songs. The simplest ice breaker is just to go around the group and complete some sentences like:

- This week for me has been.....
- The thing I've achieved this week.....
- The new thing I learnt this week was.....
- Something I'd like to share.....

b) Read together Psalm 78: 1-7
2 Timothy 3: 10-14

Both these passages stress the importance of adults in communicating faith and Christian lifestyle to the next generation.

I. Each in turn share with the group some of the significant adults you mentioned in your 'pre-session' reflection 2a(ii) and what they did or said that made an impact 2a(iii).

II. In 2 Timothy 3: 10-14 Paul talks about sharing his teaching, way of life, faith, patience etc. in his relationship with Timothy. What is there in your own life that you are keen to share with boys? (Characteristics - Eg. level headedness, sense of adventure, gentleness; Abilities and Skills -Eg. recognising native flowers, judo, fixing cars, photography)

Each in turn share these with the rest of the group. After a person has shared his list the other people in the group should suggest things he should have included, from what they know about his characteristics and abilities.

4. BUILDING BRIDGES - WHAT A BOY WANTS TO KNOW OF AN ADULT

(Process: Read the following input either individually, or one person the rest of the group.

Do the exercises and discuss where indicated.)

(Time: About 45 minutes.)

Building a relational bridge between two people is of course a two way process, it involves the ingredients of spending enough time together, being interested in each other, trusting and respecting each other, communicating openly and with understanding. As counsellor, you will have to take the initiative in this and your cadets will respond.

a) First you need to determine how you understand the nature of your relationship with a cadet; this will influence how you relate to him.

Grade the following from 1 to 5 according to how accurately you feel they reflect the Counselor/Cadet relationship (1 - most like; 5 - least like), then discuss as a group.

Captain/Soldier _____	Leader/Follower _____
Teacher/pupil _____	Buddy/Mate _____
Boss/Employee _____	Friend/Younger Friend _____
Father/Son _____	Baby-sitter/Child _____
Hero/Fan _____	

b) It is also helpful to keep in mind what a boy wants to know of an adult who wishes to befriend him.

Although these questions may not actually be put into words, a child will ask of an adult:

1. Does he understand me?
2. Does he love me?
3. Does he have a genuine interest in me?

UNDERSTANDING

Understanding involves a general appreciation of what makes a boy tick - his needs, interests, problems, feelings, hassles, fears, hopes.

For instance do you really understand what it means to be a young explorer, bursting with curiosity about all sorts of things which may no longer interest you as an adult?

Do you understand what it means to have a body alive with restless energy which makes it difficult to sit for more than five minutes without wriggling?

Do you understand what it means to have a vivid imagination which sometimes stretches the truth?

A **general understanding** of boys comes from close observation of their behavior and activities reading books about and for them, sensitive involvement in their lives.

This should be complimented with Biblical **understanding**. A boy is made in the image of God and so is a significant, valuable person, no matter what he looks like or does. He is also a sinner in need of forgiveness and renewal. He is under parental authority and needs direction, standards and realistic limits. He is a steward of God's world with a mandate to explore, develop and serve. He is a person with immense potential in the process of developing his God given talents, gifts and abilities.

Finally this needs to be complimented with a personal and **specific understanding** of each child in your group - character, strengths, interests, background, vulnerable area, abilities.

(1) **EXERCISE**

As a group, share some of the insights you gained from observing a boy in your pre-session exercise (ib). Make a list of characteristics and needs you observed.

(It may be helpful for one member of the group to write each person's observations as they are made on a large sheet of news-print or cardboard.)

LIKING

Your like for a boy will be sensed from your warm, open response to him, your unconditional acceptance of him as a person, your commitment to his welfare, your approval and appreciation of his suggestions and contribution, your willingness to "stand up" for him, and your respect for his confidences, fears and differences. A boy needs to know that you think he's O.K.

INTEREST

Your genuine interest in a boy will be expressed through the amount and quality of time you spend with him personally (not just as one-of-the-group). Also on your dependability - you deliver on what you promise, and he can be secure with you (no sarcasm or ridicule, or betrayal of confidences etc.)

Your availability and accessibility is also important - he knows he can come to you when he needs or wants to.

Finally his interests will be your interests. You will be keen to share in the things he likes doing.

It would be good to ask yourself the questions from time to time -

- Do I really understand my cadets (as a group and as individuals)?
- Do I like each boy in my group?
- Is my interest in each person genuine?

Bridges of friendship depend on these basics.

(ii) **EXERCISE**

(If there is time in the 45 minutes allocated to do this section, discuss as a group the following.)

How do you know that you are relating well with your cadets?

What are the specific signs?

What indications will the boys give that they know you understand them and like them and have an interest in them?

(At this point you could have a short refreshment break, or divide the unit in two and deal with the following ma~~ subsequent Session.)

5. DEVELOPING FRIENDSHIP SKILLS

(Process: Read the input sections as a group. Complete the exercises by actually writing answers, comments, and reflections. and then share with the group.)

(Time: About 1 hour.)

a) How do you build a friendship: or close relationship with a cadet?

Just being together and doing some activities in common is not enough. You need to actively work at getting to know each boy, sharing yourself and cultivating the friendship.

This will include the following ingredients:

- Using effective contact behaviors
- Building Trust
- Active Listening
- Showing Acceptance
- Sharing interests and showing interest
- Communicating effectively
- Resolving conflict and handling anger
- Caring and love

We will explain some of these in detail. To start you thinking about building a friendship with a cadet first complete the following exercise.

(I) EXERCISE

As a group suggest as many specific and practical ways of building a friendship with a boy, as you can think of. Avoid generalities like- “doing things together”. Focus on specific actions and behaviors. (For instance - send a card on his birthday, spend at least 2 minutes talking with each individual boy each club evening, smile, invite a boy to see a Saturday afternoon footy match with you, keep a prayer diary with a photo and needs of each boy.)

One person in the group should list the suggestions on newsprint or white/blackboard as you go.

b) Effective Contact Behaviors

Building a bridge of friendship begins at the front door - how you approach a boy, the words you use, your body language, the tone of your voice, your style of conversation. Your manner can give the message, “I’m interested in you”, “I am available to talk” or “I’m busy now”, “I don’t like you or trust you”.

Effective contact openers are things like:

- A smile
- Wink, nod
- Touch: hand on shoulder, light punch.
- Cheerful voice
- Relaxed attitude
- Small talk (weather, sports, school, events)
- Warm greeting (hi, hello, nice to see you)
- Non threatening questions
- Search for topic of mutual interest
- Honest compliment
- Joke, funny comment
- Use of name
- Leaning forward: move closer
- Eye contact
- Stooping to boy’s eye level
- Relaxed attitude

You can think of more yourself, and no doubt you can think of lots of “contact closers” to avoid. (frown, gruff voice, criticism)

This may seem like common sense but some people are not aware that they portray a “Don’t come too near to me” or “I don’t care much about you” image.

(I) EXERCISE

Write down how you think you generally come across to people and particularly to children of Cadet age. (Eg. offish adult, warm father figure. etc.)

Depending on how well you know each other, discuss how other members of the group perceive you. Try to be as specific as possible. (Skip this part of the exercise if it is considered too threatening).

c) Building Trust

Building trust in a relationship means you take risks with the other person because you know he will not let you down. Trust is built with a boy, by expecting trustworthy behavior, by inviting him to do things and providing responsibilities in which he can demonstrate he can be trusted, by being direct and honest about your feelings when trust is betrayed, by allowing failure and by encouraging a “free atmosphere” where a boy can say what’s on his mind without being rejected, condemned or “shut out.

Trust is essential for a friendship. It is important to let a boy know in lots of little ways that you have confidence in him, by expecting the best, by openly showing your disappointment when trust is violated and then continuing to assume that he is trustworthy. There is no need to be naive about this. Some boys will betray your confidence in them frequently, but it is better to let a boy know you continue to believe in him then to destroy a relationship through suspicion, nagging, criticism and dislike.

(i) EXERCISE

Discuss some specific ways in which you can build **trust** with a cadet. (Eg. Ask him to organise the equipment for next weeks games, ask him to get the wallet you left in your car, share a personal experience with him. etc.)

d) Showing Acceptance

Showing acceptance means letting a boy know that he is worthwhile, valuable, important and loved. Every person needs the feeling of being accepted - by God through Jesus Christ, and by others who respect them for who they are.

God’s acceptance of us in Jesus is unconditional. Similarly our acceptance of a boy should not be influenced by, or be dependant on how well he behaves, what background he comes from, how good he is at various activities, his physical appearance, or any factors that arouse negative or positive feelings in us about the boy.

We must honestly face and deal with our “natural” likes and dislikes here and make sure they do not intrude on our acceptance of a boy - particularly if he is somewhat different or difficult.

Acceptance of a boy is shown in many ways, both verbal and non verbal, such as:

- Tell a boy you appreciate him (“You’re O.K. you know”, “I like you”, “you’re a good kid, Brad’ I think we get on O.K. together, don’t you?”)
- Praise and compliment him.
- Show affection in ways appropriate to his age (Eg. hair tousle, arm around shoulder.)
- Speak kindly and warmly.
- Be affirming even when he fails or disappoints you (I’m sorry you felt you had to mess around iii~ that but I’m sure we’ll get on alright.)

e) Showing interest and sharing interests

The most visible evidence of friendship is a genuine interest in a person. This is demonstrated in many ways:

- Learn and use a boy's name.
- Get to know him personally - his interests, home back-ground, hobbies, likes and dislikes, the big and the small events in his life. Spend individual time with him.
- Listen to him actively, give real attention in conversation, 'get in his shoes' - try to think in his age level, think along his thoughts, understand what he is feeling.
- Don't dominate the conversation. Draw him Out.
- Talk with him about things he likes to talk about - T.V. programmes, sport, cars, pets, hobbies, school, music, holidays.
- Visit his home and invite him to your home.
- If possible involve him in some of your own activities (fishing trip, outing, show him you work.)
- Share your own joys and difficulties in a relaxed way.
- Make good on any promises you make and fulfill your commitments to him.
- Do together the activities the Cadet programme offers - Don't be a supervisor or an observer.
- At games time, allow the boys to get the better of you. **Counsellors do not have to win every game!**

e) "But the greatest of these is Love."

Friendship thrives on "agape" love. Real bridges of friendship will be built where you love a boy with the love of 1 Corinthians 13.

(i) EXERCISE

Read through the following rough paraphrase of 1 Cor 13:4-7.

As a form of self evaluation jot down comments next to each phrase as it relates to your own relationship with boys.

Eg. Love is patient - ("Tend to lose my cool with Bob", Coping well in this area".)

Your Comment:

- | | |
|---|-----------|
| Love is slow to lose patience | (_____) |
| Love looks for ways of being constructive | (_____) |
| Love is not possessive of time and abilities | (_____) |
| Love does not want to impress or have inflated ideas of ones own importance | (_____) |
| Love does not demand its own way | (_____) |
| Love is not irritable or touchy | (_____) |
| Love does not hold grudges | (_____) |
| Love is sad when it sees wrong behavior and glad when the right happens | (_____) |
| If you love someone you are loyal to him no matter what the cost | (_____) |
| Love outlasts everything | (_____) |

6. FRIENDSHIP WITH A PURPOSE

As a counsellor you build a Bridge of friendship with a boy for its own sake, you have a genuine concern for him as a person. This friendship will allow you to point a boy to a greater and more loyal friend than yourself - Jesus Christ. Your prayerful aim will be that your own relationship with a boy will lead him into a saving, serving relationship with Jesus.

This is the subject matter in unit 4.



Unit 4.

Leading a bible study

The basics of leading a Bible study session and discussion dynamics.
Time required: about 2 hours.

Note: There is an assignment to be completed on your own before you come together to do this unit.

1. ORIENTATION

Welcome to a challenging adventure. Leading the Bible Study in Cadets is an exciting opportunity to help boys discover the wealth of God's Word and make it real in their lives. The Bible is God's basic tool for our growth, use it with care, use it with precision, use it with enthusiasm and the expectation that the Holy Spirit will accomplish what He desires in the life of each boy.

Work individually or as a group as indicated in each section. Make sure you do the suggested exercises. Real learning takes place in a process of input (taking in ideas and suggestions), action (working them out in practice), and reflection (thinking back over the action).

LEARNING THINK - DO - REFLECT

2. BEFORE YOU START (On your own)

In preparation, before you do this Unit, sit in as a participant in one of the following study-discussion type situations. Make sure you get the leader's permission beforehand.

1. A typical Cadet Group Bible study led by a Counsellor who is recognized as competent and inspiring. It may be best to go to a club in a congregation other than your own.
2. A typical Catechism class where the leader is appreciated by the class and where good discussion takes place.
3. A church fellowship or Bible study group where valuable discussion occurs and there is a competent leader.

Reflect on this experience using the following questions. Make notes as you go.

- a) What specific actions, behavior indicated that the leader was well prepared, or not so well prepared?

- b) What was the aim of the study? What do you think people learnt?

- c) What specific things did the leader do and say to promote discussion and participation? ~

- d) To what extent was everyone involved? Were people interested? Were they enjoying the study?

- e) What did you learn from the experience? Anything you would avoid or improve as a leader?

3. EFFECTIVE BIBLE DISCUSSION LEADERSHIP

(Process: Reflect individually. Discuss as a group.)

(Time: About 30 minutes)

On your own note down six things which you must do as a leader to conduct an effective Bible Study. Be specific (e.g. Make sure all the boys have a Bible, ask open ended questions etc.).

Note down four things which you must definitely avoid. Again, be specific (e.g. Make a boy feel small; Use big words: Dominate the discussion etc.).

- b) Share your do's and don'ts as a group, discuss, and come up with a "common sense list of guide lines for discussion group leadership".

4. SOME GUIDE-LINES TO CONSIDER

(Process: Read individually, or one person read to the group; discuss if necessary as you go.) (Time: About 30 minutes)

Preparing and leading a Bible study is hard work, especially with a group of energetic, restless boys. The more effort you put into the preparation, the more your group is likely to get out of it. The following guidelines will be useful.

a) Aim Is Vital

- ❖ The Bible was given to us to reveal God and his intentions for this world, to lead us to Christ, to make us more like Jesus, to equip us to live a life of joyful service. It is not only a book of knowledge and facts, but a resource for life.
- ❖ We do not read and study the Bible to get more information, but to produce faith, action, growth, maturity, obedience.
- ❖ When you lead Cadets in Bible discussion, do not just aim for them to KNOW more than they know now, but to BE more than they are now.
- ❖ Expect things to happen, pray for it. The Word of God is active.
- ❖ Set yourself an aim or objective for each study discussion; what you hope to accomplish (eg. Help boys to understand what righteousness means and give some specific examples of righteous living).
- ❖ State the main idea or aim in specific terms (e.g. at the end of the study the Cadet will be able to (say); (relate); (do); (describe) something) . The 'Share' Bible studies and Counsellor aids may help you in this process, but you may have to adapt them to suit your aim.

b) Basic Tools

Every tradesman needs his tools. The essential equipment for a Counsellor is:

- ❖ A modern translation Bible (preferably NIV or Good News).
- ❖ 'Share Bible study and Counsellor aids, or an alternative study guide-line (unless of course you make up your own).
- ❖ A Bible Dictionary such as the IVP "New Bible Dictionary" (could be shared with others, perhaps you should arrange for one in the club library).
- ❖ A Handbook of general background to the Bible - Bible atlas, geography, setting etc. (The Lion Handbook to the Bible is excellent).
- ❖ A cross reference Bible or good Concordance.

c) Preparation

Thorough preparation is the key to a successful Bible Study and discussion.

Fail to prepare and you prepare to fail.

- ❖ Read the Bible passage through several times. Pray that the Holy Spirit will help you to understand it and see how to present it.
- ❖ Find the meaning of concepts and words you don't understand. Make notes as you go.
- ❖ Determine your main teaching goal and how the passage applies to your own life.
- ❖ Read and study the guide and Counsellor's aids you are going to use.
- ❖ Make sure you understand the questions. Ask yourself if your boys will understand. Note down additional questions you might ask to help the discussion along.
- ❖ Read up as much background and explanation material you have time for so that you can make it interesting and alive. Gather aids - maps, pictures, diagrams, illustrations.
- ❖ If the passage or topic has really captured you, then you can be confident your enthusiasm will communicate.
- ❖ Plan the sequence of the study, do a "dummy run".
- ❖ Decide - how you will begin; the motivational tool or "hook", is the introduction suggested in your aids adequate, relevant to your boys?
- ❖ Start from a point of contact in their lives.
- ❖ Decide - how you will go through the study; plan the time, is it too long, too many verses to look up, too many questions, not enough?

- ❖ Limiting - require a limited answer (e.g. what are two things you see here? Do you agree to that?) This will only get the group to give you the answers you want.
- ❖ Open - allows for wider contribution (e.g. what is happening? Why was this? When did it happen?).
- ❖ Wide Open - (e.g. what do others think? Can you explain why? How do you see it?). Allows for wide ranging contribution.

b) How To Ask Questions

- Ask one question at a time.
- Allow time for the boys to think. Don't be afraid of silence.
- Rephrase the question if they don't understand.
- Look at the boys - eye contact is important.
- Direct the question at a specific boy. Ask others to add to the question. Rescue anyone struggling (e.g. could it perhaps have something to do with...?)
- Ask for thinking, feelings, opinions, understanding - but be clear what you want i.e. don't ask for opinions if you want facts.
- Cultivate a warm, gentle style. Questions can be very aggressive (E.g. Jim, could you explain how Zaccheus might have felt? Would you like to add to that, Ted)

c) How To Respond

- Listen carefully. Indicate you are interested.
- Nod and smile, encourage along (yes that sounds good).
- Repeat answers to indicate you've understood.
- Give affirmative comment (e.g. I like that thought)
- Accept answers without judging them (e.g. "that's interesting, does someone else have an idea", rather than "that's not right".)
- Ask for explanation, expansion, examples.
- Follow up a question with one that relates to it - don't abruptly cut a topic - build a sequence.
- Encourage questions by the boys themselves.

d) Exercise:

As a group, read a Bible passage e.g. Mark 4:35-41 or Exodus 3:1-10.

If preparing a Cadet Bible Study - What "discovery" questions could you ask about this passage?

What "understanding" questions could you ask?

What "application" questions might you ask?

Which of the above are "limiting" questions; which "open" and which "wide open" questions? (Indicate "l"; "o" and "wo")

6. WORKING IT THROUGH

(Process: Work as a group in a “typical” discussion situation.)
(Time: About 40 minutes)

- a) Select a typical study from a Cadet Journal or other Counsellor aid or study guide.
- b) Appoint a leader and one or two observers.
 - The rest of the group act as “typical” cadets.
- c) Conduct a 30 minute Bible study discussion using the study guide.
 - Conduct the study as if it were a Cadet Study Session
 - The observers should sit apart from the group and remain inconspicuous.
 - No interaction between group members and observers.
- d) While the study is in progress, the observers note the following:
 - How effective is the leader?
 - To what extent does each person in the group participate?
 - What is the interest level like?
 - Is there a main aim or objective? Does it come out clearly?
 - How effective are the questions?
 - What was the introduction like?
 - Is there a sequence and progression?
 - How good is the application and conclusion?
- e) Observer(s) report their observations.
- f) Discuss together:
 - How does the leader feel about his leadership?
 - What do group members feel about being part of the group?
 - Did the study achieve its aim?
 - Any errors to avoid or improvements to be made?
 - What have you learnt?

Now, put what you have learnt into practice!

7. FOR FURTHER STUDY

Taking Charge: A Guide to Group Bible Studies	- Dale Dieleman
Leading Bible Discussions	- James Nyquist
Your Turn To Lead	- Margaret Parker
How To Teach Bible Stories	- Marilyn Dunshee
Scripture Projects	- Steve Beirne

After completion of each unit, the names of the Counsellors are to be submitted to your State Council for registration purposes and the distribution of Certification Stripes.



UNIT 5. MANAGING YOUR GROUP

(A training session to help you develop your understanding of group management and discipline with boys. To discuss and learn ways of dealing with disruptive and inappropriate behavior.

Time required 2 to 2.5 hours. Could be done in two sessions.

Note that there is a small exercise to complete before you meet as a group.)

1. ORIENTATION.

Capturing and channeling the energies of a group of lively, boisterous, energetic and sometimes mischievous boys is a challenge indeed. Add to that the fact that some of the boys in your Cadet programme may come from difficult home situations or have various personality problems and discipline and group management become an important consideration for Cadet leaders. Some of us handle it well, others find it difficult, most of us have a lot to learn.

Discipline and group management is a huge topic. Just look at the number of books and articles written on the subject for teachers. So this training session is only an introduction to the basics, with an emphasis on what is practical and useful for the Cadet programme.

2. BEFORE YOU START.

(Do this section on your own before you meet as a group)

Find a situation where an adult leader is working with a group of children or teenagers (eg. Sunday School, Scout group, YMCA group, catechism class, preferably not your own Cadet group) and ask for permission to sit in as a silent observer.

- a) List all the behaviors and actions by the teacher/leader which you think helped to develop, shape and improve the life of the group and individuals. Be specific (eg. praised Jim for his answer, reminded group that only one person speaks at a time, etc.)
-
-

- b) List all the behaviors and actions of the children or teenagers with which you felt uncomfortable, or you thought the leader should have done something about. Again be specific (eg John whispered to the boy next to him during prayer, one boy was being picked on during a game, etc.)
-
-

- c) From your experience of Cadets so far list boys' behaviors which you find difficult to cope with as a leader (during meetings, at camps and outings, in other aspects of the programme). Be prepared to share these with the group later.
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3. DISCIPLINE AND GROUP MANAGEMENT.

(One person in the group read this introduction aloud)

The Cadet programme aims to bring boys into a personal, living relationship with Jesus and to develop their gifts for Christian life, service and leadership. In the process it also aims to develop self control, strength of character and a consistent set of Christian values. Discipline and group management are part of this process.

- a) Basically "discipline" means "training which corrects, models, strengthens and perfects". It is closely related to "disciple", a learner, one in training, someone who follows and imitates a teacher. Discipline has both a positive and a negative dimension. Positive discipline says "let's do this" and offers instruction and motivation. Negative discipline says "don't do that" and corrects wrong action. However positive and preventive discipline should predominate in the Cadet programme. The aim of discipline is to develop those traits of character which result in self discipline and inner motivation and in Christ-like behavior

Some general principles for helping boys to develop self discipline and Christian behavior are:

DEMONSTRATION - discipline begins with the life of the leader, he models the type of behavior and attitudes he would like to see in the boys. If you want loyalty from boys, demonstrate it yourself; if you want punctuality, be punctual yourself; if you don't want them to smoke in the toilets, don't smoke in their presence yourself. Jesus says "a pupil fully trained becomes like his teacher".

CLEAR STANDARDS - the expectations of the leader and any rules of behavior should be clear, simple, reasonable and attainable. It helps if the boys themselves have a part in formulating any standards you wish to enforce.

HIGH EXPECTATIONS - expect the best and boys will generally live up to your expectations if they are realistic and appropriate for the age group and type of boy (eg. don't expect a highly disciplined and structured response from a boy who comes from a chaotic home background). If you expect rules to be broken they will be; if you expect a disorderly programme chances are it will be. Trust the boys to live up to your standards of excellence and live up to yourself.

CONSISTENCY - maintain the standards you set. Mean what you say and don't say it if you don't mean it.

JUSTICE - deal with infringements wisely and fairly. Boys have a highly developed sense of fair play. If recognized, clear standards are not met deal with it honestly and impartially.

KINDNESS - all preventive and corrective discipline should be exercised in a framework of love and kindness.

- b) "Group management" refers to the ability to set a climate for learning and activity with a group of boys, part of which involves maintaining an appropriate level of order. The basis for a positive group climate lies in
- The relationship of the leader and the boys, based on mutual love and respect.
 - Self discipline by each member of the group and the leader.
 - The use of various methods and techniques to channel group energy towards constructive purposes.
- c) The Bible has much to say on discipline and instruction. This training unit can only touch the surface.

In groups of 4 to 5 briefly look at the following Biblical references and discuss and note down what they say, or imply about discipline. Try to apply it to the Cadet programme. (take about 15 minutes then share your findings with the whole group)

- 2 Timothy 3:15-17 (eg. word of God key to discipline; aim of discipline is to be equipped for service etc)

- Deuteronomy 6:4-9

- Ephesians 6:4

- Hebrews 12:5-11

- Luke 6:40

Remember the aim of all discipline and group control is growth, nurture, development, character building and motivation for changed behavior. Any dimension of discipline as punishment is inappropriate in the Cadet programme.

4. PREVENTING DISRUPTIVE BEHAVIOUR.

Talking during the Bible study, sword fights with flag poles, bullying during games, personality conflicts, boys discovering their significance in this world - handling all that and more in a way that echoes God's love takes patience and wisdom.

As leaders we may not even agree on what is disruptive and inappropriate behavior in the Cadet programme.

- a) In the whole group (or in small groups) share some examples of what you consider behavior and actions which need to be prevented or corrected (see 2b). What level of agreement on this is there in the group?
-

There are many causes for disruptive and problem behavior, ranging from the nature of the programme, through the boy/leader relationship, to the home environment and personality of the boy.

- b) Below is a list of categories of causes for various problems. In small groups study each category, add your own examples of behavior problems in that category and then list as many solutions, or ways of approaching the problem as you can think of. If there is time share some of these with the whole group.

Typical causes of behavior problems	How problem might be prevented or corrected.
DYNAMIC (surplus energy, hyped up, exciting day at school)	_____ _____ _____
DISCOMFORT (stuffy room, dull surrounds, hard seat, tiredness)	_____ _____ _____
DISINTEREST (poor programme, repetitive, bad leadership, compelled to come)	_____ _____ _____
DISTRACTION (noise, others talking, showing off, activity outside window)	_____ _____ _____
DISABILITY (no self confidence, guilt, family break-up, personality disorder)	_____ _____ _____

- c) One way of approaching potential problem situations is to set some simple, clear, realistic guidelines and expectations (preferably with the boy's involvement). In small groups make up a set of rules or guidelines for one of the following situations. You should be able to explain the rules to the boys and justify each one in terms of achieving your goals for the activity.
- Your weekly Bible study session with your group.
 - A two day, two night hike in the bush with your group of boys.
-

Share your rules with the larger group and compare notes.

If possible rules should be stated positively and could focus on the areas of

- respect for God (eg quiet during prayer, wholesome language)
- respect for others (eg listen while others talk)
- respect for things (eg protect the bush, tidy up after craft)
- respect for self (eg safety rules, adequate sleep on camp)

5. HOW TO DEAL WITH PROBLEMS.

(Someone in the group read this aloud and discuss where appropriate)

Individual and group behavior depends on so many factors that there is no set of techniques or formula to guarantee success in handling behavior problems. However some of the following suggestions may be helpful.

- a) As a leader you need Christ at the centre of your own life, and in all your activities demonstrate Christ-like behavior yourself.
- b) At the beginning of the year, or when you start with a new group or activity involve the boys in formulating some simple, clear and agreed on limits and boundaries; positive and few enough be easily remembered.
- c) Do yourself what you expect from the boys. If Cadets stand to attention, so do leaders; if Cadets learn a memory verse, so do you.
- d) Make sure the programme is interesting for all at all times. Prepare thoroughly and know exactly what you plan to do. Be in command of the programme so that you can give attention to the boys and your interaction with them.
- e) Communicate affirmation and feelings of self worth to boys; look for the positives and for assets: never single out inferior characteristics.
- f) Recognise, reward and reinforce good behavior (thanks for all participating so well in the study) and give as little attention as possible to misbehavior.
- g) Generate a group spirit, cooperation and team work; let boys feel pride for their group.
- h) Deal quickly, firmly and pleasantly with small disturbances before they get out of hand. Don't allow things that the boys themselves recognise as wrong.
- i) Be kind and firm. Make sure that the boys know and feel that you are more concerned about than about yourself. Build a relationship of trust with each boy so that he can respect you..
- j) Work with the individual; try to understand the cause of a behavior problem. Speak privately to a boy; ask questions rather than lecture. Avoid public correction and never make an example of a boy, it generates resentment.
- k) Don't make empty threats. Don't threaten what you can not or don't want to carry out.
- l) Express enthusiasm, interest and personal commitment to the activity and subject matter yourself.
- m) Focus on the behavior (hey that was dangerous swinging the cricket bat at John), not the person (how could you be so stupid).
- n) Avoid sarcasm, ridicule, belittling, unfavorable comparison, nagging or threatening.
- o) Be fair and try not to correct out of anger or frustration. The correction should be based clear evidence and be proportional to the seriousness of the infraction.
- p) Use non-verbal, as well as verbal controls - compelling eye contact, silence, quiet determined voice, hand on shoulder, question. Use I - messages" and tell them how you feel (I get annoyed when you keep on talking when someone else is talking John).
- q) Choose appropriate forms of correction - separate trouble makers, isolate the disturber, bar someone from an activity for a fixed time, confiscate distracting article, inform parents, personal confrontation. Note that group demerit systems tend to penalise others unfairly and may generate resentment; physical correction is the prerogative of parents not the Cadet leader; giving a boy a job or duty as correction degrades the value of that task.
- r) Be honest and open. Let boys express their viewpoint. Apologise for mistakes that you make.

Discuss and add any other responses that you have found helpful.

6. LET'S GET PRACTICAL.

Below are several “case study” situations which you might experience in the cadet programme. Work in small groups of 4 to 5. Choose one or two (depending on time) of the cases, discuss the situation and outline how you might respond to and deal with the problem; using some of the insights you’ve gained in this session.

Your Cadet Counsellor manual suggests the following helpful approach to handling problems:

- a) **IDENTIFY** the behavior that irritates you (eg seeking attention, selfish, aggressive - see appendix 1 for chart of undesirable behavior patterns)
- b) **DETERMINE** what the problem really is (eg lack of rest, family rejection, different values - see chart)
- c) **LEVEL** with the boy on a one to one basis that such and such behavior concerns you; describe the action and the probable feeling of the boy (eg you are constantly talking because you need attention; you hit out because you feel frustrated)
- d) **DIRECT** your feelings towards the ACT, rather than to him as a person; he needs your acceptance. Help him to see, understand and improve his actions.
- e) **ENCOURAGE** the boy to express his feelings in words rather than inappropriate behavior (eg I feel bored because dad makes me come); get him to suggest solutions if possible.
- f) **APPLY** appropriate responses (eg explain, accept, forgive, ignore, outline consequences, peer pressure, discuss with parents, isolate). Then drop it; don’t nag; don’t hold grudges and don’t create a gloomy atmosphere.

CASE 1. You’re in the middle of a hotly contested game when one of the boys who has only been a few times utters a string of “four letter” words. You decide to ignore it as it’s in the heat of the game. Later in a group activity the boy swears again. Some of the other boys glance at you to see if you respond. What do you do in the immediate situation? How do you deal with the boy? What do you do with the group?

CASE 2. Paul, one of the boys in your group, is slightly handicapped. One of the other boys is constantly needling and teasing him. During a badgework activity Jim, who is a bit protective of Paul, shouts at the teaser “leave him alone would you” and shakes him roughly by the shoulder. The boy responds by punching Jim on the nose. Neither boy is really hurt but tempers are hot. What do you do to gain control? How can you commend Jim for protecting Paul while at the same time teaching him to use his influence more effectively? How do you correct the “bully”? What do you do about the whole situation?

CASE 3. Scott has been in your group for sometime. He enjoys some of the activities like the games, outings and camps. However for Bible study and badgework he sits around looking bored. Generally he complains how dull everything is. One evening you have a visiting speaker for your badgework section. What the man says is valuable but even you have to admit he’s a little dull. Scott is commenting quietly to those around him how bored he is. The speaker doesn’t seem to notice, but few of the boys are paying attention anymore. How can you direct the attention of the boys back to the speaker? How can you help Scott not to be a distraction to the group? How can you help Scott overcome the problem in the long run?

CASE 4. You have a boy in your group who can only be described as hyper-active. He talks during prayer, he can’t stand still during the opening, he’s restless for sit down activities and constantly seeks attention. During one of your badgework activities he just wandered off to another group and disturbed them. What do you do about the immediate situation? How do you help the boy in the long run? After spending some time on the case studies in your small groups come together and share some of your responses with the whole group; compare notes. You could follow up some of your solutions by referring to Appendix 2 - “What do we do when

7. MEANWHILE - BACK AT THE FARM

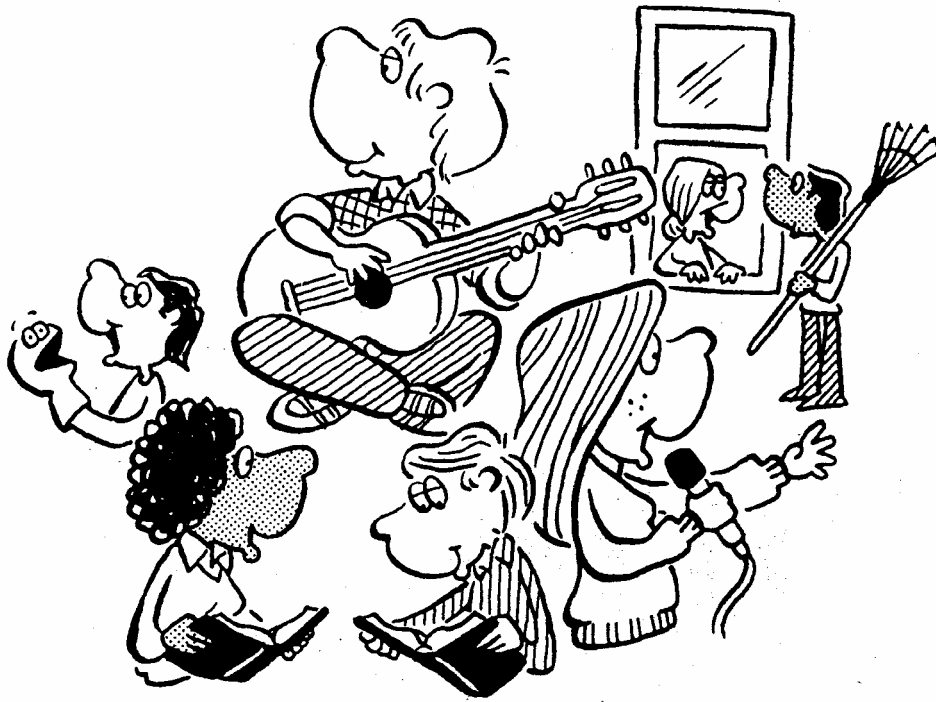
To make this session really practical:

- a) When you get back into your Cadet situation make a list of the boys in your group. Identify the need or needs of each boy; think of the type of needs which would result in growth and development of the boy if met. If a particular boy presents difficulty in your group think of ways that you might deal with them and help him to change and grow. List particular actions you can take to correct negative behavior.

- b) Analyse your weekly meeting. How can each section be conducted to minimise discipline situations? What particular areas do you need to work on; what do you need to improve in your own leadership, be specific (eg get to know each of the boys better, communicate more clearly deal with my frustration about Luke's aggressiveness etc).

UNDESIRABLE BEHAVIOUR PATTERNS

If he does this...	He probably has experienced this...	So we do this...	If he does this...	He probably has experienced this...	So we do this...
1. Mocks others	Criticism/rejection by parents Copying behaviour of parents (others) Peer (friends) pressure *	Encouragement Help him develop individually Help him analyse his peer groups value system *	6. Lacks respect for authority	Inconsistent or hostile authority at home and/or elsewhere Different values Poverty *	Consistent authority exercised Discussions on values Gain his respect yourself Proper use of Cadre officer program *
2. Bad Temper, fights often	Hostile home or neighbourhood Rejection by family or friends Treated as inferior No limits of model of behaviour at home	Firm friendship Consistent discipline Personal acceptance Demonstrate a model of kindness *	7. Irresponsible	Lack of trust at home & elsewhere Lack of discipline Never given responsibility *	Proper use of Cadre officer program Emphasis on achieving goals Provide other responsibility and leadership experiences *
3. Insecure, lacks self confidence	Rejection by parents Not trusted by parents and others Over protection Fears failure *	Acceptance Slowly add responsibility Additional help with advancement program Other success experiences *	8. Dishonest	Example set by parents Getting even Peer (friends) pressure Poverty *	Emphasis on achieving goals Teach forgiveness Discussions on values Money earning opportunities *
4. Guilt	Jealousy Adolescent sex experiences Condemning parent and/or other authorities *	Forgiveness Frank sex discussions Success experiences *	9. Lacks motivation	Expectations for Cadets not met Insecure counsellors Authoritative counsellors See age group chart *	Cadet involvement in planning Your enthusiasm and preparation Keep your promises Emphasis on achieving goals *
5. Self centred	Environment of materialism Poverty Spoiled by parents Rejecting parents *	Emphasis on achieving goals "Stress" experiences Acceptance and appreciation *	10. Childish behaviour	Rejection by parents over protection, especially by mother Criticism by parents *	Encouragement Emphasis on achieving goals Group involvement in "boy" activities Praise of positive behaviour *



Unit 6. Expanding Your Creativity

Some suggestions and group exercises to encourage you to be creative in your Cadet programmes, and to expand your awareness of creative teaching methods.

Time required: 1 1/2 to 2 hours

There is a small exercise. to do independently before you come together as a group

1. ORIENTATION

Creativity is the spice of life. It is an absolute essential for those working with active, energetic, imaginative children and young teenagers.

Someone has written ‘How desperately we in the church need help with our creativity in teaching the Good News. The message that we have is thrilling and priceless and life changing. Often it sounds boring because we lack creativity in our methods’.

This unit is an attempt to stimulate creativity in your involvement with Cadets.

Because the Cadet programme provides you with ready made resources and helps the temptation is to use them without thought for the specific needs of your group and with appropriate application. The programme helps can become a straitjacket rather than a launching pad or useful instrument. Creativity makes the difference.

Creativity is stimulated in a group setting so try to do this unit in a group and for full benefit make sure you work through the exercises together.

2. BEFORE YOU START

(do this on your own before the group meets)

- a) Think of an event, incident or experience which at the time had a touch of creativity about it for you. You thought it was refreshing, different, interesting, captivating. Note it down and also the reasons why you thought it was creative. Be prepared to share this with the group later.

- b) Think of a creative learning/teaching method which you have seen used, or have used yourself and describe what factors make it creative. Again be prepared to share later.

3. CREATIVITY: WHAT IS IT

- a) Individually complete the sentence ‘Creativity is ... You can either give a definition, or mention an example of something creative (eg. creativity is standing in a crowded lift and saying “let’s spy with my little eye” or, creativity is sending a fake arrest warrant “you are summoned to attend” as an invitation to a Cadet event).

Creativity is

Each in turn share your definition or example with the group.

- b) Each in turn share the experience of creativity which you identified in your preparation Session (2a).
- c) (Get someone in the group to read out the following notes, discuss where appropriate)
- Creativity is an indispensable quality for leadership. If you’re not naturally creative yourself you need to “borrow” other people’s creativity by way of ideas and resources. There is no excuse for boring activities in the church.

Creativity is basically thinking in a new way. It is taking something old or tried and making it new or refreshing. It involves making the most out of a situation, walking an untried track, breaking habitual patterns for a fresh approach.

We have a fantastically creative God. When we consider the variety, colour, magnificence, intricacy and complexity of the world around us we realise he is indeed the CREATOR. As people made in his image we are to reflect something of that creativity. (see Genesis 1 :27,28, 2:15, 19 & Psalm 8)

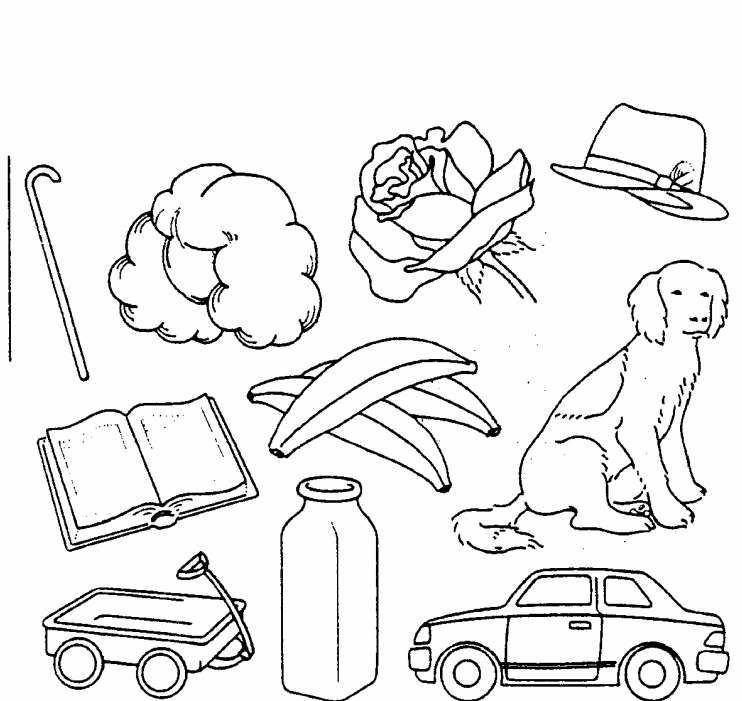
Jesus the “Renewer” was creative in his methods and his approach to people. He used parable, symbolism, imagery, dialogue, example, role play. His interaction with each individual was special and appropriate to their situation.

Creativity is difficult because we think and act out of habit. We fear breaking old patterns and need the security of tried and tested methods. Creativity opens us up to the risk of failure
Creativity involves moving from what De Bono calls “vertical thinking” (developing a thought or idea sequentially, logically) to “lateral thinking” which generates totally new insights altogether.

4. A NEW WAY OF THINKING: HOW CREATIVE ARE YOU?

(Try yourself out on the next two exercises. Just do one if time is short Do them individually ~ share your results and discuss as a group)

- a) Look at the items in the picture below and combine any three of them so as to make, or do something new. (eg put the paper clip on the chair and place the chair on the mountain to make a lighting conductor)



b) Below is a questionnaire which may give some indication of your creativity factor. Don't take the result too seriously as it is a part of a larger questionnaire. However it will give you a "feel" for some of the factors involved in being creative. Don't think too long over each question, tick what first comes to mind.

Indicate after each statement whether you (a) agree. (b) are in-between or don't know, or (c) disagree. Answer as accurately and frankly as possible, trying not to guess how a creative person might respond.

1. I feel that a logical step-by-step method is best for solving problems.
2. I concentrate harder on whatever interests me than do most people.
3. When trying to solve a problem. I spend a lot of time analysing it.
4. I occasionally voice opinions in groups that seem to turn some people off.
5. I spend a great deal of time thinking about what others think of me.
6. On occasion I get overly enthusiastic about things.
7. I often get my best ideas when doing nothing in particular.
8. I like hobbies that involve collecting things.
9. Daydreaming has provided the impetus for many important projects.
10. Inspiration has nothing to do with the successful solution of problems.
11. In 'evaluating information, the source of it is more important to me than the content.
12. I feel that people who strive for perfection are unwise.
13. I prefer to work with others in a team effort rather than solo.
14. The trouble with many people is that they take things too seriously.
15. I have retained my sense of wonder and spirit of play.
16. I am able to more easily change my interests to pursue a job or career than I can change a job to pursue my interests.
17. I feel it is important to understand the motives of people with whom I have to deal.
18. When someone tries to get ahead of me in a line of people. I usually point it out to him.
19. I trust my feelings to guide me through experiences.
20. I frequently tend to forget things such as names of people, streets, highways, small towns, etc.

Agree	Don't know	Disagree

After completing your answers score yourself with the help of the answer/score sheet at the end of this unit.

Discuss your scores and the factors which seem important for creativity.
(get someone to read through the following notes)

c) Remember that

- Anyone can be more creative than they are now; surprise yourself and have a go.
- You can't be creative if you are afraid to fail or fear ridicule. Creativity means making mistakes.
- You can't be creative if everything has to be done your way. Allow other people to include their ideas.
- You don't have to BE creative in order to be CREATIVE; you can piggy-back on the creativity of others. There's very little entirely new under the sun in any case.
- The creative process includes some of the following components
 - I. **PREPARATION:** you have to do some groundwork, dig for information, define what's needed, gather ideas, research techniques, read some books etc. Creativity is 10% inspiration and 90% perspiration.
 - II. **INCUBATION:** allow time to chew information over, let it settle in the mind; don't expect to be creative without lead time. Ideas take time to gestate.
 - III. **ILLUMINATION:** the Eureka, I've struck gold moment; the flood of insight; the most intuitive and unpredictable aspect of creativity.

- IV. **ELABORATION:** fleshing the idea out into a usable programme or event; developing the details.
- V. **VERIFICATION:** evaluation and testing the idea out on others; some crazy ideas need smothering; but don't let others kill a good idea.

5. PUTTING IT INTO PRACTISE; THE BRAINSTORM

Enough of theory. It's time to apply some of this material to the cadet programme.

One of the best processes for encouraging creative ideas in a group is BRAINSTORMING. To brainstorm a group of people shares an unhindered flow of ideas and suggestions for a fixed period of time. The ground-rules are

- A group of 5 to 10 people.
- Explain the goal of the exercise clearly and make sure people understand it (eg we want to organise a father/son evening and are going to suggest as many ideas for a programme possible).
- Encourage a flow of suggestions, any suggestions, anything goes no matter how impractical or outrageous; quantity is what you want; evaluation comes after.
- There are to be no interruptions; people can not question the validity or practicality of ideas; be strict about this.
- Keep a record of the ideas as they are given so all can see (eg on overhead transparency. newsprint and felt pen).
- Only after you've exhausted the group of ideas or reached the end of the set time limit do you go back and evaluate ideas and choose those which are appropriate and useful.

Spend five to ten minutes brainstorming one (or more if you have time) of the following:

- a) You are about to organise a Cadet "watermelon night". Suggest as many games, activities, programme items which relate to this theme as you can think of. (eg. watermelon pip spitting competition, watermelon mask making etc).
- b) Suggest activities and programme items for a Cadet Club camp with the theme "Pilgrims". (eg all get out of cars a few kilometers before the site and hike the rest of the way, Bible study on children of Israel in the desert etc).
- c) Suggest ways and means of contacting and inviting community boys into the local Cadet programme.

Remember it doesn't matter how wild the ideas are, there must be a free flow of suggestions evaluation comes after.

6. CREATIVE LEARNING METHODS (optional if time permits)

A real challenge in the Cadet programme is to use a wide variety of creative learning methods particularly in Bible studies, talks and other input sessions. There are many books and resources available to introduce you to a whole range of ideas. This is just to whet your appetite.

- a) Share with the group the creative teaching/learning method you identified in your pre-session preparation (2b).

b) The following are a few methods you might like to explore and try if you haven't done so.

- Ice breaker and group building exercises (particularly for camps and longer events).
- Variations on the talk cartoons on overhead projector, story telling, dialogue, devil's advocate, spot the lie, debate, panel, interview.
- Various forms of drama role play, impromptu characterisation, puppets, mime, tableaux, contrived situation.
- Case study explore a description of a life situation.
- Simulation role play or board game of a slab of life.
- Bible games.
- Visuals film, video, slide, audio visual, photo.
- Creative expression collage, clay modeling, wire sculpture, posters, banners, mobiles, video, tape, murals, poetry.

Consult your Saltshaker Resource Centre for material on each of these methods. Remember the slogan "what I hear I forget, what I see I remember, what I experience I know".

7. HOW TO BECOME MORE CREATIVE

Before reading the notes below list and discuss ways in which you think we can become more creative as leaders.

The following will help stimulate creativity:

- a) Learn from creative people. Creativity is catching. Go to a Scripture Union training day, hear a Youth Specialties speaker, get suggestions from people who obviously have fresh ideas. Get beyond the confines of your own network of people.
- b) Draw on creative resources books, tapes, videos, magazines. Browse through bookshops, use the Saltshaker resource centre, note what other organisations like scouts, CEBS, KUCA clubs etc. provide.
- c) Gather and store creative ideas; be a scavenger; keep an ideas file of jokes, anecdotes, cartoons, stories, articles, visual aids, photos, games, craft suggestions, songs, music etc.
- d) Be open to new stimuli; learn to delight in small things (a dew drop on a spiders web, a blade of grass forcing its way through a crack in the concrete, a pithy poem).
- e) Learn to appreciate ideas different to your own; you need not agree with them, but ask yourself what there is of value in them.
- f) Be prepared to break out of fixed habits and unquestioning conformity to norms; learn to ask "why not" as well as "why".
- g) Try to do more with less resources. Our consumer society makes us far too dependent on props. Learn to use the abilities and potential of people rather depend on things. (eg. ask your boys to list all the things they could do within a 5km radius of their home or church which would cost nothing and would need no special props to do it).
- h) Learn from the boys; kids often have a greater capacity for imagination and creativity than adults; invite their suggestions and ideas.

- i) Resolve emotional blocks fear of making mistakes, fear of ridicule and looking foolish, disapproval and criticism, insecurity of the new etc.
- j) Affirm differences and variety, encourage creative in others.
- k) Be open to the creative breath of the Holy Spirit; ask him to develop your potential. And enjoy yourself. Creativity is meant to be fun. Honour God in your hilarity.

Approach every aspect of your Cadet programme with the question “how can I make this more interesting, stimulating, attractive, refreshing, effective and full of impact. Put your creative abilities to work.



ANSWERS TO ‘SHORT’ CREATIVITY TEST

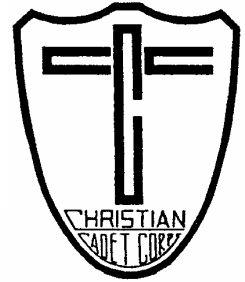
The higher your score the greater your creativity factor. Average score is 9-15. Highest possible is 39. Lowest is 0-20.

Question	A	N	D	My Answer
1	1	0	2	
2	3	0	1	
3	2	1	0	
4	2	1	0	
5	1	0	2	
5	3	0	1	
7	2	0	1	
8	1	0	1	
9	3	0	1	
10	2	0	2	
11	2	1	2	
12	2	0	1	
13	1	1	2	
14	1	0	1	
15	2	0	1	
16	2	1	0	
17	2	0	1	
18	2	1	0	
19	2	1	0	
20	2	0	1	

Total Score: _____

Here is the answer score sheet for the creativity test (4b).
Check your answers, note the score and total the amount.

Remember this is only an extract from a larger questionnaire and shouldn't be taken too seriously.



When your brain is running at half-speed, it's hard to get motivated about anything!



Unit 7. Motivation

Through this session leaders will

- examine the nature of motivation
- be encouraged to evaluate their own motivation
- find ways to effectively motivate others.

Time required: 1-1/2 HRS.

BEFORE THE WORKSHOP

It is necessary that you read the attached notes **before** coming to this workshop OR go to your local library and do some background reading on Motivation.

SOME THOUGHTS ON MOTIVATION

Motivation is a process which effects everybody. From the time we get up in the morning to when we go to bed at night, we run into dozens of situations where we either need to be motivated ourselves or motivate others.

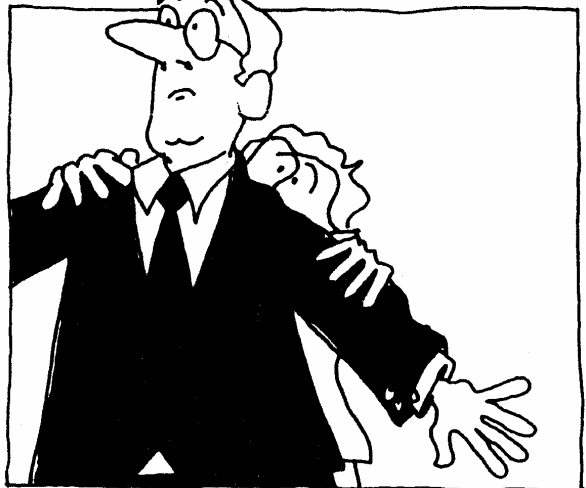
The home, work and church environments expect certain things of the individual, rewarding him for conforming to its ideals.

The word motivation immediately tells us that it stems from the word motives with the underlying thought, "what makes us do what we do".

Motivation is a large topic. Many books have been, and are still being written on motivation. It is becoming common practice for businesses to send their management to motivational workshops in order to increase their effectiveness and that of their employees.

Through your background reading, you will have read that the fundamentals which motivate people into action are security and significance. To be secure in love and acceptance and to be significant with a sense of personal impact.

The biggest weakness of most workers is their insecurity. They're constantly afraid that they'll blow it and lose everything.



Abraham Maslow spent years researching the healthy personality (most study only the abnormal) and he learned that all of us have the same basic needs. These needs always come in the same order, for everyone on earth. The second level need won't even be considered until the first level need is met. The third level need will become an important priority when the first and second levels are taken care of. And so on.

Here is Maslow's hierarchy of needs, widely accepted by psychologists, motivational experts, and managers around the world:

Self-actualization needs - Being able to reach one's potential, to grow, to progress. This need will never even be sought until all the other needs are met.

Esteem needs - Feeling important, useful, competent, needed by others.

Acceptance needs - Having love, friends, intimacy, contact with others,

Safety needs - Security, stability, freedom from fear.

Physiological needs Food, drink, shelter, sex and so on. If a person doesn't ever have these needs met, he'll never move onto the next level of need

People are motivated by the desire to satisfy these needs. And leaders can motivate their group by helping them to satisfy the needs. Maslow's hierarchy shows that you can't motivate a person through his higher needs until his more basic needs are met

As Christian leaders, we urgently need to concern ourselves with motivation and ask the following questions:

- 1) What motivates me...why do I do what I do?
- 2) How can I motivate other leaders?
- 3) How can I motivate the boys in my group?

WHAT MOTIVATES YOU TO BE A LEADER?

Please be honest with yourself as you choose 5 items, in order of importance, from the list below which you believe are the most important in motivating you to take on leadership of your group.

1. I enjoy it; it is interesting
2. Others are doing it
3. I feel the task is important
4. It is what God has called me to do
5. It is easy
6. I have the skills to do it
7. It leads to recognition from others
8. No one else will do it
9. I have the opportunity to do a good job
10. I will be disciplined if I don't do it
11. I am helping others in doing it
12. There are good rewards offered
13. It keeps me young
14. I was more or less forced into it; persuaded against my will
15. I feel trusted and respected in it
16. I like working with others and get along well
17. I have a good leader who supports me
18. It gives me a sense of achievement
19. It makes me feel important and wanted
20. I have the opportunity to grow and develop through it
21. (Other) is.....
-
-



In groups of 4/5, share your 5 items with each other and explain your reasons for choosing them. This exercise will require a degree of openness and trust as each person in the group shares their reasons for being involved with Cadets.

Please respect each other's answers and treat them confidentially. (15 mins.)

COMPLETE THE FOLLOWING STATEMENT

After this discussion I feel

I would like to change some of my items because

If the group is a 'safe group', share the written responses. (5 mins.)

CASE STUDIES IN MOTIVATION

- A. In the same groups, choose one of the following situations and determine three ways which would motivate the person concerned. Indicate the advantages and disadvantages of one of the ways you have selected.
- 1) How would you get someone who rarely comes to club to participate more actively?
 - 2) How would you get someone who stays away from a meeting whenever they are supposed to do something on the programme to pull their weight?
 - 3) How would you get a Session which never shows any interest in the Cadet Club to become more involved?
 - 4) How would you get someone to give up smoking, or some other bad habit?
 - 5) What would you do to get someone who is very suitable, but unwilling, to serve as a counsellor?
 - 6) What would you do to get disinterested club members more actively and keenly participating in Bible study and topics?

(15 mins.)

- B. Listen to all the other groups as they report on their case studies and ways of motivation. As you listen, jot down the words or phrases which describe the various methods.

Together, analyse the methods that were suggested using the following questions:

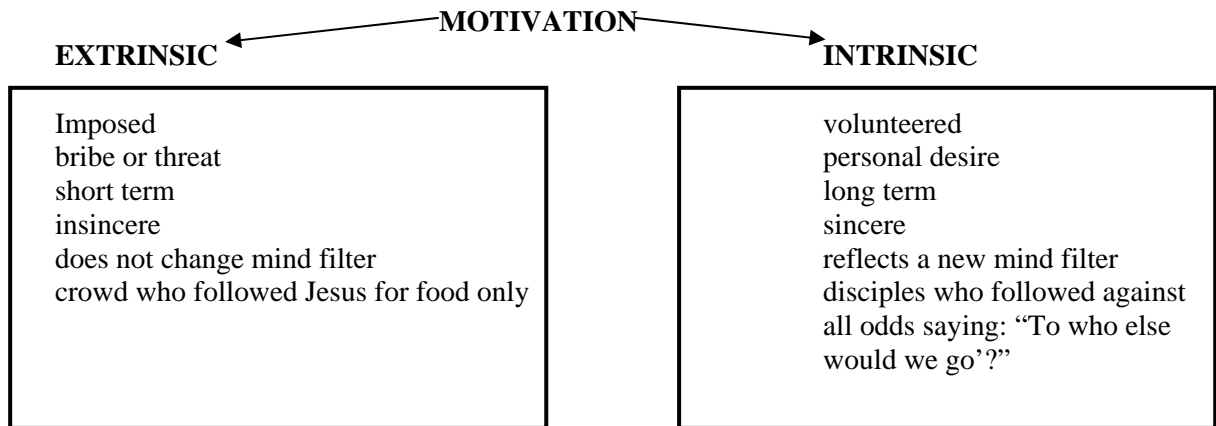
- a) Which relied on coercion, power, force?
- b) Which relied on bribery, rewards?
- c) Which were outside the person?
- d) Which came from within the person? (15 mins.)



There are two kinds of motivational forces

Extrinsic....that which motivates a person to certain behavior through factors outside of the person.

Intrinsic....that which motivates a person from within.



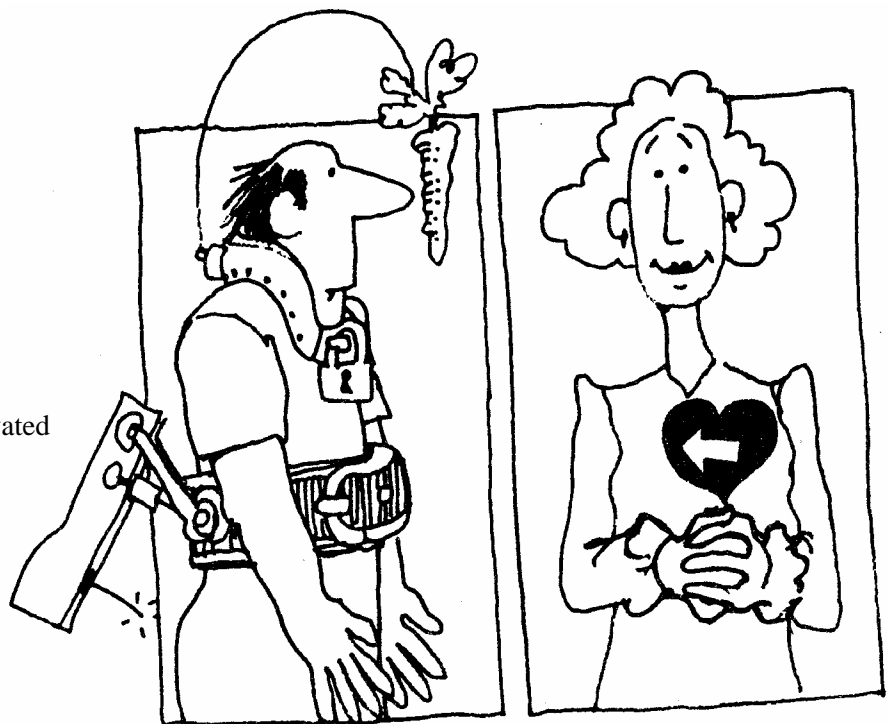
EXTRINSIC motivation is only of value so far as it is used to trigger off INTRINSIC motivation

Which is the better motivation? Why⁹

- c) Go back to your original list and determine your motives for being involved in Cadets. Intrinsic or Extrinsic?

(5 mins.)

Some people have to be motivated by outside forces. Others can be motivated from within.



Gordon McDonald in his book 'Ordering Your Private World' talks about a driven person and a Called person.

"It is interesting to note that the Bible doesn't talk about volunteers. It tells about people called by God, people chosen by God to do specific tasks. e.g. Abraham, Noah, David, Isaiah, the disciples."

Gordon McDonald continues to say that in the N.T., "Jesus called those who were drawn to Him and avoided those who were driven and wanted to use Him."

There are definite characteristics for both the driven and the called person.

A driven person

- is gratified only by accomplishment
- is preoccupied with symbols of accomplishments
- is caught up in the uncontrollable pursuit of expansion
- has a limited regard for integrity
- often has limited or undeveloped people skills
- tends to be highly competitive
- often possesses a volcanic force of anger
- is unusually abnormally busy



PERSONAL

Do you recognise any of these traits in your own life?
What will you do about it?

(2 mins.)

A called person

- is drawn towards the beckoning hand of the calling Father
- understands stewardship, everything we have has been given by God on loan.
- knows exactly who they are, focus all the attention on God
- understands the meaning of unswerving commitment. "He must increase, I must decrease." John 3:30
- experiences peace and joy which is not dependent on circumstances and possessions.

PERSONAL

- Do you recognise any of these traits in your own life?
- GO BACK TO YOUR ORIGINAL LIST
- Are you motivated by things Extrinsic or Intrinsic?
- Are you a called person or a driven person?



Is there a relationship between called and driven and intrinsic and extrinsic?

In small groups discuss the importance of being a called person in God's service as opposed to a driven person.
(15mins.)

HOW TO MOTIVATE YOURSELF

Buzz session in small groups.....give each other ideas used by you to motivate yourself. Jot down the various ideas in the space below.

(10 mins.)

Share the small group's ideas with the larger group. Add other motivational ideas that were not mentioned in your group.

The basic motivational force in your life will need to be the Spirit of God.

It is the Holy Spirit who needs to continue His work of regeneration and sanctification in your life.

TO MOTIVATE YOURSELF

Keep your vision vital ... Turn to Scripture. Those who turn their hope to the Lord will not grow weary. Isaiah 40:3 1.

1. **Confirm your call**Leadership is vocational. You will need a sense of call with God's endorsement through others in the church. Psalm 138:8.
2. **Renew your resources**A pond with no inlet will grow stagnant. Get new resources, new ideas.
3. **Link in with good role models** ... Look at good leaders, keep on learning. Make yourself accountable to someone you trust. 2 Cor. 1:21.
4. **Believe you can make a difference....**God called you and will enable you to do **it**. Eph. 2:10, Gal. 6:9.
5. **Expand your experiences....** Try new things, be creative. Expose yourself to training.
6. **Contain your commitments....**Over-commitment causes burn out and apathy.
7. **Do not be a loner....**Find other people who do the same as you. 1 Kings 19:14,18.
8. **Dissolve emotional blocks....**unforgiveness, anxiety, relationships which are not right. These drain your energy. Matt. 5:23-26.
9. **Perseverance pays....**Keep doing God's will for your life. Hebrews 12:1-3. See yourself as Christ's steward and not as master of your purpose, role and identity.

HOW TO MOTIVATE OTHERS

"Leaders/zip is the ability to get people to do what you want because they want to do it." President Eisenhower. Discuss ways of motivating your group as found in the list below. Give specific examples for each. An enthusiastic (meaning God possessed) leader will be able to motivate his group by:

- giving the group a vision or a goal, dream big, "small plans seldom inflame the minds of men"
- being an example to the group, make people's development your focus
- making the group feel significant, see their potential
- making everything they do relevant
- capturing the group's interest
- intensive involvement of himself and the group. Enthusiasm and passion can only be passed on through close contact
- giving the group responsibility
- providing action/service for the group
- relying on the work of the Holy Spirit. How can you draw on the inspiration and encouragement of the Holy Spirit for your motivation? (20 min)

SUMMARY

The Christian's Motivation:

“I am not my own, but belong to my Saviour Jesus Christ...Because I belong to Him, Christ, by His Holy Spirit ... makes me whole-heartedly willing and ready from now on to live for Him.”

Q.and A. 1 - Heidelberg Catechism.

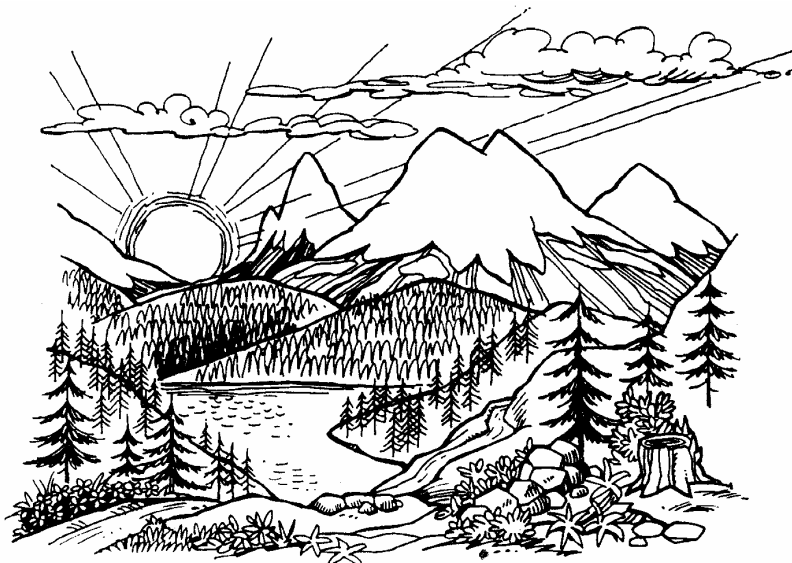
1. Be the person God wants you to be
2. Glorify God and do His will
3. Live out the responsibilities of discipleship
4. Work for the growth of the church and the kingdom of God

Good books to read:

Ordering Your Private World. - Gordon McDonald

Spiritual Growth In Youth Ministry. - David Stone

After completion of each unit, the names of the Counsellors are to be submitted to your State Council for registration purposes and the distribution of Certification Stripes.



Required Reading

MOTIVATION

“I just don’t seem to be able to motivate that man!” “Why can’t people around here be more motivated?” “People in this church aren’t motivated to do anything!”

Sound familiar? Almost everyone recognizes the need to have “highly motivated” people. Few of us seem to know where to find them or how to create them. What is motivation all about anyway? Can you really motivate people? What *is* motivation?

Since we are concerned primarily with leaders within the context of the organizations, we’ll limit our discussion to motivation within the organization.

What Is Motivation?

At this stage of our knowledge there is no “one best” theory of motivation, let alone a definition. However, there are some basic ideas that seem to lie behind all the theories proposed. By motivation we usually mean whatever it is inside a person that makes him continue his activity as a human being. We all possess some basic instinctual drives, but these do not by themselves determine our behavior, or even the level of our effort in performance. Rather, how we work out these drives appears to be conditioned by the social environment that surrounds us. The organization within which we work, the culture within which we live, the church within which we worship, all provide guide-lines as to what behavior we should choose. This “environment” expects certain things of the individual and rewards him for conforming to its ideals.

The late President Eisenhower is quoted as saying that leadership is “the ability to get people to do what you want because they want to do it.” A key concept of management is to “find out what a man wants and make a deal with him.” In other words, when we see that motivation is an exchange between the individual and his social environment, we have a key to understanding the meaning of motivation and organization. The organization gives to the individual values and goals within which he can express his drives. When we evaluate whether a person is “motivated” or not, what we are really asking is: Does he meet our expectations as to the kind of behavior we would like to see him have?

Everyone Is Motivated

Everyone is motivated to do something. The key is to bring together within an organization people who are motivated toward the same goals. “Good goals are my goals and bad goals are your goals.” If all of the organization’s goals are viewed as our goals we have made a major step toward motivation.

Why is goal sharing so important? First, it gives us a feeling of doing things we *want* to do. Second, it helps us to believe that we are working on something of value. Third, it makes us feel as though we are part of an organization rather than working for “it”.

Motivation in the Christian Organization

What might appear at first glance to be a disadvantage of the Christian organization~ namely, its tradition of lower salaries, may in fact be an advantage. It has now been well established by studies that pay is not the primary motivator of people. Therefore, the Christian organization will tend to attract people with higher motivation than salary.

However, the local church has probably one of the most complex problems of motivation of any kind of organization in the world. The local church is potentially one of the most sophisticated organizations in the world. First, it is comprised of volunteers. Second, it has two major conflicting purposes: To send people out to do work and at the same time to build them up and nurture them. Third, it accepts into its membership anyone who claims allegiance to its Leader, regardless of his talents, financial condition, or any other qualifications. It is therefore faced with the task of motivating a wide variety of individuals to a

wide variety of tasks. (Recognition of this fact will perhaps eliminate the continual failure that most churches experience in trying to get every member involved in any one program.)

Where to Begin

Begin with purposes and goals. It may sound as though we keep continually re-emphasizing this subject. We do. We should! The reason so many people come in the front door and soon go out the back door of many Christian organizations, particularly local churches, is that they have either a false or an inadequate conception of what the organization is trying to do. A major task of every administrator when interviewing possible employees should be to clearly spell out the overall goals of the organization and specific objectives with which the employee will be expected to align himself or herself. Since the “new members class” of the local church is performing the same function, a major portion of its time should be used in explaining the purposes and goals of the church and the individual objectives of its members. It follows that a new members class that is not losing, say, approximately 25 percent of those involved is not doing its job. It’s just not very likely that *all* of the potential new members will find themselves comfortable with the goals of the organization.

But assuming that we are dealing with individuals who are already members of an organization, what do we do next? Again concentrate on common goals. Bring as many people as possible into the goal-setting process. This does not mean that everyone has to agree on the final decisions, but by setting up *a process*, probably on a yearly basis, in which all members are queried as to what they believe, should be the long-range and short-range goals of the organization there will be engendered within the group a feeling of participation. In one survey of individuals’ needs within an organization it was discovered that the most highly felt need was to “be in the know” as to what was going on. The organization thus gives goals (values) to its members. At the same time it gives them standards of behavior. If the individual accepts these goals and standards, then he will be motivated to conform to them and perform in a way that will meet the expectations of the group.

What Motivates People?

What are their wants? *In Work and the Nature of Man*, F. Herzberg (Cleveland: World Publishing, 1966), lists extrinsic factors and intrinsic factors.

Extrinsic Factors

1. Pay, or salary increase.
2. Technical supervision or having a competent superior.
3. The human relations quality of supervision.
4. Organization policy and administration.
5. Working conditions or physical surroundings.
6. Job security.

Intrinsic Factors

7. Achievement or completing an important task successfully.
8. Recognition or being singled out for praise.
9. Responsibility for one’s own or others’ work.
10. Advancement or changing status through promotion.



Using these factors as a general guide, what we might conclude:

1. Pay must be adequate and must also be “fair” since it is often society’s direct measure of a person’s worth.
2. Do your best never to settle for less than high quality supervision and leadership.
3. View people as a whole. Many times they cannot be motivated positively because they are motivated so negatively in another area of their life.
4. Make your organization’s policies clear and the administration of them open and fair.
5. To the best of your ability provide good working conditions.
6. Build security by building competence through training.
7. Keep goals clear and recognize when they have been completed.
8. Always give praise to those responsible for a job well done.
9. Build self-worth by trusting people, by backing them up, and teaching them how to delegate to others.
10. Look for every opportunity to give people more responsibility.

Must Everyone Always Be Motivated?

It is important to see that each individual person must be viewed as a whole. It is fascinating to note the way the men and women in today’s society move with apparent ease between their work, recreation, family life, social responsibilities, worship, politics, and a host of other involvements. It is obvious that no one is *highly* motivated to participate in *all* of these activities. This leads to a distinction between what some have called “necessary vs. voluntary behavior.” There are a number of things which people will do just because it is “expected of them.” Or, another way of thinking about it is that there are things that people will do as part of the price for belonging to an organization. Thus individuals may serve on committees because it is the thing to do, take assignments from their boss because he or she is their boss, or attend social functions about which they feel very little warmth, just to support the group. These are the necessary behaviors. “Voluntary behaviors” are what we do because we want to.

Finding Self-Motivated People

One pastor we know refuses to inaugurate any program within his church unless two things happen; first, it must be suggested by one of the members of the church and second, a member of the church must volunteer to take responsibility for the program. This pastor has recognized the importance of goal ownership. There is nothing more rewarding than being in charge of *my program*. Another pastor we know has his own private list of goals for his church which he shares with no one. He then encourages those people who seem to have similar goals and fails to encourage people with opposing goals.

It is important to remember here that goals come at all levels. If you prefer the word “objective” instead of “sub-goal”, use that, but recognize that many people may be motivated to move just so far with the task and then there will be a need to pass it on to someone else. A person may be motivated to do part of a job, but his motivation may be greatly dampened if he is given a complete job.

One of the best ways of finding motivated people is to let them find themselves. As individuals participate in the goal setting and planning of an organization or of its projects, they will feel a sense of ownership for the goals and the plans. If a large group is used to do the planning, many times potential goal owners will identify themselves by their enthusiasm for what is planned. Look to these people for leadership. They are already motivated.

Maintaining Motivation

Motivation can be increased by giving people opportunities to participate in more things which they feel capable of doing and which they enjoy. At the same time, motivation needs to be maintained. The degree of enthusiasm that the leadership of your organization shows for the project or program in which the individual is involved will have a direct impact on his motivation. List the key people in your organization and then rate yourself against the ten actions that are suggested previously in the 'What Motivates People?' section. Suggest that the leaders do the same for the people working for them. Your reward will far exceed your investment in time and energy.

Taken from The Art of Management for Christian Leaders

* * * * *

THE HOLE THAT NEEDS FILLING

Jonathan S. needed things to be organized and orderly before he could work. That order was hard to come by: he was constantly surrounded by disorder. His desk was one in a sea of desks, and he found the noise and intrusions of others to be extremely disruptive.

As the days passed, Jonathan's efficiency dropped lower and lower. His boss called him in for a talk. "What's the matter?" the boss wanted to know. Jonathan couldn't say for sure. "Shape up!" the boss said.

It didn't do a whole lot of good.

Then, one day, Jonathan felt his nerves jangling so much he couldn't think. He had to do something, even though he couldn't really define his problem. He bought some large vases and put them around his desk, forming barriers. He bought some earplugs and stuck them in. It really helped.

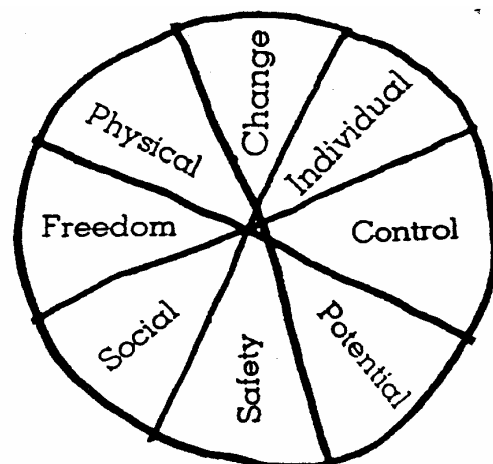
Jonathan didn't even notice it, but his efficiency went to an all-time high. The reason: a crucial need (order), long unfulfilled, was now being met.

The longer a person's needs are left unsatisfied, the stronger the drive to fill them. The person's energy and resources will be funneled to provide satisfaction to the need.

Find the Need and Fill It

That gives us an important motivation too: find the person's unmet need and fill it, and you'll be able to get him to do what you need him to do. An open hole always needs filling.

Every person must have all his needs fulfilled. If he doesn't, a hole will exist that will be a problem (and perhaps a motivator) until it's filled.





All needs are being met



One need is not being met



One is severely out of balance

The happy man is one who has all his needs met. But it's the other guy who can be the most easily motivated.

I'll Do Anything to Get Warm

A good example of needs can be seen in the body's physical functioning's. Normal body temperature is 98.6 degrees Fahrenheit. If the body temperature drops below normal, the body will start to use extra energy trying to bring it back up. The longer the temperature is down, the more energy the body will expend to bring it back up. It will shiver, create good bumps on the skin, chatter the teeth-all trying to raise that temperature.

Douglas McGregor was talking about this idea when he discussed the importance of needs. *"The only time you think of air is when you are deprived of it. Man lives by bread alone when there is no bread."*

If your people have basic unmet needs, they'll be unable to do well the things you need them to do. But when those unmet needs can be satisfied through some method of improving productivity, both you and the other person can benefit. Fill the need-hole and the group-objective-hole with the same shovel.

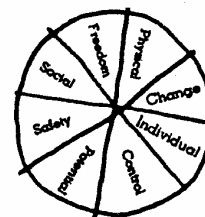
Motivation Model

Complex relationships can be made more understandable when we create simplified models of how they work.

That kind of model will help us better understand motivation. This model, a visual diagram, will give the manager a better knowledge of what motivates people-it will show what makes people tick.

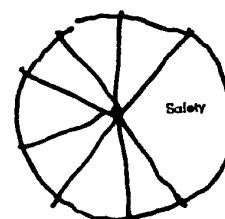
First Stage

The needs are in a state of balance, which is the optimum. The optimum shows each need and its opposite need, which are common to all people. The optimum really never exists, since things are constantly in a state of flux.



Second Stage

One need becomes dominant. When one need isn't met, it becomes the most important need in the world to that person. The longer the need is denied, the larger it becomes. The person's energies are more and more devoted to the satisfaction of that need.



Example 1 "I'm hungry and need food."

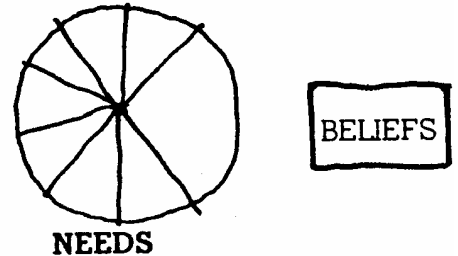
Example 2 "I want others to respect me. I want to feel self-esteem."

Third Stage

The person's needs are filtered through his *beliefs*. This is particularly true of his dominant need, since that's the one he's most concerned with at the moment.

Examples of such beliefs are:

All people should be fair with each other.
Take all you can get before someone else does.
I will never make a lot of money.

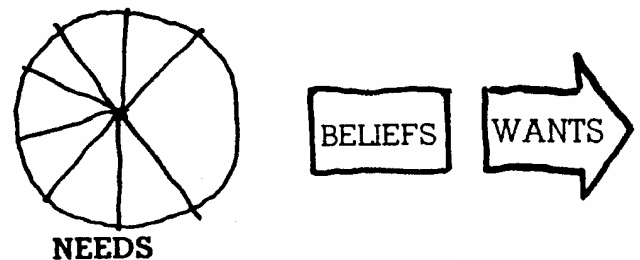


Example 1 "I believe that tacos are filling and taste good."

Example 2 "I believe others can give me the feeling of self-esteem I want to have."

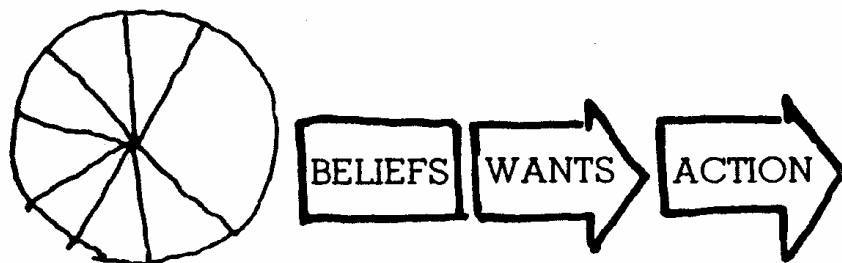
Fourth Stage

The person's dominant need and beliefs combine to give him his *wants*. People become very purposeful and persistent in meeting their wants.



Example 1 "I want a taco."

Example 2 "I'm going to put myself in situations where others will see me as important."

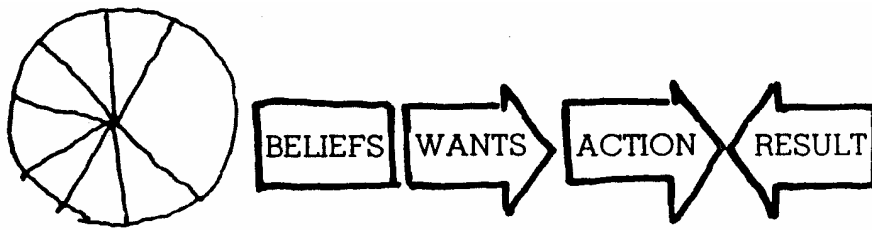


Fifth Stage

The person takes action. This is the first step that an outsider can see or observe. By seeing what actions are taken, and by knowing that all people's actions are dictated by the earlier stages, an outsider can see what is motivating the person.

Example 1 The person drives to a taco stand and orders a taco.

Example 2 The person does things that will make others think he's important-perhaps he tells tales of his exploits, or he butters up the boss.

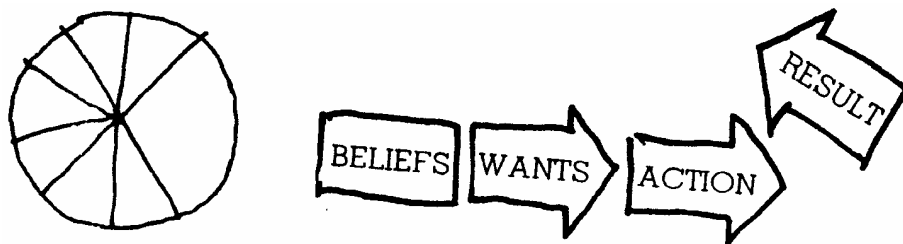


Sixth Stage

The person gets satisfaction. An outsider can tell if the need has been satisfied when the motivated person stops trying to fill the need.

Example 1 The person eats the taco, is filled up, and leaves satisfied.

Example 2 The person stops telling the tales or buttering up the boss.



Seventh Stage

The person doesn't get satisfied, even though he took the action that should have satisfied him. What could the problem be? Any element of need could be wrong or out of line. Perhaps the person will discover that his beliefs were wrong. He believed that he'd feel better about himself if he were able to impress others, but their admiration doesn't help at all. When the action has been taken and the satisfaction hasn't come, the person must make an adjustment. Some kind of change must occur. And he's got to keep trying until he succeeds, or he'll suffer continual frustration.

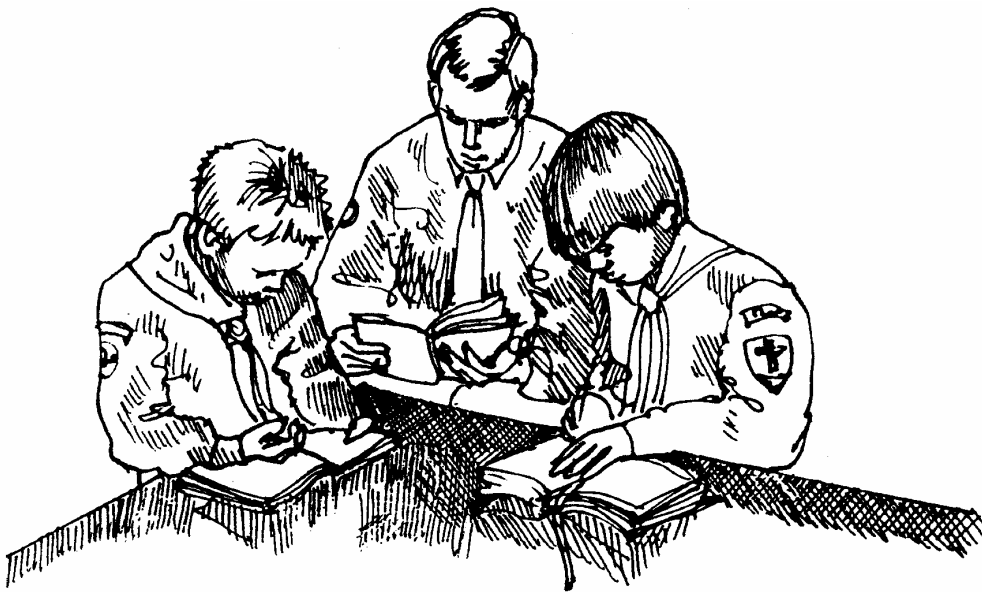
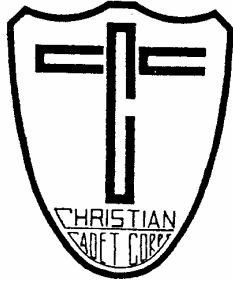
Example 1 "I'm hungry. I guess I'll have another taco."

Example 2 "I tried buttering up the boss so he'd approve of me, which would make me feel better about myself. But it didn't work. Instead, I guess now I should try to have higher self-esteem by becoming better trained at the job."

Only Change If the Past No Longer Works

When a person has an unmet need, he'll keep after it until he meets it. He may have to make adjustments in his approach, he may constantly try new things, but he'll keep trying, one way or another. That unmet need will dominate his life until it's met. Then either he'll find balance and be satisfied, or another need will become dominant and start to direct his energies.

Taken from *Motivating People* by Kurt Hanks



UNIT 8. You..the Effective Leader

A training unit which explores the qualities and requirement of being an effective leader.
Time — 3 hours (2 x 1 1/2 hour blocks)

One leader said,

I already know what a boy needs, I know it by heart.
He needs to be respected, accepted, liked and trusted.
He needs to be encouraged, supported, activated and amused.
He needs to be able to explore, experiment and achieve.
Brother! He needs too much.

I lack Solomon's wisdom, Freud's insights, Einstein's knowledge,
and Baden Powell's dedication.

God says, "Ask and it will be given to you".

A full measure, pressed down and running over.

Being a Cadet leader is a calling, **and a privilege.**

Remember, you are not on your own, God is by your side.

BEFORE THE MEETING

Read what you can about Nehemiah. A Bible and commentary are a good start.

Nehemiah, although not in charge of a group of boys, was like you, called by God to do a job to the best of his ability. He had the assurance that God would grant him all he would need to be effective.

What do the following readings tell you about Nehemiah's leadership?

- Nehemiah 1:4
- Nehemiah 2:12
- Nehemiah 2:18

Make an acrostic with the word 'leader' to reflect what you think a leader is.

e.g. L = LOVING

L _____
E _____
A _____
D _____
E _____
R _____

ORIENTATION

“You will never learn to lead unless you know what leadership involves”.

“Leaders lead not by virtue of position but by virtue of performance”

“To lead is to show the way, to direct, to guide to go before and to be alongside”

A leader is a person who knows where he is going and is able to persuade others to go with him”

The quotes could go on and on You need only go to your local bookstore to see a host of books written on leadership Go to your Christian bookstore and you will find Christian books about leadership It is sad to say that many of these books are based on humanistic principles with a Scripture text added as proof Christian leadership is about being **called by God** to do a job with the sure knowledge that He will equip you for this job

IN YOUR GROUP DISCUSS

What three things did the Nehemiah readings tell you about leadership?

How does this apply to you?

Share with each other the acrostics you completed before coming to this meeting

THE BIBLE AND EFFECTIVE LEADERSHIP

The Bible has a lot to say about leadership. This really means that God has a plan for leadership. Because you have been called to be a leader of a group of boys, what the Bible states about leadership is for you.

Allocate the following Bible passages to members in the group.

What does each verse tell you about leadership?

Discuss the various aspects.

Are all these qualities necessary?

Which do you think are the most important? (20 mins.)

1 Timothy 3:1	1 Timothy 4:12
Jeremiah 45:5	1 Peter 5:7
Luke 22:26-27	Colossians 1:9
1 Corinthians 2:1-4	Exodus 18:25-26
Exodus 4: 10-14	2 Corinthians 11:28
Galatians 6:1	Mark 10:44-45
2 Chronicles 32:7,8	John 3:30

Let God's Word and Spirit mould you into a good leader.

- develop a strong devotional life
- develop an exemplary life style
- develop a servant mentality
- develop a teachable spirit
- develop the ability to overcome resistance
- develop a spirit of perseverance
- develop the character of faith



Probably no one's leadership has been analyzed and written about more than that of Jesus. His vision, words and deeds are certainly familiar to us. When it comes to leadership itself, however, we find that Jesus had a very specific and unique perspective that is not all that common.

...so he got up from the meal, took off his outer clothing, and wrapped a towel around his waist. After that he poured water into a basin and began to wash his disciples' feet, drying them with the towel that was wrapped around him.

"Do you understand what I have done for you?" he asked them. "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you should also wash one another's feet. I have set you an example that you should do as I have done for you."

John 13:4-5 & 12-15

Leadership to Jesus was always and in every way *Servant Leadership*. *Caring*, not position or power, was the driving force behind everything he said and did. That's what led Paul to write to the Philippians...

Your attitude should be the same as that of Christ Jesus: Who, being in very nature God, did not consider equality with God something to be grasped, but made himself nothing, taking the very nature of a servant, being made in human likeness.

Philippians 2:5-7

YOU THE EFFECTIVE LEADER

Knowing what the Bible states about leadership is very important because it becomes the foundation for your leadership. Being able to claim these characteristics is dependent on our relationship with Jesus.

The aim of Cadetting is to nurture young boys into Christian men. This is a growth experience for the boys. Leading boys will also be a growth experience for you. It begins when you become aware that God is calling you to reach boys for Him. But it doesn't stop there. An essential part of that calling is the realization that you need to grow spiritually and learn more about your task. The exciting part is also knowing that you can trust God to see you through. (10 mins.)

Counsellor Profile

This Counsellor Profile has been designed to help you begin that growth process. Simply read each statement and place an X in the appropriate space to the right. After you have finished with all the statements, draw a line connecting all your X's to determine your 'profile'. Your objective from that point will be to trust God to work in your life and guide you in straightening out that line...



I believe....	Haven't Begun	Just Started	Making Progress	By God's grace I'm there
-that I am a new creature in Christ				
-the Bible is God's revelation to ME				
-attending church is vital to my growth				
-God is generous to me, even in times of trouble				
-that my life is led daily by the Holy Spirit				
-that I am able to forgive others, friend or foe				
-that I have special gifts from the Holy Spirit				
-that I am able to share my faith with others				
My daily life includes....				
-putting myself aside so Christ can live through me				
-reading and meditating on Scripture				
-personal prayer where I talk intimately with God				
-physically taking care of myself				
My personal qualities include....				
-initiative (moving ahead without being asked)				
-dependability (do what I say when I say I will do it)				
-persistence (complete what I start)				
-tact (speak truthfully, but without unnecessarily offending others)				
-a sense of humour (even when the joke is on me)				

-warmth (a friendly personality)				
----------------------------------	--	--	--	--



	Haven't Begun	Just Started	Making Progress	By God's grace I'm there
- self-discipline (I stick to it)				
-a willingness to face my own personality problems				
-a sensitivity toward the needs of others				
-a desire to give of my time and talents joyfully				
-a self-control (even in emergencies)				
-a willingness to meet new situations with excitement				
-an open and sincere liking for boys				
My attitude toward and involvement in Cadetting includes....				
-seeing Cadetting as a ministry to boys				
-having the primary goal of meeting the needs of EACH Cadet				
-seeing the Cadet program and activities as 'tools' to meet these needs				
-daily prayer for each Cadet and fellow Counsellor				
-adequate planning for my meetings				
-adequate preparation, especially for Bible discussion				
-being on time for meetings				
-co-operation with fellow Counsellors				
-allowing Cadets to learn by doing (even mistakes)				
-treating each Cadet with fairness				
-looking at my Cadets -- whether from the church or community -as individual persons made in God's image				
-congratulating my Cadets when they succeed				
-encouraging my Cadets when they fail				
-helping my Cadets when they act improperly				
-avoiding punishment of the entire Cadre for the behaviour of one (or a few) Cadet(s)				
-being more concerned about finding the problem that causes bad behaviour than with dealing with the actions themselves				
-having a positive attitude toward my Cadets and fellow Counsellors				



Summarizing....	Haven't Begun	Just Started	Making Progress	By God's grace I'm there
-I can speak knowingly about Cadetting				
-I am effective enough in all the above that my Cadets individually come to me for advice				
-I am constantly seeking ways to become better trained				
-I allow proper time for my family				

REJOICING AND REFORMING

Look at your chart and **rejoice at** three specific areas that you are grateful for. Rejoice by marking it with stars and thank your Lord for these.

Reforming.....choose three areas that you see need changing. Commit these areas to the Lord in prayer, ask for His guidance as you endeavor to improve these areas.

EFFECTIVE LEADERS ARE CLEAR ABOUT THEIR AIMS

Number the following aims in order of importance.

After completion, discuss the order with the group and decide on the 5 most important aims. ... (15 mins.)

The boys in my group should

- know and understand the Cadet aim and verse
- care for the property of others
- develop in their ability to talk to God
- have fun when attending Cadets
- participate and share in the Bible studies
- begin to see the Bible as more than just a book
- learn to respect me as their leader
- learn to care for the others in the group
- finish all projects they have begun
- complete all the badge requirements for this year
- increase and widen their understanding of God
- learn to do as well as know more of their faith life
- learn to trust and believe that God can act in their lives
- develop good listening skills
- develop a proper attitude to competition
- earn at least three merit badges per year
- share their relationship to Christ with others

Your aims should include those which

- feed the mind
- touch the heart
- challenge life

Discuss how you will determine if this is happening in your group.

EFFECTIVE LEADERS LOVE AND UNDERSTAND THEIR BOYS

For leaders to love and understand the boys in their group, they need a certain amount of knowledge about them.

As leader, you will need to know about each individual boy in the following areas

SOCIAL...family situation, popularity, dress knowledge, prayer, relationship to church, response to Spirit

PHYSICAL...attractiveness, co-ordination, ability to sit still, comfort with one's body

EMOTIONAL...coping with failure and success, degree of openness, motivation, degree of responsiveness... ability to love and be loved.

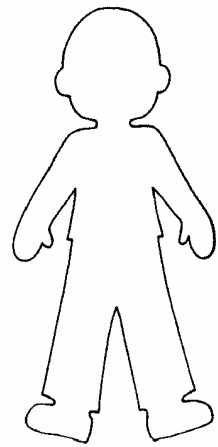
ACADEMIC. ..reading ability, degree of discipline, following of directives, ability to learn, concentration

On the outline, write what your group of boys is able to do for themselves in regard to their physical development, their interests, their favourite music, their hero, their favourite movie.

What do they think of their parents, peers, people at church?

What do they think about you? (10 mins), which includes sharing with the others)

If you have difficulty with this, turn to the appendix for ideas.



Read the following case study and determine what the leader should do (15 min.)

Tom is a ten year old boy who comes to Cadets each week. The leader heard on the grapevine that Tom is a very quiet boy who doesn't say much.

Tom is a poor reader because of a learning difficulty. The other boys moan and mumble under their breath when Tom is asked to read part of the story in 'Share'. Things are not any better when he is asked to answer questions - He will answer with just a yes or no. Usually he waits to see what the others are doing before he will even think of joining in with the activities.

Every now and again Tom will share some personal experiences or family events. e.g. Last week Tom told the group that his dad was going to take him to see Dream world. Because Tom is such a quiet boy, the leader doesn't quite know how to draw a response from him.

THE EFFECTIVE LEADER IS PREPARED

“Fail to plan and you plan to fail”.

- Proper preparation is of utmost importance.
- Start preparing as soon as you come home from your meeting by reading through next week’s lesson. This way your mind will be busy with what you are planning to do and you will have adequate time to get the required materials.

Share with the group what needs to be done to be adequately prepared in the following areas.

- Personal attitude.....
- the programme generally.....
- Bible input.....
- badge work.....
- games and recreation.....

THE EFFECTIVE LEADER RUNS A GREAT GROUP

To run a good group, you need to set standards: Standards for yourself as well as the boys in your group. If you and the boys both know what is expected, the group will run more smoothly.

Are you concerned with the group completing their tasks, or are you more concerned with their feelings? Perhaps the group climate plays a major role in the way you interact with the boys.

Complete the Leadership Style questionnaire below. It will show you whether you are more concerned with tasks, feelings or the climate in your group. (10 mins)

LEADERSHIP STYLE QUESTIONNAIRE

Directions:

For each of the ten statements below, three possible attitudes or positions are listed which each person scores for himself as follows:

Score 3 on the position he would be **most likely** to take on the statement

Score 2 on the position he would be **next most likely** to take on the statement

Score 1 on the position he would be **least likely** to take on the statement

I. The leader of a workshop should

- 1) Focus his attention on the subject
- 2) Focus it on each person’s feelings, to help them express their emotional reactions to the topic
- 3) Focus it on the different ways participants teach and the ways they relate to each other

II. As a primary aim, the leader should

- 4) Establish a group climate in which learning and accomplishment can take place
- 5) Accomplish his own goals
- 6) Help participants “find themselves” as members of the group

III. When disagreements occur between a group leader and a member of the group, the leader should

- 7) Listen to the member and try to find out if he misunderstood the task

- 8) Try to get others of the group to express themselves in order to involve them in the issue
 - 9) Support the person for presenting his views
- IV. In evaluating a group member's participation and response to the workshop, the leader should
- 10) Involve the whole group in setting the goals and in evaluating the response of individuals
 - 11) Try to make an objective assessment of each person's participation
 - 12) Encourage each person to decide what he wants to get out of the workshop
- V. When two participants disagree, the leader should
- 13) Help them deal with their feelings as a means of resolving it
 - 14) Encourage other members to help, resolve it
 - 15) Allow some time for the expression of both sides, but keep the discussion related to the task and subject matter at hand
- VI. The best way to motivate someone to teach more effectively is to
- 16) Point Out the importance of the job and his role in it
 - 17) Try to get to know him better to understand the reason he isn't doing as well as he could
 - 18) Show him that his lack of motivation is affecting his students adversely
- VII. In judging a person's teaching ability, the most important element to consider is
- 19) His technical skills
 - 20) His ability to get along with other teachers and to help others learn and achieve
 - 21) His success in meeting the goals he has set for himself
- VIII. In dealing with evangelism issues, a leader should
- 22) Deal with *it* if it threatens to disturb the atmosphere of the group
 - 23) Be sure all participants understand the position of the church on evangelism
 - 24) Help each person understand their own attitude toward people who are new in the church
- IX. As a goal, the leader should
- 25) Make sure all participants have a solid foundation of knowledge and skills that will help them become effective teachers
 - 26) Help people to work effectively in groups, to use group resources and to understand their relationships with each other
 - 27) Help each person accept responsibility for their own preparation for teaching and their own personal effectiveness, realizing their own potential as a person
- X. The trouble with leadership responsibilities is that they
- 28) Make it difficult to remember all the necessary details
 - 29) Keep a leader from getting to know well his participants as individuals
 - 30) Make it difficult for a leader to remain aware of the intellectual climate of the group

SCORING COLUMNS:

Statement	Task	Feelings	Climate
I 1	_____	2 _____	3 _____
II 4	_____	5 _____	6 _____
III 7	_____	9 _____	8 _____
IV 11	_____	12 _____	10 _____
V 15	_____	13 _____	14 _____
VI 16	_____	17 _____	18 _____
VII 19	_____	21 _____	20 _____
VIII 23	_____	24 _____	22 _____
IX 25	_____	27 _____	26 _____
X 28	_____	29 _____	30 _____
Total	_____	Total _____	Total _____

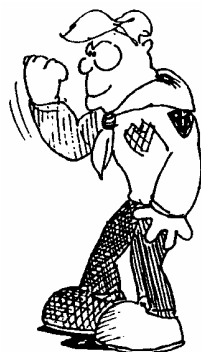
Note that the numbering of positions in the columns above does not correspond with that of the questionnaire itself. Students must be sure to place their scores (1,2,3) beside the correct position (e.g. 7,9,8) in the columns.

Task					
Individual Feelings					
Group Climate					
	10	15	20	25	30

With the group, discuss what general kinds of standards are required for

- yourself
- your boys
- your Cadet work
- group climate and relationships
- the safety of the group

Remember that God requires excellence in all that you do.



THE EFFECTIVE LEADER IS INVOLVED IN MINISTRY

Ministry is serving God with all the unique gifts He has given you. He has placed you with a Cadet group which makes the boys in your group your No. 1 responsibility.

You are a model to them in everything you do in:

- your attitude
- your speech
- the evidence of your love for God
- the way you love your boys
- the way you pray with your boys
- the way you pray for your boys
- the time you give your boys
- the extras you do for your boys Faith is caught as well as taught

In the group, give specific examples of how your modeling can be a positive and also a negative influence on the lives of your boys. (10 min.)

SUMMARY

The effective leader is personally completely equipped, ready to face any situation. As summary, give reasons for a leader's personal equipment.

A motion sensitive photographic memory

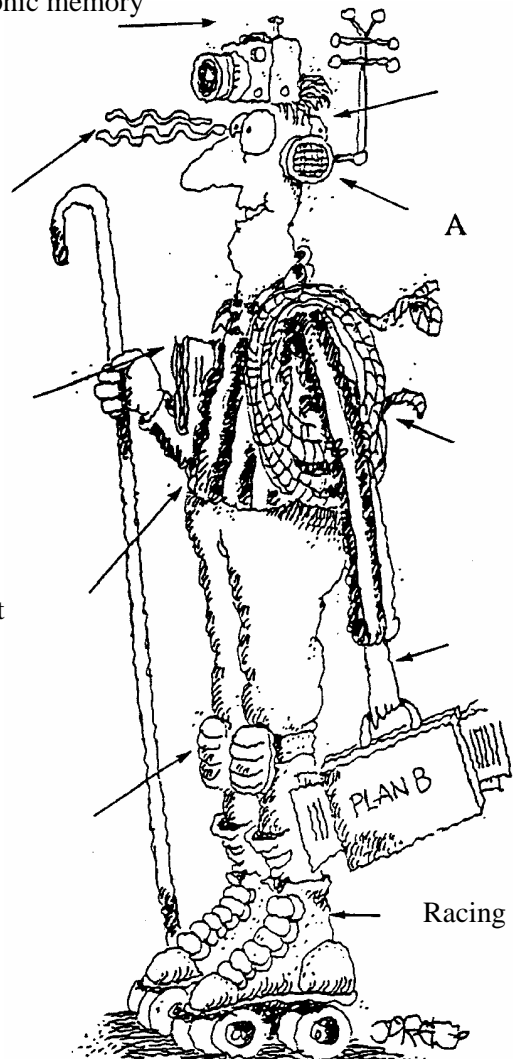
Infrared eyes

The new "video game"

A quick beating heart

Cushioned plastic knee pads

(15 mins.)



Eyes in the back of your head

De-slangicizer/Transcoder

A greased polished back

Softened, tender hands

Briefcase full of them

Racing skates

APPENDIX

THE ADOLESCENT

11 to 14 years old

The characteristics and implications of this stage applies to the older boys.

CHARACTERISTIC: Concentrate on themselves because of the dramatic changes taking place in their bodies, feelings and emotions. Along with this inner focus, friends are extremely important to these boys.

IMPLICATION: It is very important to continue to work on socialization skills with this age.

CHARACTERISTIC: Think logically on an abstract basis.

IMPLICATION: Principles learned in one situation can be applied to another.

CHARACTERISTIC: Period when dethroning of parents may occur.

IMPLICATION: Listen to them when they talk about parent frustration. Don't judge the parents or the boys.

CHARACTERISTIC: Teens talk about what they "believe".

IMPLICATION: Let them talk about what is important to them and find out why they feel the way they do. Take advantage of this time to help them discover what the Bible teaches about these issues. Because boys at this stage may not be communicating well with their parents, you may be the person who can most effectively influence the development of their belief system.

Knowing the general characteristics of the stages of development can help you have more realistic expectations of the boys.

Remember that these stages are general guide-lines to help you better understand your children and the boys you work with. Some children will move from one stage to another more rapidly and others will move more slowly. **LET CHILDREN MOVE AT THEIR OWN PACE: DON'T PUSH THEM TO DO WHAT SOME OTHER CHILD IS DOING OR WHAT HIS AGE AND STAGE SHOULD BE DOING.** Each individual has a pattern and a rhythm to this development. Permit individuals to grow at their own rate.

CHARACTERISTICS OF ADOLESCENTS

I'm not sure people know or understand what an ADOLESCENT is any better than they understand what a CADET is. So we are going to spend sometime focusing on ADOLESCENTS.

Kids enter adolescence at different chronological ages - anywhere from 9-13. If you think about these ages for a minute, you will realize that as a Cadet leader, you are working with adolescents. Adolescence is that stage when a child moves from childhood to adulthood. It doesn't just suddenly happen. It is a process. In this stage your boys aren't sure if they are children or adults. Be sensitive to them during this time. The boys will respond to you the best if you treat them with respect and dignity.

A. AGE OF MANY PHYSICAL CHANGES

It is very important for young people to know about the changes that will happen in their bodies so that they don't worry that something is wrong with them when these changes happen. Unnecessary fears result from ignorance or misinformation about the body. Although, ideally the parents should be talking to the boys about these changes, you and I both know that isn't always happening. So don't assume that it is. Be willing to discuss physical changes with your boys.

Interest in opposite sex increases. Crushes are constantly changing. Boys are interested in the girl's body whereas girls are interested in the boy's personality.

Blackheads and pimples become a problem.

Growing bodies bum up lots of energy so these boys need lots of sleep and a balanced diet.

'Understanding and Reaching Boys' has a chapter 'they're Not Like Us' that addresses some of the different problems of communication between adolescents and Christian men.

B. AGE OF CONFORMITY

Everyone needs friends. Help the boys learn how to build good friendships. Do your part in meeting this need by being a friend to your boys and teaching them the basics of developing good relationships with others.

Boys often try to make friends by conforming. Conformity is trying to be just like everyone else - in what you do, say, think and wear. Although we all face the pressure to conform, this pressure is at its worst during adolescence.

Boys this age often don't like themselves. They are afraid of being ridiculed or rejected by their friends. They lack confidence to be different.

Peer pressure is powerful. Boys sometimes do what they know is wrong because they do not have the courage to be different from their friends. That is why so many kids get started with drugs, drinking and smoking. Encourage your boys to have the COURAGE to be a leader. Build their confidence in themselves so that when the pressure is great, they can say, "If you guys want to do something crazy, go ahead. But I'm not going to do something I'll later be sorry I did!" Teach them that some will respect them for daring to be different.

'Understanding and Reaching Boys' has a chapter 'Being a Friend to Boys' which will be of help to you as you try to be a friend to your boys.

C. AGE OF CONFUSION

A boy's ability to trust others depends on the quality of love, attention and touch he received as an infant and toddler.

Quality love and attention does not mean giving them their own way. Boys will test their parents, teachers, and leaders to learn what he can control and what he cannot. Two questions children are always asking are: "Am I loved?" and "Can I get my own way?" Good parenting and good leading responds with actions that show that, "Yes, you are loved. No, you cannot always have your own way."

This is difficult for boys to understand. But it is very important to have this balance when you deal with all ages of kids.

No matter where we are in life, we will always have to deal with problems and conflict. Teach the boys to solicit a list of possible solutions to any problem situation they have and then help them decide the order to implement these different strategies until the problem is resolved.

At this time, the boys will question things they've always accepted before. Encourage them to think about the why behind what they do and do not do. Ask them "what THEY think" they should do and why they feel that way, rather than tell them the right way of doing things. This can be the time when a boy personalizes his relationship with God instead of riding on the religion of his parents.

D. AGE OF IDENTITY FORMATION

It is important for a boy to know who he is and to think about who he wants to become. Challenge the boys to think about the characteristics God would desire in them.

This is a good time to talk about spiritual gifts and how God made us differently so that we could do different things. He didn't want us to all be alike. Encourage boys to watch an adult they respect and use him as a model. That may very well be YOU!

E. AGE OF FLUCTUATING EMOTIONS AND PERSONALITY CHANGES

Feelings rush from high to low. Feelings are influenced by the amount of sleep they've had, what kind of health they're in, and how things are going in their life. Emotions distort their picture of the world. If one of your boys is having problems, it might be good to take him aside and find out how much sleep he's been getting, what he's been eating, and what else is going on in his life.

F. AGE OF INCREASING INDEPENDENCE

This is the time for the generation gap conflict. As their Cadet leader, they may have more respect for what you say to them than what their parents do. Gently remind them when they are disgusted with their parents that "love demands that parents do what is right, even if it is unpleasant."

It is a struggle to keep a balance between freedom and responsibility when adolescents develop independence. But it is a crucial concept for boys to understand. As freedoms increase, so do responsibilities. They go hand in hand. You can help develop this by giving them increased freedoms and responsibilities in meetings, on service projects, and at social functions.

G. AGE OF INFERIORITY

As a Cadet leader you are going to see your boys struggle with inferiority.

Feelings of inferiority are the strongest during the junior high years - the time when you are working with the 13-15 year olds in your clubs. Some young people feel inferior and foolish only occasionally. But others feel worthless all the time. If we are to understand why boys behave the way they do, then we must begin by looking at how they typically cope with self-doubts and personal inadequacies.

Many adolescents feel inferior. Inferiority is that awful feeling that nobody likes you, that you're not as good as other people, that you're a failure, a loser, a personal disaster, ugly, unintelligent, and don't have as much ability as others. It's that feeling of worthlessness.

1. Reasons for Inferiority

According to the world's standards, there are three things teenagers feel they must have in order to feel good about themselves.

a) Physical attractiveness

80% of the teenagers in our society don't like the way they look. They feel they are too tall, too short, too thin, too fat, have a nose or feet that are too big, or too many pimples or freckles.

These feelings usually develop because they've been teased somewhere along the way about these features.

b) Intelligence

Many teenagers feel they are dumb. This is especially true if they've been in situations where they were not allowed to take risks and fail without being ridiculed. When they are laughed at for a wrong response they become then less sure of their next response and feelings of being a failure grow. Teachers, parents - and Cadet leaders can unconsciously contribute to these feelings by the way they respond to the boys or with unrealistic expectations they may have of them.

To avoid contributing to their feelings of "being dumb", be very careful about oral reading at your meetings. Your boys will have different levels of fluency in reading. Bible reading is not the easiest type of print to read. **Be very careful to protect the boys' dignity**, and not embarrass them by asking them to read something that is beyond their reading ability.

c) Money

Boys often feel wealthy people are more important than poor and that it important to dress a certain way to be popular.

2. Common Ways to Cope With Inferiority

a) Withdrawal

Doesn't take chances. He wants to protect himself from failure. Appears to be shy or quiet. Often others assume he doesn't even think.

Doesn't release emotional tension and consequently suffers physical problems: bits nails, ulcers, migraine headaches.

If you see any of these symptoms in any of your boys, dig deeper and find out what is happening in his life or between him and the other boys in your club.

b) Fight

Compensates for inferiority by being overly aggressive and fighting with others.

c) Town-Clown

Willing to do anything for a laugh from others while they are crying inside. Makes a joke out of everything to cover up true feelings.

Has often been seen in people with obvious facial "flaws". They'll joke about their big nose, big ears, or even bushy eyebrows.

d) Deny Reality

Refuses to think about his inadequacy. A favourite coping behavior seen today. It is the primary source behind alcoholism.

e) Conform

Wants to be liked by everyone, regardless of what it costs them personally.

Afraid to express own opinions for fear of rejection or ridicule.

3. Overcoming Inferiority

There are some concepts you can teach the boys to help them overcome inferiority. As we go through this, I am going to ask you to do a few activities which you can do with your boys.

a) Realize that you are not alone.

Write down one situation that makes you feel uncomfortable or inadequate. Share what you wrote with one other person.

Were any of your situations the same? We are more like each other, even in our inferiorities, than we are different. The same is true with our boys.

Encourage the boys to be sensitive to the fact that others too are afraid of embarrassment and ridicule.

Others don't like to be teased either. They also cry when they are alone. Help them recognize the different masks people wear to cover up these feelings: shyness, being a town clown, being angry or mean, being silly, blushing, acting proud or stuck-up.

b) Face your problem.

List the things you don't like about yourself. Then mark the ones you dislike the most. No one here will see this list. Be honest with yourself.

Find someone you can talk to. This should be an adult - a parent, teacher or Cadet leader. Be sure this person is someone you trust. Have him help you make a plan to overcome some of these concerns about yourself.

c) Accept the things you cannot change.

Apply the familiar Serenity prayer: God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and wisdom to know the difference. Write down one thing in your life

that you feel you just need to accept because you cannot change it. Write down one thing that you would like to have courage to change. Share with or~ other person.

d) Remember that God knows all about you and loves you anyway. If God can love us enough to die for us, shouldn't we accept ourselves? Remember that God uses ordinary people - even people with inferiority complexes (like Moses) to do His work.

e) Accept who you are and who you think others think you are.

"We are not what we think we are...

-We are not even what others think we are... We are what we think others think we are."

-Write down 3 words that describe yourself.

-Write down 3 words that you think others would use to describe you.

-Find a partner. Write down 3 words to describe him.

-Share all three lists with one another.

f) Compensate for your weaknesses.

Make up for your weaknesses by concentrating on your strengths. Develop a skill that will make you proud of yourself. You will begin to like yourself a bit more, and when you like yourself better, others will like you better too.

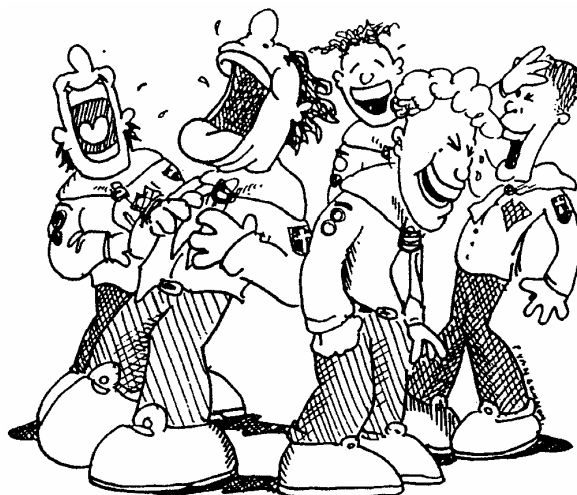
You can help the boys by providing success experiences for them. It is important for you to know each boy's capabilities and then provide opportunity for him to use them. Let them have responsibilities at your meetings and with your service projects. And be sure to affirm them whenever possible. Assure your boys of their worth as God's creation - less they base all their worth on what they do and what they have.

Using your special gifts and talents to serve others will help you focus on others. Taking your focus off yourself will help you overcome personal insecurities.

g) Develop genuine friendships.

The best way to have a friend is to be a good friend to others. Respect others, accept them, let them know they are important to you, and never ridicule others. Caring about others is one of the most important responsibilities of the Christian life.

The healthy self-concept which Christ taught is neither pride nor inferiority. Rather it is humble reverence for God and every member of His human family. Teach your boys to see other boys as neither better nor worse than themselves. Rather, teach them to love other boys as they love themselves.



ACTIVITIES TO GET TO KNOW YOUR BOYS

ACTIVITY A:

Distribute small pieces of paper. After the boys have written what you told them to, collect their answer~ Then draw them out of the basket one at a time and read it, having the other boys guess whose answer it is Questions you could ask them to answer:

- What is your favourite TV show? _____
- What is your favourite comic strip? _____
- What is your favourite book? _____
- What is your favourite game to play? _____
- What is your favorite sport? _____
- What kind of music do you like? _____
- What job do you do at home that you dislike the most? _____
- What job do you do at home that you like to do? _____
- If you could go anywhere, where would you go? _____
- What was your favourite thing that we did in Cadets? _____
- What is your favorite Bible verse? _____

ACTIVITY B:

Each person writes down a question he would like to ask anyone in the room. You collect them. Then redistribute them to the boys and each answers the question he drew. Allow for others to add their responses to this question. This too could be repeated several times in one meeting, or in several meetings.

ACTIVITY C:

Find a large cube, such as a square tissue box, and write a different discussion-starter on each side. Some ideas:

- Talk about a Bible verse that encourages you.
- Tell everyone what your favourite Bible story is and why you like it.
- If you could spend one day with a Bible character, other than Jesus, who would you choose and why?
- Tell everyone the hardest thing for you to believe in the Bible.
- If you could ask God one question~ what would you ask him?
- If Jesus was here today, who would you introduce him to?

A 'MINISTRY' APPROACH

Cadeting is more than a program - its Christian men using the Cadet program to bring Christ to boys and boys to Christ. Cadeting is your ministry. God has called you to minister to the needs of boys.

Earlier Units of this manual defined what it means to be a Counselor and what an important role you can play in the life of a boy. The relationship you build with each boy in your Group - and the way you apply the Cadet Program to the needs you discover - and the dependence you place in God for wisdom and strength

- this is what will determine the effectiveness of your ministry.

The program, then, is a 'tool' to help you help boys discover how God is working in their lives. You will find that this process of discovery occurs in three areas...

- God and me - discovering how God is working in his personal life.
- God and us - discovering how God is working in his small group experiences (family, Cadre, etc.).
- God and him through me - discovering how God uses him to reach out to others.

KNOW YOUR CADETS

The Cadet program becomes effective as the Counselor applies it to the needs of his Cadets. Certain characteristics are common to each age group. Yet each boy is an individual--with specific needs, abilities and interests. The material that follows will help you know your Cadets better.

AGE-GROUP CHARACTERISTICS

Boys come in every size, shape and form. Some will fit well into the groupings listed. Others will not. You may find a 10-year old boy who seems more like an 8-year old; or a 12 year old who is more like 14.

An understanding of the general age-group characteristics listed on the next several pages will help you pin-point individual differences and deal with them more effectively.

BECAUSE HE IS LIKE THIS...

Ages 8-9:

PHYSICAL

1. full of energy; enthusiastic
2. active while learning
3. likes to work with hands
4. high accident rate
5. growth slow and steady
6. good eye-hand coordination
7. good use of small muscles
8. eyes capable of detail work

MENTAL:

1. restless, dreamy - short attention span
2. thinks in concrete and specific terms
3. enjoys songs, stories, comics

WE DO THIS...

**Jr. Cadet Program –
The Counselor Does It FOR them**

1. channel his energy
2. programmed activities
3. crafts
4. careful supervision
5. avoid extremes in stress and competition
6. crafts & games that utilize hands
7. well-rounded physical program
8. detailed craft projects

1. 10-15 minute time blocks for projects
2. avoid abstract concepts
3. deal with him at his level

4. quick to compare and contrast

4. program into group discussions

EMOTIONAL:

1. needs praise and encouragement
2. high dependence on adults
3. anxious to do well

4. talkative – exaggerates
5. asks ‘why?’ continually
6. very open

7. tends to be selfish

1. develop close relationship with each boy
2. provide most of the programming for him
3. provide many opportunities for success and praise
4. balance this with real experiences
5. patiently attempt to give answers
6. group discussions & openness of counselor
7. help him see others needs - prayer and service

SOCIAL

1. doesn’t want to play with girls
2. competitive
3. verbal fighting develops
4. able to assume some responsibility

5. group activities popular
6. broadening social contact

7. best friends develop

8. drawn to hero figures

1. don’t force the issue, be sensitive
2. activities and games, encourage fairness
3. stress forgiveness
4. ‘duty’ approach to assigning responsibility
5. program at small group level
6. inter-group activities and community outreach
7. ‘buddy system’ for activities and recruiting
8. stress counselor-boy relationship

DEVOTIONAL:

1. concerned with right-wrong; good-bad
2. can handle simple Bible doctrines
3. Jesus as a concrete Savior
4. curiosity for the unknown
5. trouble connecting a cause to an effect
6. tends to look at past events as all happening at ‘one time’
7. his knowledge and desire for history is increasing

8. songs, verses and poems are fun
9. parentalizes God
10. God often seen as mysterious and awesome

11. Bible is a magical book that is all true
12. accepts adult statements as truth
13. strong need for personal prayer
14. loves drama

1. deal with God’ s law and standards
2. deal with how God works in daily life
3. present salvation in specific terms
4. ‘explore ‘ the Scriptures
5. avoid moralisms
6. deal with the event and what God is revealing through that event. deal also with the lives of Bible characters
8. use them
9. deal with God, the Father
10. deal with Jesus - Son of God and Son of Man
11. stress the humanity of Bible characters and reality of what God reveals
12. admit your own humanity, admit mistakes
13. let them experiment with prayer in their own words at their own level
14. dramatize Bible situations

BECAUSE HE IS LIKE THIS

Ages 10 - 11

PHYSICAL:

1. small muscles well coordinated
2. growing broad, but often not in height
3. very active and likes to do things
4. strong and healthy

WE DO THIS...

**RECRUIT THROUGH BUILDER
-the Counsellor does it WITH HIM**

1. provide detailed projects
2. be aware of individuals who grow slowly
3. provide variety of constructive projects
4. let him do ‘difficult’ jobs

5. loves the Out-of-doors
6. likes the difficult and competitive
7. physical talents developing

5. hikes, camping, etc.
6. Advancement program and skill development plus competitive activities
7. use 'physical' activities, badges, camping

MENTAL

1. attention span lengthening
2. logical reasoning improving
3. comes to quick conclusions
4. keen and critical
5. literal thinking
6. has concept of time, space, number
7. a realist; doesn't want imagination
8. a good reader
9. perfectionist; loses interest if discouraged
10. collector

1. 20 - 40 minute time blocks for projects
2. supply problems and puzzles
3. help them see all sides; guide them
4. Materials that challenge them
5. use only simple symbolism
6. use maps, geography, history
7. give them reality to deal with
8. SHARE, books, Bible study
9. help them set reasonable goals
10. develop hobbies

EMOTIONAL:

1. has few fears
2. may be quick-tempered
3. enjoys humor
4. discovering himself sexually

1. teach him what to fear and what not to fear
2. avoid the cause of 'flare ups'
3. teach what is funny and what is not
4. don't avoid questions on sex

SOCIAL:

1. antagonism against girls
2. gang age
3. hero worship
4. National patriotism
5. concerned about fairness and honesty
6. outspoken and frank
7. respects authority normally
8. competitive
9. likes to talk

1. teach him to appreciate good points of females
2. Cadre system
3. Counselor-boy relationship;
4. Flag Knowledge & Citizenship badges
5. set an example; admit when you're wrong
6. encourage; teach courtesy
7. expect respect; exercise proper discipline
8. provide opportunities; help them face failure and exercise good sportsmanship
9. group discussions

DEVOTIONAL:

1. able to understand Salvation and knows sin as sin1.
2. emotions play no part in religion
3. needs encouragement in personal devotions
4. real problems developing
5. wants to understand and will ask many questions
6. ability to memorize has matured
7. capable of deep religious feelings

1. lead them to Christ as Saviour
2. avoid emotional appeal
3. encourage and. provide devotional helps (Devotions, Merit Badges etc.)
4. listen; take them to the Bible for answers
5. be patient; give Scriptural answers
6. memory work with understanding (God's Word Merit Badges etc.)
7. personal counseling

8. recognizes authority of God, Christ and the Bible. Sin, good, holy, evil, perfect are becoming useful terms if concretely taught. He struggles for better understanding of God and some of the mysteries of the Christian faith. He wants to know the way in which God influences life, what God demands, etc. He asks questions about life and death.

8. spiritual truths should be made highly personal; doctrinal and other abstract concepts should be presented in concrete terms. Seek to clarify and explain, but also be sure to teach that there are things that will always remain mysterious.

9. He is interested in the lives and experiences of Bible characters and can readily imagine himself in their position

9. Bible characters should be used to teach a better understanding of God and how he demonstrates through them the way He works in our lives as well. Dramatize.

BECAUSE HE IS LIKE THIS

Ages 12 – 13

WE DO THIS...

**Builder - Guide Ranks -
the Counselor HELPS them do it.**

PHYSICAL

- | | |
|--|--|
| 1. growing rapidly; perpetually tired | 1. proper rest and exercise |
| 2. girls growing more rapidly than boys | 2. help the boys to see and accept the difference |
| 3. often awkward due to uneven growth of body parts | 3. acceptance of self and others |
| 4. giggly and boisterous | 4. be patient with him, give understanding & security |
| 5. alternating periods of energy and fatigue | 5. be alert - avoid confusing fatigue with laziness |
| 6. Reproductive organs maturing; secondary sex characteristics developing. | 6. approach sex as God's gift to man - frank discussions of functions and morals |
| 7. enormous and frequent appetite | 7. good menu planning for campouts, etc. |
| 8. often great differences in physical development among boys | 8. acceptance - stress uniqueness of each individual |

MENTAL

- | | |
|--|---|
| 1. he wants a reason for memorizing | 1. give reasons; use what he memorizes |
| 2. likes adventure and discovery | 2. 'Active' Topics and Guide Trails |
| 3. makes snap judgments | 3. help him stop and apply God's standards |
| 4. rejects past experience in reasoning | 4. give guidance in problem solving and group discussion |
| 5. individuals differ greatly in mental. capacity and maturity | 5. acceptance; avoid comparisons and stress individual growth |

EMOTIONAL

- | | |
|--|---|
| 1. often feels he is misunderstood | 1. make special efforts to understand him; assure him of your interest in him |
| 2. has difficulty controlling his emotions; often goes to extremes | 2. avoid causes of emotional disturbances as you discover them |
| 3. will often seek to cover up feelings | 3. seek to gain his confidence in you |
| 4. has a strong sense of humor | 4. laugh with him; teach him that some things are not funny |
| 5. needs warm affection and sense of humor from adults | 5. avoid nagging, condemnation or talking down to him |
| 6. self-conscious, sensitive | 6. help him understand himself |

SOCIAL:

- | | |
|---|---|
| 1. needs to belong and have acceptance of peer group; | 1. continue the Group approach with stress on group activities and interaction |
| 2. wants to be grown-up | 2. avoid the use of terms like 'children'; don't treat him like a child |
| 3. wants to be independent of adults | 3. opportunities for greater independence and for carrying more responsibility without pressure |
| 4. hero worship continues | 4. be a worthy example; direct his thoughts to Christ |
| 5. often resents authority | 5. teach self-discipline |

- | | | | |
|----|-----------------------------|----|--|
| 6. | interest in team games | 6. | team sports, Cadetorama, etc. |
| 7. | interested in earning money | 7. | let them raise funds for individual and cadre (group) projects |

DEVOTIONAL:

- | | | | |
|----|--|----|--|
| 1. | beginning to seriously question what they've been taught | 1. | allow and encourage critical thought and discussion on religious and moral issues |
| 2. | seeks an ideal | 2. | direct this desire to Christ |
| 3. | wants a practical Christianity | 3. | show him the relationship between faith & works |
| 4. | despite inconsistent behavior, they are seeking an anchor point | 4. | anchor them in the love of God, forgiveness in Jesus Christ |
| 5. | they want to experience Christianity; however, they are also capable of handling time and space concepts and cause-effect relationships as in O.T. history. Concrete limitations begin to Disappear. | 5. | doctrines should be dealt with in a predominately personal, experimental however, theoretical discussions are beginning. |
| 6. | attitudes toward worship tend to be directly related to attitudes of parents | 6. | help him to discover his relationship to Christ through worship |

Age 13-14 is often considered the 'drop-out' age. They are beginning to value the opinions and influence of their peer group (friends and others their age) over those of adults. If and when you feel you are losing your influence with them, don't become discouraged. Don't fight it, hang in there and pray about it.

BECAUSE HE IS LIKE THIS

Ages 14 - 15

WE DO THIS...

Guides - the Counselor
ENABLES them to do it themselves

PHYSICAL:

- | | | | |
|-----|---|-----|--|
| 1. | approaching physical maturity | 1. | remember that he may not act grown-up |
| 2. | has an excessive appetite - may gain weight rapidly | 2. | plan accordingly - avoid rich foods as skin problems begin at this age |
| 3. | forming physical habits | 3. | program and encourage proper rest, sleep and exercise |
| 4. | reaching sexual maturity with accompanying physical and emotional changes | 4. | frank discussions of sexual relationships and attitudes |
| *5. | Age 14 - boundless energy | *5 | Age 14 - provide construction recreation |
| *6. | Age 15 - may suddenly seem to have little energy | *6. | Age 15 - seek ways to motivate |

MENTAL:

- | | | | |
|----|---|----|---|
| 1. | wants a reason for everything | 1. | patiently help him answer his questions |
| 2. | has a long memory span | 2. | avoid too much repetition and review |
| 3. | more influenced by suggestions from own group | 3. | make suggestions through natural leaders; provide situations that enable them to do it themselves |
| 4. | conceptual thinking well developed | 4. | group interaction on ethical and spiritual problems |

EMOTIONAL

- | | | | |
|-----|--|-----|--|
| 1. | high interest in physical attractiveness | 1. | emphasize strong points; help with physical fitness program and personal hygiene, stress personality & character |
| 2. | emotions fluctuate and are often intense | 2. | provide stability; be available for personal counseling |
| *3. | Age 14 - often outgoing and communicates well, but not always willing to confide in adults | *3. | Age 14 - encourage group interaction |

- | | |
|--|---|
| *4. Age 15 - may suddenly want to keep feelings to himself; often bored and lonely unless in a happy group | *4. Age 15 - keep busy; share yourself; don't criticize |
|--|---|

SOCIAL:

- | | |
|--|--|
| 1. wants social approval | 1. build acceptance and support within your group |
| 2. growing interest in opposite sex | 2. discuss dating, morals, etc. when interest shown, avoid 'preaching' |
| 3. likes to set own moral standards | 3. avoid conflicts by helping to evaluate thoughts and actions |
| 4. may experiment with tobacco alcohol or drugs | 4. teach concept of the body as the temple of the Holy Spirit |
| 5. may strongly identify with an admired adult | 5. be kind, unobtrusive; provide adult guidance which does not threaten feeling of freedom |
| 6. fear of ridicule and of being unpopular; over sensitiveness and self-pity | 6. give assurance of security as they seek both dependence and independence |
| *7 Age 14 - usually high on group activities | *7 Age 14 - stress on group interaction and activity |
| *8. Age 15 - may suddenly seem to withdraw to individual activities | *8. Age 15 - encourage his individual initiative while maintaining his ties with the group |

SPIRITUAL

- | | |
|---|--|
| 1. his Christianity is personal | 1. encourage personal commitment and 'quiet time' |
| 2. his Christianity is one of action | 2. give him responsibilities - Jr. Counsellor, Child Evangelism, service projects, etc. Be sure he understands meaning of dedication |
| 3. his Christianity can be emotional | 3. don't push for decisions . Don't play with his emotions |
| 4. he doubts the authority of Scripture | 4. help him discover Biblical answers. |
| 5. Appreciates reverence | 5. be an example! |
| 6. often feels the content of Bible teaching to be childish, boring and talks of rejecting it all | 6. be excited yourself about God's Word; help him put it into practice |
| 7. negative attitudes often closely tied to growing criticism of adults | 7. be an example of a Spirit-filled Christian; build a loving relationship with the boy(s) be encouraging at all times |

*** Note the difference that can occur between the ages 14 and 15**

After completion of each unit, the names of the Counsellors are to be submitted to your State Council for registration purposes and the distribution of Certification Stripes.



Unit 9. A ‘ministry’ approach to camping

An exercise in camping which will help you to plan and run a Christian camp-out

An opportunity to realise how Christian Cadetting can have lasting benefit both for you, the Counsellor as well as the Cadets

Completion of this unit, followed up with a Campout according to the plans set out in this unit (equal to Camping Certification Course) will qualify you **and your Cadets** to the Camping Certification Badge.

A MINISTRY APPROACH TO CAMPING

Camping provides one of the most effective tools a Counsellor has to reach boys. That 2-hour-a-week Cadet meeting suddenly expands to provide a variety of new experiences. The outdoor setting brings men and boys closer together as well as closer to God's marvelous creation.

The challenge is to approach your Cadet camping experience as an exciting way to expand your ministry to boys. You can meet that challenge by understanding and utilising the great opportunities for ministry that camping provides. For example....

1. Building Relationships - you should continue your small group approach when you organise your campouts. As you work, play, sleep, eat, talk, etc. together you will have numerous opportunities to strengthen your relationship with your Group. And because you are together for an extended period of time, you will also have more opportunities to talk with individual boys.

What can you do to help create and make the most of these priceless opportunities? Here are some tips:

- Be available! Let boys know by your friendly and open attitude (and presence) that they are free to talk with you about anything.
- Be prepared! Walk close to your Lord. Carry a small Bible with you at all times.
- Think about each boy's needs and isolate one particular area that you would like to bring up in personal counseling. Then look for or make opportunities to discuss it.
- Plan your camping schedule to provide time and occasions for personal counseling with boys. A good way to do this is to allow an hour in the afternoon for work on personal achievement.
- Be alert for unplanned opportunities.

2. Helping Boys Grow - in Cadetting we talk about helping boys grow spiritually in all areas of life: devotional, mental, physical and social. The length of time together plus the physical setting that camping provides gives you unique opportunities for growth that cannot be duplicated in regular Cadet meetings.

Here are some examples:

- Morning Watch, campfires, meal or evening devotions and late night discussions.
- Merit Badges in the Camping and other outdoors areas.
- God in Nature.
- The physical 'stress' of wilderness-type camping.
- The social 'stress' that comes from being together for expanded periods of time.

The boys and the challenge are there. YOU are the final ingredient!

First Training Session

--Counsellors only--

When you have completed this session, you will have....

1. Completed a worksheet that will have given you experience in surveying Head Counsellors for Program Goals for a 6-day State-wide campout.
2. Completed an Activities Schedule and Daily Schedule for a 6-day State-wide campout based on Program Goals set in the first worksheet.
3. Completed a Personal Equipment List and group Equipment List for a 6-day State-wide campout and compared it with the 'model' equipment lists in this Unit.
4. Held a group discussion on a 'ministry' approach to camping.

This first session is divided into the following...

I. PLANNING:

A. Program Goals --

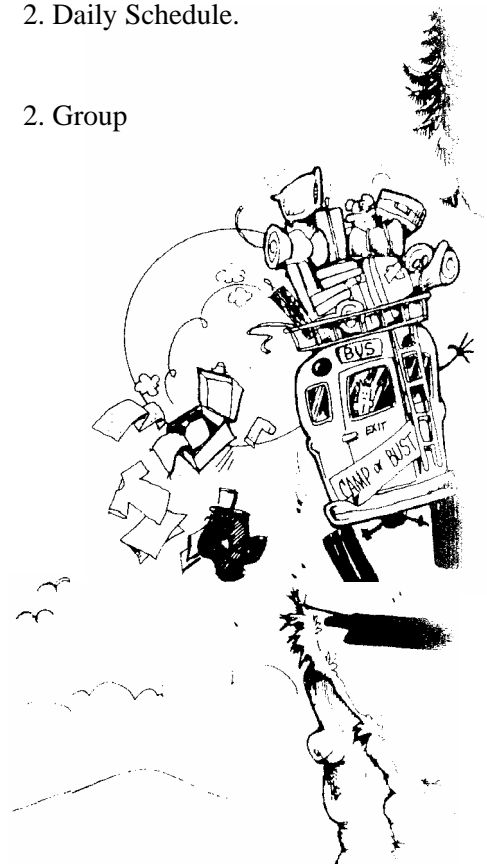
1. Surveying your key leaders.
2. Setting Goals -
 - a. Devotional
 - b. Advancement
 - c. Activities
 - d. Campfires

B. Scheduling --

1. Activities Schedule.
2. Daily Schedule.

C. Equipment Lists --

1. Personal.
2. Group



II. PREPARATION:

A 'MINISTRY' Approach To Camping

Worksheet #1: PROGRAM GOALS

The first step in planning any campout should be to set PROGRAM GOALS, which is another way of saying you need to write down specifically what you want to accomplish in various program areas. To simplify this process, we are going to talk about 4 types of Program Goals:

- | | |
|------------------------------|----------------|
| (1) Devotional | (3) Activities |
| (2) Advancement (Badge-work) | (4) Campfires |

But before you determine your goals; it's important to SURVEY your KEY LEADERS to find out what they feel are lie interests and needs of their Cadets. Who do we mean by 'key leaders'?

- if this is a Club campout - your Group Counsellors.
- if this is a State Council campout - your Head Counsellors.

Let's see how this works

Instructions

You are planning a Council campout ... and at this point, you know three things:

- a) It starts Monday evening at 7 PM and ends Saturday morning at 10 AM.
- b) There will be 8 Clubs involved.
- c) There will be 14 meals - breakfast Tuesday through lunch Saturday.



Here is what you are to do:

1. You have just surveyed your 8 Head Counsellors and have tabulated their thinking on PROGRAM PLANNING SURVEY #1 and PROGRAM PLANNING SURVEY #2, which you will find on pages 5 and 6. On the basis of those Planning Aids (and your own ideas), write down specific Program Goals for each of the 4 types listed.
2. Your Course Instructor will give you an opportunity to share and discuss some of the goals you have set. Write any new ideas below.

Notes:

Worksheet No 1: PROGRAM GOALS (continued)

Devotional



Advancement (Badges)

Activities

Campfires

PROGRAM PLANNING SURVEY #1

This form is designed to help a Club or State Council determine its DEVOTIONAL and ADVANCEMENT needs.

Use it as a tabulation sheet to show how many Cadets need to complete the items listed below... and which devotional activities your Counsellors feel would best meet the needs of their boys.

Please tick your requirements. One tick for each boy.

EXPLORING - The Wilderness

- 1. Hiking
- 2. Camping
- 3. Forestry
- 4. Wild Life

SKILLS Camping

- 1. Camping 1, 2, 3 (Please specify)
- 2. Map Reading
- 3. Axemanship
- 4. Cooking
- 5. Fire Building
- 6. Signalling
- 7. Other

IN GOD'S WORD

- 1. New Life
- 2. 10 Commandments
- 3. Christian Life
- 4. Bible Exploration
- 9. Other

SKILLS - Sports

- 1. Archery
- 2. Canoeing
- 3. Kite Flying
- 4. Swimming 1, 2, 3 (Please specify)
- 5. Team Sports
- 6. Fishing

SKILLS - Crafts

- 1. Braiding
- 2. Leathercraft

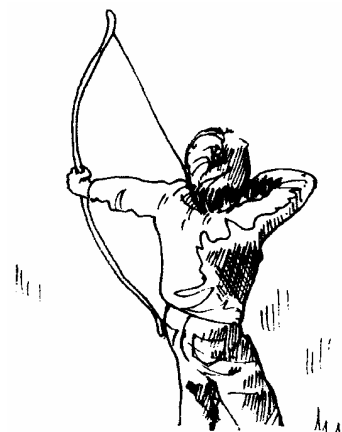
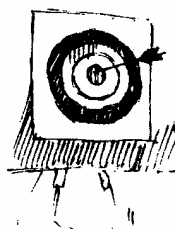
SKILLS - Personal Development

- 1. Ecology
- 2. Other

- 5. Devotions
- 6. Prayer
- 7. The Church
- 8. Witnessing

OTHER DEVOTIONAL PREFERENCES

- 1. Morning Watch (Morning Devotion)
- 2. Meal Devotions tied in with Morning Watch
- 3. Meal Devotions separate from Morning Watch
- 4. Group Bible Study
- 5. Camp Bible Study



OTHER SUGGESTIONS

PROGRAM PLANNING SURVEY #2

This form is designed to help a Club or Council determine the ACTIVITIES and CAMPHRE interests. Use it as a tabulation sheet to show how many Cadets and/or Counsellors express an interest in the items listed below.

OTHER ACTIVITIES

- | | |
|---|--|
| <input type="checkbox"/> 1. Swimming | <input type="checkbox"/> 11. Abseiling |
| <input type="checkbox"/> 2. Canoeing | <input type="checkbox"/> 12. Leather craft |
| <input type="checkbox"/> 3. Nature Study | <input type="checkbox"/> 13. Sports |
| <input type="checkbox"/> 4. Conservation | <input type="checkbox"/> 14. Other games |
| <input type="checkbox"/> 5. Hiking | <input type="checkbox"/> 15. Knife and axe |
| <input type="checkbox"/> 6. Compass & Map | <input type="checkbox"/> 16. Tracking |
| <input type="checkbox"/> 7. First Aid | <input type="checkbox"/> 17. Pioneering. |
| <input type="checkbox"/> 8. Skills contests | <input type="checkbox"/> 18. Cooking. |
| <input type="checkbox"/> 9. Fishing | <input type="checkbox"/> 19. Survival |
| <input type="checkbox"/> 10. Archery | <input type="checkbox"/> 20. Excursions |



Other suggestions: (Chariot Race, Skills Test, Iron Man etc.)

Specific suggestions on any of the above:

CAMPFIRES

Types:

- 1. Devotional
- 2. Fun Night
- 3. Special Program
- 4. Awards
- 5. Other

Things to include:

- 1. Fire lighting ceremony
- 2. Singing
- 3. Storytelling
- 4. Speaker
- 5. Films
- 6. Stunts, Games, Contests
- 7. Awards

OTHER SUGGESTIONS

Worksheet #2: SCHEDULING

Now that you have determined your Devotional, Advancement, Activities and Campfire goals ... the next step is to make up your schedules. There are 3 involved:

- (1) Devotions and Campfires.
- (2) Activities.
- (3) Daily Routines.

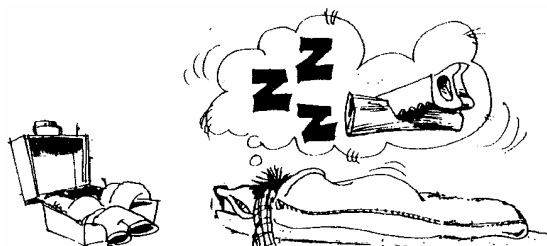


Instructions

1. Go back to your DEVOTIONAL and CAMPFIRE goals and schedule each below

MONDAY - devotions	campfire
TUESDAY - devotions	campfire
WEDNESDAY - devotions	campfire
THURSDAY - devotions	campfire
FRIDAY - devotions	campfire
SATURDAY - devotions	Homeward Bound

2. Using the ACTIVITIES SCHEDULE on the next page, go back to your ADVANCEMENT and ACTIVITIES goals select 8 advancement and other type activities for the 8 time blocks available to each Club ... and write them in the time blocks in such a way that no 2 Clubs will be doing the same activity at the same time.
3. On page 9 you will find a DAILY CAMP SCHEDULE for Tuesday. Using the Devotions, Campfires and Activities schedules - fill in the daily schedule for that day. Include your Main Meal and Morning and Afternoon tea breaks



		Group	1	2	3	4	5	6	7
--	--	-------	---	---	---	---	---	---	---

Daily Camp Schedule - Tuesday

Morning



Afternoon

Evening

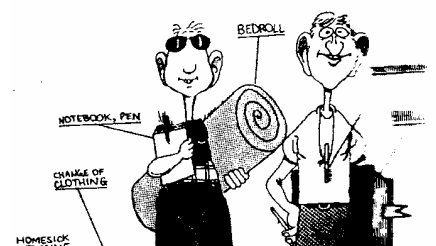
Worksheet #3: EQUIPMENT LISTS

Instructions

Make up a PERSONAL EQUIPMENT LIST (below) of the items an individual Cadet/Counsellor should take on a 6-day State Council campout.

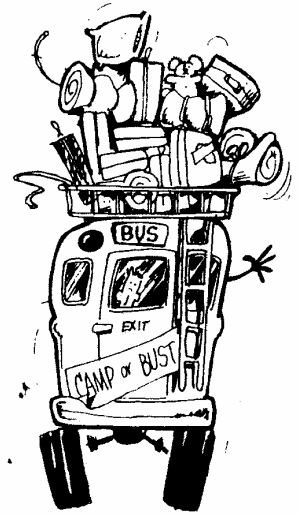
2. Make up a GROUP EQUIPMENT LIST (next page) of the items your Group should take on a 6-day State Council campout. Note: assume that you will be cooking all meals and doing all activities on a Group basis (7 boys and 1 Counsellor).

PERSONAL EQUIPMENT LIST



(Compare this list with the 'model list' on page 17)

GROUP EQUIPMENT LIST



(Compare this list with the 'model list on page 17)

Worksheet #4: PREPERATION

Your Course Instructor will divide you into small groups for discussion. As soon as your groups are formed, follow the instructions below.

Instructions

1. Read the A 'MINISTRY' APPROACH TO CAMPING found on page 1
2. Re-read the Building Relationships section and discuss the following questions together
 - #1 Was there anything suggested there that you had not considered before? If so, talk about it.
 - #2 What other suggestions can you add for building relationships with boys at camp?
 - #3 Can anyone in your group share a meaningful relationship experience he has had with a boys or group of boys while camping?

(Your Course Instructor may ask the groups to share some of their discussion with everyone)

3. Re-read the Helping Boys Grow section and discuss the following questions together
 - #1 What kind of growth (devotional, mental, physical, social) do you feel has the greatest potential through the camping experience?
 - #2 Five examples of growth opportunities are listed. Can you add to that list?
 - #3 Can anyone in your group share a meaningful growth experience he has had with a boy or group of boys on a campout?

(Your Course Instructor may ask the groups to share some of their discussion with everyone)

Never forget the purpose and aim of Cadeting: To help boys grow spiritually in all areas of life. Camping is just another way of enabling Christian men to be a Christian witness to boys and help them towards a closer walk with the Savior.

Devotion times and personal witness are the most important part of your campout.

Here's what you can expect at the SECOND TRAINING SESSION:

1. The second session is for Cadets and Counsellors.
2. You will divide into Groups for the Camping Certification Course campout (See Camping Certification Course, Section 3) and work together to set up...
 - * A Daily Schedule
 - * A Group Duty Roster
 - * Menus (3 meals)
 - * Personal Equipment Lists
 - * A Group Equipment List
3. Then on a Group basis, you will receive instruction in the following skills:
 - * Site Selection & Camp Layout
 - * Safety & First Aid
 - * Fires, Cooking & Clean

THIS COMPLETES YOUR FIRST TRAINING SESSION



Second Training Session

Second Training Session

- Counsellors and Cadets -

When you have completed this session, you will have

1. Prepared for your campout by:
 - a. Dividing into Groups for the Camping Certification Course campout (Third Training Session).
 - b. Completing a form for advising parents, church and authorities of your intended camp.
2. Worked with your Group in planning for the campout by:
 - a. Writing up your DAILY SCHEDULE (2 days) from the Master Schedule set up for the campout.
 - b. Setting up your GROUP DUTY ROSTER.
 - c. Planning MENUS for the 3 meals.
 - d. Writing up a PERSONAL EQUIPMENT LIST for each member of your Group.
 - e. Writing up a GROUP EQUIPMENT LIST and who will provide what equipment.
3. Received training as a Group in the following camping skills:
 - a. SITE SELECTION and CAMP LAYOUT - includes drawing a sketch of how you intend to lay out your Group campsite at the campout.
 - b. SAFETY and FIRST AID.
 - c. FIRES, COOKING and CLEAN-UP.

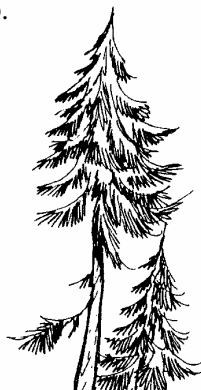
This second session is divided into the following...

I. GROUP PLANNING:

- A. Schedules -
 1. Daily Schedule.
 2. Duty Roster.
 3. Menus.
- B. Equipment Lists -
 1. Personal.
 2. Group.

II. CAMPING SKILLS:

- A. Site Selection and Camp Layout.
- B. Safety and First Aid.
- C. Fires and Cooking and Clean-up.



Worksheet #1: GROUP PLANNING

STEP 1: Select your Group Chief for the Camping Certification Course campout (Third Training Session) and list all your boys' names and telephone numbers below:

Name

Phone Number

Group Chief -

(Spend some time getting to know them)

STEP 2: Work with your Group in planning the following 5 items. Forms have been provided on the following pages for you to photocopy for each person:

- 1) Daily Schedule - You will begin your campout late afternoon one day and end late afternoon the next day.
- 2) Group Duty Roster - a duty roster form is provided and should be self-explanatory.
- 3) Menus - you need to plan meals for dinner the first night; breakfast and lunch the next day. Materials to help you are found on page 54 & 55 under Planning Aids in the Camping Certification Course Manual.
- 4) Personal Equipment List - use the Personal Equipment List you put together in the first training session as a model. Forms are provided for yourself and your Cadets. Give each Cadet a copy and have them write down as you discuss. -
- 5) Group Equipment List - use the Group Equipment List. you put together in the first training session as a model. Fill out forms for both yourself and your Group Chief... noting who is responsible for providing what items. Divide the responsibility for checking up on this with your Group Chief.
- 6) Advice form to your local authorities (Police, Ranger, Minister, Session) as well as parents telling them exactly when and where you are going, including-telephone numbers if appropriate, and when and where to expect your return



Worksheet #2: CAMPING SKILLS

You and your Group will now go to three sessions where you will receive instruction in the following:

- 1) **Site Selection and Camp Layout** - a form has been provided on the next page for you to sketch (with, the help of your boys) a campsite layout for the campout.
Reference: see page 26 in the Camping Skills section of Camping Certification Course Manual.
- 2) **Safety and First Aid**
Reference: see page 28 in the Camping Skills section of Camping Certification Course Manual.
- 3) **Fires, Cooking and Clean-up**
Reference: see page 33 in the Camping Skills section of Camping Certification Course Manual.

Here's what you can expect at the CAMPING CERTIFICATION COURSE campout (Third Training Session):

1. You will be camping as a Group and will receive further instruction and testing on that basis.
2. You will be TESTED as follows...
 - to see that you have laid out your CAMPSITE according to the sketch you made at your last session.
 - to see that you all have the items listed on your PERSONAL and GROUP EQUIPMENT LISTS.
 - to see that you have and are following your GROUP DUTY ROSTER. *to see that you have and are following your MENUS.
 - to see that your FIRES and CLEAN-UP AFTER EACH MEAL are proper. *to see that each of you can pass a written test in SAFETY and FIRST AID.
3. You will receive INSTRUCTION and be TESTED in the following additional skills...
 - *KNIFE and HATCHET
 - *KNOTS and LASHING
 - *COMPASS
 - *TRAIL SIGNS
4. Your CAMPSITE will be INSPECTED just before you go home to be certain that it has been restored to nature.

THIS COMPLETES YOUR SECOND TRAINING SESSION

Please make arrangements to advise the Corps Secretary of the completion of this Unit so the award (stripe) can be forwarded to you.

The following pages give you samples and blanks of plans and schedules as mentioned earlier in this Training Manual

Now that you have completed these two training units,

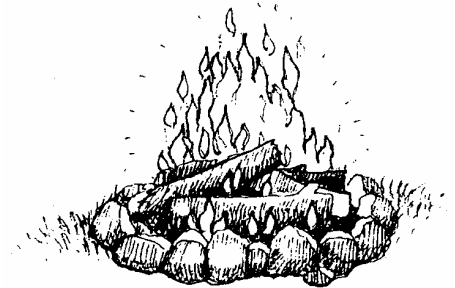
GO AND HAVE A GREAT CAMPOUT

and qualify for your Camping Certification Badge

Schedule blanks and other aids are to be found in the 'Camping Certification Course Manual' available from your Supply Centre.

CAMPING CERTIFICATION COURSE CAMPOUT

Group _____
(name or number assigned)



Instructions: After you have received instructions in SITE SELECTION and CAMP LAYOUT, work with your Group to sketch your campsite below.

Check List: include the following...

*Tents (or shelters)
*Wood Pile

*Fire Place
*Water Supply

*Kitchen
*Refuse Pit (if needed)

*Grease Trap (if needed)

*Latrine (if needed)

*Fire Water Buckets

Group: _____

Your Course Instructor will provide a 'master schedule' for the campout to use as a guideline. Provide a complete schedule of activities for each day. (2 days)

(Sample) EQUIPMENT LIST

PERSONAL ITEMS REQUIRED

1 Bible
1 Vest life preserver (Water Sports)
Sleeping bag or three blankets
2 Clothes bags, cloth or green rubbish bags
Uniform (wear it travelling to camp)
2 changes of underwear (minimum)
5 pr. clean sox, change daily
1 Jacket
1 pr. Hiking Shoes, leather is best
1 pr comfortable shoes (runners or Gumboots ok)
1 Rain coat or poncho
1 Torch with new batteries
Plate, Bowl, Cup.
Knife, fork, spoon
Wash cloth and 2 towels and hand soap
1 Tooth Brush and paste
Light weight short sleeve shirt or 'T' shirt
Camp shorts or jeans
Swim trunks
1 pr. Pajamas
1 Notebook and pencil, small size
Canteen, best on belt
1 Sweater or heavy shirt

GROUP REQUIRED

Devotional Material prepared beforehand
1 Coleman stove or more
First Aid supplies
Sufficient Tents & Ground Sheets to house Group
1 Water pack, 5 gallons
1 Aluminum cook kit
1 small Timber Saw
1 Hand Axe
1 Pathfinder or equivalent compass
1 long handle shovel
1 Trench shovel
1 bucket per tent for fire protection
1 Chef's kit consisting of:
1 potato peeler
1 meat knife
1 paring knife
1 can opener (cover removing type)
1 bottle opener
1 spatula
1 pr. Tongs or Pliers
1 pr. gloves for hot dishes
2 boxes Steel Wool pads
1 quart soap paste in jar
1 Insect repellent
1 bug spray

ALLOWED:

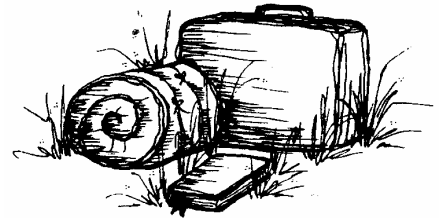
- Compass
- Camera and film
- Back Pack

NOT ALLOWED:

- Transistor radio' s & T.V. 's
- Playing cards
- Comic books
- Walkie Talkies
- Sheath knives or Tomahawks
- Electronic Games

GROUP RECOMMENDED:

- Electric hand lantern NOT GAS
- File & whetstone
- Wilderness projects, Group activity
- Group flags
- Additional tents
- Spare buckets



Sample Advisory Form

Campout Advisory Form

The Bundunalong Christian Cadet Club plans to go on a Campout as follows:

Place: Bandiwollop Creek Camping Area
 Local Police Phone number: 987 62345
 Location: See map enclosed

We will be leaving from the Bundunalong Reformed Church Car Park on:

Our camp will be until Monday 12 October 9.00 am
 Friday Afternoon, 16th October

Estimated Time of Arrival back at Bundunalong Church:

Friday Night **16 October, 6.30 pm**

It will be much appreciated if parents can pick up their boys at the appointed time

Signed.....Head Counsellor, Bundunalong Christian Cadet Club

This form should be forwarded to all parents, Minister or Session of your church, the local Police Station and the Ranger or Police Station where you are camping.

Choosing your campsite

1. Each State will have a government department which produces a directory of Youth and Family camp sites as well as National Parks where camping is allowed (always get permission!).
2. Offices of mainline churches are usually happy to send you details of their camp sites
3. National Fitness Camp, Automobile Club or State Tourist Department.
4. Members of your congregation may know of someone who has a country property where you can camp. All you have to do is ask!

References:

- | | | |
|----|--|---------------------|
| 1. | The Temporary Community - Tom Slater | Albatros Books |
| 2. | Cadet R.E.P.B. Guide Book | Cadet Supply Centre |
| 3. | Camping Certification Course Manual | Cadet Supply Centre |
| 4. | Cadet Camping Certification Course Supplement | Cadet Supply Centre |
| 5. | Cadet Counsellor Aid Booklet:- Knots & Lashing | Cadet Supply Centre |

WE WILL SEE YOU IN CAMP!!!!

Food Quantity Guide (per day)

	Item	1 Person	Amount you require for ____ (x)
Bread – Cereal	Bread Biscuits Cakes Pancake Mix Rice Spaghetti	4-6 slices 60 grams 60 grams 100 grams 60 grams 60 grams	
Milk	Milk – fresh Milk – powdered Cocoa – instant Cheese	½ Ltr 60 grams 15 grams 60 grams	
Meat – Eggs	Frankfurters Hamburgers Steak Bacon Eggs Peanut butter	2 120 grams 240 grams 100 grams 2 60 grams	

Vegetables & Fruit	Oranges	1	
	Tomatoes	1	
	Fruit juice	½ Ltr	
	Pineapple	2 slices	
	Cabbage	1/8 head	
	Carrots	1 med	
	Salad greens	1/8 head	
	Vegetables – canned	120 grams	
	Potatoes	2 med	
	Celery	2 stalks	
	Corn – fresh	1 large	
	Onions	¼	
	Soup – canned	120 grams	
	Soup – powdered	¼ packet	
	Fruit – fresh	1-2	
	Fruit – dried	60 grams	
Jam	30 grams		

Make a separate list of the following items according to your need:

Salt Pepper Tomato sauce Flour Butter Margarine Syrup
Tea Coffee Cordial Vinegar Sugar Oil



(Sample)

DAILY CAMP SCHEDULE

- A.M.** 6:00 “Reveille” (Bugler) - Personal Cleanup - Airing Bed-rolls
- 6:15 “Assembly” (Bugler)
“To The Colors” (Bugler) Flag Ceremony - General announcements & reports - Camp Director
- 7:00 “Cooks Call” (Bugler) - To Food Tent for breakfast
Breakfast - Clean Up 8:30 - “Assembly” (Bugler)
Chaplain’s Time
- 9:00 Council Activities - Assignments - Camp Commander’s Tent
- 11:30 “Cooks Call” (Bugler) - Food Preparation
- Lunch - Clean Up - Relaxation
- P.M.** 1:00 “Assembly” (Bugler) - Council activities - Assignments - C.C. tent
- 3:30 Special Activities
- 4:00 Swimming
- 5:00 “Cooks Call” (Bugler) - Fire Building - Meal preparation
Dinner - Kitchen police and area clean up 7:00 - “Assembly” (Bugler)
“Retreat” (Bugler) - lower flag
General announcements & reports - Camp Commander - Program
- 9:00 “Tatto” (Bugler) - prepare to retire - Cadre campfire devotions

9:30 "Taps" (Bugler), lights out, counselors remain with cadres

10:00 Counselors meet at headquarters

Review of day's activities and assignments for next day's activities - CC

11:00 Lights out for counselors



(Sample) GROUP DUTY ROSTER

Counsellor or Group Chief: ROTATE JOB ASSIGNMENTS AMONG ALL CADETS

1. Cook (in charge of meal)
2. Assistant Cook
3. Fireman
4. Assistant Fireman
5. Kitchen Police
6. Area Clean-up & Water Man

Area Number _____

Group Name/Number _____

Club Name/Number _____

CADET NAME	Tues	Wed	Thurs	Fri	Sat
Group Chief					
Ass.t Group Chief					

If there are more than 7 Cadets in your Group, extra boys should be assigned to KP and Area Cleanup.

TO ALL MEMBERS OF THIS GROUP: the amount of time you have for rest depends on how well and how quickly you do your job. Work together for a GOOD GROUP; pull with the gang, not against it!

GROUP CHIEF

The Group Chief is exempt from specific duty. He is to give general supervision over all duties, to MAKE SURE that all work is done right and done well. -This does not mean that he has NOTHING TO DO. . . . he may perform any of the above duties.

