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MASTER GUIDE LEADERSHIP TRAINING

Workshop Resources for Presenters



Production Notes

Master Guide Curriculum Manual

General Conference of Seventh-day Adventists,
Youth Ministries Department

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The Master Guide Leadership Training, Workshop Resources for Presenters, General Conference 2021 Edition includes guides for each of the eight workshops under the section Leadership Identity and Growth of the Master Guide Card.

Each of the workshop guides includes a description of the content, participants, resource material, what participants will learn, basic content for the workshop, and suggested activities.

The resources included for these workshops should be adapted to the local conference policies and guidelines.

Presenters responsible for these workshops have the opportunity to both communicate information, and to incorporate practical activities and hand-outs for participants to use in their clubs.

**VISION.
MISSION.
MOTIVATION.**

DESCRIPTION

This workshop provides an overall picture of Adventurer, Pathfinder, and Master Guide ministries, focusing on the reasons behind club ministry. The goal is to answer questions like: What are the vision and mission of club ministry and how are they related to Jesus' vision and mission? What is the specific mission of your local club and staff? How do you evaluate personal motivations for getting involved in this ministry? What is the role of spiritual gifts?

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- Christian Leadership, by Ellen White
- The Desire of Ages, by Ellen White. Chapter 24: "Is Not This the Carpenter's Son?"
- Adventurer, Pathfinder, Master Guide ministries manuals and mission statements from your Division.
- Spiritual Gifts inventory
- Adventist Church Mission and Vision: www.adventist.org/official-statements/mission-statement-of-the-seventh-day-adventist-church/

WHAT YOUR PARTICIPANTS WILL LEARN

1. Jesus' invitation to us to share His vision and mission
2. Definitions of vision and mission
3. Examples of vision and mission statements
4. Personal motivation for ministry based on spiritual gifts

WORKSHOP CONTENT

THE VISION AND MISSION OF JESUS CHRIST

KEY TEXTS

- Matthew 4:23
- Matthew 28:18-20
- Luke 4:16-19

SPIRIT OF PROPHECY

“Standing but a step from His heavenly throne, Christ gave the commission to His disciples. ‘All power is given unto Me in heaven and in earth,’ He said. ‘Go therefore, and teach all nations.’ Matthew 28:18-19. ‘Go into all the world, and preach the gospel to every creature.’ Mark 16:15. Again and again the words were repeated, that the disciples might grasp their significance. Upon all the inhabitants of the earth, high and low, rich and poor, was the light of heaven to shine in clear, strong rays. The disciples were to be colaborers with their Redeemer in the work of saving the world.” (The Desire of Ages, 818)

VISION

DEFINITION OF VISION

“The ability to imagine how something could develop in the future, or the ideas that come from imagining in this way” (*Cambridge Dictionary*). Vision is big-picture perception, made of inspiration and imagination.

“In harmony with Bible revelation, Seventh-day Adventists see as the climax of God’s plan the restoration of all His creation to full harmony with His perfect will and righteousness.” (“Mission Statement of the Seventh-day Adventist Church”: “Our Vision”).

MISSION

DEFINITION OF MISSION

“The action of sending someone to a place to do a particular job, esp. one for a government or religious organization, or the job the person has been sent to do.” (*Cambridge Dictionary*).

“Make disciples of Jesus Christ who live as His loving witnesses and proclaim to all people the everlasting gospel of the Three Angels’ Messages in preparation for His soon return (Matthew 28:18–20, Acts 1:8, Revelation 14:6–12).” (“Mission Statement of the Seventh-day Adventist Church”: “Our Vision”).

MOTIVATION

DEFINITION OF MOTIVATION

“The need or reason for doing something.” (*Cambridge Dictionary*)

What guides your visioning and missioning work? What is your purpose? The answer to these questions should be a consequence of your relationship with Jesus Christ and the spiritual gifts with which He has entrusted you. This will be discussed in the last section of today’s workshop.

SUGGESTED ACTIVITIES

- Discuss the difference between vision, mission, and motivation.
- Analyze Bible texts that reveal Jesus’ vision, mission, and motivation: Luke 19:10; John 3:16; John 10:10; John 14:1–3.
Include other examples from the Bible: Job 19:25–27; Jeremiah 1:4–10; 1 Timothy 4:12; 2 Timothy 4:7–8.
- Review with the group your Division’s Adventurer, Pathfinder, and Master Guide mission statements.

COMPONENTS OF A GOOD VISION STATEMENT

1. **CONCISE:** Able to be easily remembered and repeated.
2. **CLEAR:** Defines a prime goal.
3. **TIME HORIZON:** Defines a time context.
4. **FUTURE-ORIENTED:** Describes where the ministry is going rather than the current state (aspirational).
5. **STABLE:** Offers a long-term perspective.
6. **CHALLENGING:** Is not something that can be easily met and discarded.
7. **ABSTRACT:** Is general enough to encompass all the club’s interests and strategic direction.
8. **INSPIRING:** Motivates members and staff, and is something they will view as desirable.

JESUS’ MISSION

“So He came to Nazareth, where He had been brought up. And as His custom was, He went into the synagogue on the Sabbath day, and stood up to read. And He was handed the

book of the prophet Isaiah. And when He had opened the book, He found the place where it was written:

'The Spirit of the Lord is upon Me, Because He has anointed Me to preach the gospel to the poor; He has sent Me to heal the brokenhearted, To proclaim liberty to the captives And recovery of sight to the blind, To set at liberty those who are oppressed; To proclaim the acceptable year of the Lord.' ...Today this Scripture is fulfilled in your hearing." (Luke 4:16-19, 21).

"Jesus stood before the people as a living expositor of the prophecies concerning Himself. Explaining the words He had read, He spoke of the Messiah as a reliever of the oppressed, a liberator of captives, a healer of the afflicted, restoring sight to the blind, and revealing to the world the light of truth. His impressive manner and the wonderful import of His words thrilled the hearers with a power they had never felt before. The tide of divine influence broke every barrier down; like Moses, they beheld the Invisible. As their hearts were moved upon by the Holy Spirit, they responded with fervent amens and praises to the Lord." (The Desire of Ages, 237).

SUGGESTED ACTIVITIES

- Review and discuss the Adventurer or Pathfinder or Master Guide Pledge, Aim, Motto, Law, and Song.
- Develop a personal/local club Vision Statement.
- Develop a personal/local club Mission Statement following these steps:
 1. Identity and Purpose: WHO you ARE and WHAT you DO!
 2. Practices/Activities: The practical tasks and work it SEEKS to do day by day.
 3. Accomplishments: what you complete, the diary of your days; services.
 4. Roles/functions: Stakeholders see various responsibilities, action centers, capacities, and contributions.

MOTIVATION

Jesus' Vision and Mission motivate us to compassion and action.
How do individuals adopt a group's vision and mission?

- Through relationship with God. Acceptance of Jesus' priorities
- With spiritual gifts which align with the needs of the club
- Through friendships with others who are like-minded
- In concern for children, and the desire to provide them with opportunities
- Based on motivation through the desire of club members "to belong" within a club.

MENTORING YOUNG PEOPLE WITHIN A CLUB

- Personal interests
- Enthusiasm
- Small, feasible, job descriptions
- Respect for time constraints
- Spiritual gifts for the task

SPIRITUAL GIFTS

Every member of God's Church receives at least one spiritual gift from the Holy Spirit. A spiritual gift is a special ability given by the Holy Spirit to a member of the body of Christ that enables them to work with joy, effectively helping the church carry out its mission in the world. While everyone has different gifts, they work together through the divine power of the Holy Spirit,

Who chooses what gifts are given to each person. When every member of the body of Christ uses his or her gift to the glory of God, through faithful stewardship of that gift, the kingdom of God grows in a healthy way. Spiritual gifts are given in addition to the fruits of the Spirit, which are for every believer. Every believer is to be a witness for God (Acts 1:8).

DISCOVERING SPIRITUAL GIFTS INVOLVES

- Spiritual preparation through earnest prayer prompted by the Holy Spirit;
- Asking daily for the baptism of the Holy Spirit;
- Studying the Bible to learn and discern one's gifts as the Holy Spirit leads;
- Having an open heart and mind to submit to the Holy Spirit's guidance;
- And through confirmation from other church members with whom one is working towards God's cause.

The following is a partial list of abilities that God gives as spiritual gifts to believers, from Romans 12:3-8; 1 Corinthians 12:1-11,28; Ephesians 4:11.

Apostle

Going where He sends them to preach/teach to people the truth about God, often to areas with evident cultural and linguistic differences. (Romans 1:1; Galatians 1:1; 1 Timothy 1:1; 1 Peter 1:1).

Evangelist

Sharing the gospel with unbelievers such that men and women become Jesus' disciples and responsible Church members. (Acts 8:5-6, 26-40; 14:21; Ephesians 4:11-14; 2 Timothy 4:5).

Exhortation

Ministering words of comfort, consolation, and counsel to other believers such that they feel helped. (Mark 12:41-44; Romans 12:8; 2 Corinthians 9:2-8).

Giving

Contributing their material resources to the ministry of the Lord liberally and cheerfully. (Mark 12:41-44; Romans 12:8; 2 Corinthians 8:1-7; 9:2-8).

Leadership

Directing and inspiring others to minister effectively and is exercised with the attitude of humility. (Acts 7:10; 15:7-11; Romans 12:8; 1 Timothy 5:17).

Prophecy

Receiving and communicating His message, so that hearers will be challenged to consider and respond in faith (may include predictive content). (Luke 7:26-27; Acts 15:32; 21:9-11; Romans 12:6).

Teaching

Instructing and communicating God's word effectively. (Acts 18:24-28; 20:20-21; Ephesians 4:11-14).

Faith

Believing in His word of promise, and demonstrating confidence and inspiring other believers to accept and act on God's will and purposes. (Acts 27:21-25; Romans 4:18-21; Hebrews 11).

Healing

Serving as healing mediators for God to cure illness and restore health. Their service might be apart from the use of natural or medical professional means. (Acts 3:1-10; 5:12-16; 9:32-35; 1 Corinthians 12:9, 28).

Miracles

Performing powerful acts which glorify Him and edify His mission of redemption. (Acts 9:36-42; 19:11-20; Romans 15:18, 19; 2 Corinthians 12:12).

Service

Assisting individuals and groups in fulfilling their needs, and prudently using resources to meet those needs in practical ways, without demand for distinction or reward. (Acts 6:1-7; Galatians 6:2, 10; Titus 3:14).

Tongues

Speaking a language previously unknown to the speaker, to glorify God and authenticate the message of salvation. (Mark 16:17; Acts 2:1-3; 10:44-46; 19:1; 1 Corinthians 14:13-19).

Wisdom

Applying knowledge or information for greater practical benefit, and imparting wise counsel from God's word. (Acts 6:3, 10; 1 Corinthians 2:1-13; James 1:5, 6; 2 Peter 3:15-16).

Adapted from <https://www.gcyouthministries.org/resources/spiritual-gifts-assessment/definitions-and-scriptures-for-spiritual-gifts/>

The devil always has a counterfeit for that which is genuine. Counterfeit gifts are often associated with the more visible such as miracles, healings, speaking in tongues, and prophecy. Being more spectacular, they have greater power to catch attention. Miracle working is one of the signs of the end. Manifestations of this order must be carefully tested by the church, for there will be miracles on both the side of truth and the side of error in the last days. Only by the Scriptures must they be tested.

The results of discovering your spiritual gifts include: knowing God's will for your life and where you best fit into the work of the church; coping better with diversity and conflict in relationships; improved identity and a sense of partnership with Jesus Christ as a result of being matched to the work most suited to you, and being better equipped to win friends and relatives to Jesus.

For the Spiritual Gifts Inventory, visit: <https://www.gcyouthministries.org/resources/spiritual-gifts-assessment/definitions-and-scriptures-for-spiritual-gifts/>.

For more information, visit this website: <https://www.adventist.org/spiritual-gifts-and-ministries/>.

SUGGESTED ACTIVITIES

- Find motivation statements from Scripture, for example: "Brethren, I do not count myself to have apprehended; but one thing I do, forgetting those things which are behind and reaching forward to those things which are ahead, I press toward the goal for the prize of the upward call of God in Christ Jesus." (Philippians 3:13-14)
- Which spiritual gifts and personality/ talents are motivating you for specific roles in child and youth ministry?
- Scavenger Hunt: find objects which illustrate components of Adventurers and Pathfinders, and sort into the categories of vision, mission, and motivation.

CHRISTIAN LEADERSHIP

DESCRIPTION

This workshop focuses on Christ's leadership as a model and the path to shaping our ministry. Club ministry is not about mere entertainment, but Christian mentorship adapted to different stages in youth. The goal of this workshop is to create awareness of different leadership styles and to understand that our leadership can have long-term consequences in the lives of young people.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- *Pathfinder Administrative Manual*
- *Education*, by Ellen White. Chapter 9: "An Illustration of His Methods"
- *Christian Leadership*, by Ellen White

WHAT YOUR PARTICIPANTS WILL LEARN

1. Leadership roles within club ministry, strengths and spiritual gifts needed
2. Characteristics of leadership in club ministry
3. The pros and cons of different styles of leadership
4. Practical tips on how to lead

WORKSHOP CONTENT

ROLES OF LEADERSHIP WITHIN CLUB MINISTRY

Review and list leadership roles within the club. What strengths and spiritual gifts are needed for each role? Delegator, facilitator, organizer, teacher.

KEY TEXTS

- Philippians 2:5-11
- Ephesians 4:25-32

LEADERSHIP IN CLUB MINISTRY

Is radically different from what secular leaders portray. Biblical leadership involves servanthood, and submission to Christ. As Seventh-day Adventists, we should define leadership from Scripture, rather than from our own opinions or cultural norms. Christ is our ultimate model of leadership. We are to follow Him as our leader, and to imitate His example of servanthood in following His Father. As leaders, listening and watching are crucial skills that are often neglected in the rush to organize and delegate.

As imitators of Christ, serving others is our focus, not gratifying our desires for power

or superiority. In fact, all humans are leaders, and should always seek to act as if others will be following and listening. For instance, before sin Adam and Eve were servants and representatives of God, but also servant leaders of the rest of God's creatures. God's intent was for Israel to be a kingdom of priests, for each individual to preach God's message of good news and grace to the world, not to rely on a few in power to spread the word. Christ perfectly exemplified the servanthood and submission of a true leader.

STRENGTHS AND WEAKNESSES OF DIFFERENT STYLES OF LEADERSHIP

TEAM-BUILDERS

The key to a positive and focused team is healthy and appropriate affirmation to all in generous amounts. You should have at

least twice as many positive comments as suggestions/constructive criticisms. Tell others about good things that a certain

one has done and state the criticism only in private and surrounded with praise. Be vocal with your praise, especially to those whom you least want to praise and thank! Live a life of integrity; no ambiguity, only consistency (Psalm 78:72). Do not tell one thing to one person that contradicts what you tell others. Network in a positive sense, not to gossip. Biblical servant leadership is really about the good side of politics! You are setting out to build a team.

FACILITATORS

The goal of a leader is to empower staff and Adventurers, and Pathfinders, not to dictate to them what you want them to do. This will tend toward team members' self-confidence, joy, and enthusiasm, rather than resentment based on impositions. Help others to think of things to do, especially by asking questions and giving hints, so that they come up with the ideas, rather than have a top-down instruction. Then, support them in it, even if it is not exactly how you would have done it.

PEACEMAKERS

Sometimes this can be the most difficult element when you just want to escape the anger and frustration of those speaking to/attacking you. It is utterly crucial to exhibit calmness even in the face of anger. This tends to diffuse the anger, and it helps the person realize that you really care about what they are saying, even though you may disagree.

Go forward into crises, rather than stepping away. The temptation is to be in denial about anger directed toward you, to dismiss crises. But instead be proactive and take the opportunity to build bridges and to encourage those who are down.

Seize opportunities to speak with those who are most troubled, even when it is easier to ignore the situation. Pray for discernment and wisdom (example of Nehemiah's prayer even as he was speaking). The description in Proverbs 8 of a mediator shows that you must know both sides before you can appropriately intercede. Leaders should be pure, peace-loving, considerate, submissive, full of mercy, impartial, sincere (James 3:17).

PRACTICAL TIPS ON HOW TO LEAD

STUDY PEOPLE

It is very natural as a human to react to being attacked by being defensive, justifying what you have done and taking action to avoid further hurt. However, Biblical leadership calls us to look for the need/hurt behind the attack, rather than being offended. Especially when interacting with difficult people, speak the truth of their value, rather than what you want them to do. This is important all the time but is often neglected during times of hardship. Never pass up an opportunity to talk with someone about Jesus or their needs and desires. The easier road is to think that an opportunity will come again, but it may not. The Holy Spirit will empower you and give you words to speak in situations that seem impossible.

EXPECT WOUNDS

Criticism happens, and often it cannot be prevented. We are all different people, with different personalities and backgrounds, and we respond/react differently to different situations. Therefore, it is im-

portant to remember that your value is ultimately in God, not in what others think of you. If you hold onto this, it can help you to see criticism as constructive rather than as wounding. You can take it to God and ask what He wants you to learn or how you should change. With God's help, you can even use past failure to inspire success in the future. As you see how God has worked through your weaknesses, you will be more and more confident in His strength, and willing to listen/change/hear what needs to be different in yourself. Have realistic expectations about your own abilities, as well as about the responses of others.

MAKE SPACE FOR IDEAS

To lessen unnecessary confusion or frustration, take time to think through suggestions or concerns that others present, even if they are bizarre and impossible. Many times, they will realize on their own that their idea will not work, rather than blaming you for a lack of consideration. Don't be content to rely on your previous knowledge and experience. One of the most helpful ways to continue learning is to be in close conversation with other Adventurer and Pathfinder leaders. This provides encouragement and support, and fosters an environment of exchange of good and creative ideas.

LEARN AND PRACTICE PUBLIC SPEAKING

Take any opportunity to which God leads you, to plant seeds of His grace. Avoid clichés, speak with clarity about the Bible. Illustrate with real-life examples. Be authentic, not artificial. Study thoroughly but be succinct. Read faces, looking for signs that what matters to you is getting through

to your hearers. Address head, heart, and will.

INFLUENCE SPIRITUALLY

This is really about cultivating in your own life the things that are important to Christ. People come before tasks. Living life comes before accomplishments. Priorities are focused on God and others, not upon self. Values are based on Scripture, not upon secular norms. Time with others in relationship is key, not just words or deeds. Character includes the small things you do all day long. Good character flourishes through reflecting Christ in your daily life.

LEAD BY EXAMPLE

Of ultimate importance as a leader is to build your own character. You must be who you want others to be. If you react to difficulties with humor, and face each task with genuine enthusiasm, you will naturally encourage others to have the same characteristics. Your perseverance under duress and faithfulness in the little things will encourage those working with you to exhibit the same traits. If your life is consistent and Christ-like, leadership will happen as an outcome. God will work in you to make you into His image, and you will effectively reflect the servant leadership of Christ.

CONCLUSION

Adventurers, Pathfinders, and Master Guide Ministry develop leadership for every aspect of the SDA church. These ministries serve as a training ground for both young people and staff.

SUGGESTED ACTIVITY

- Split into groups and examine the following passages. Compare the characteristics of a leader in each passage: Exodus 33:12-17; Deuteronomy 32:48-52; Jeremiah 22:3; Micah 6:8; Zechariah 7:9-10; Matthew 5:1-10; 1 Corinthians 13; 1 Timothy 3. What do these leadership characteristics mean for club ministry leaders?

Pray. *“The path of men who are placed as leaders is not an easy one. But they are to see in every difficulty a call to prayer. Never are they to fail of consulting the great Source of all wisdom. Strengthened and enlightened by the Master Worker, they will be enabled to stand firm against unholy influences and to discern right from wrong, good from evil. They will approve that which God approves and will strive earnestly against the introduction of wrong principles into His cause.”* (Christian Leadership, 4.1) *“He has promised, “If any of you lack wisdom, let him ask of God, that giveth to all men liberally, and upbraideth not, and it shall be given him.” If you will sincerely humble your hearts before Him, empty your souls of self-esteem, and put away the natural defects of your character, and overcome your love of supremacy, and come to God as little children, He will bestow on you His Holy Spirit. When two or three shall agree as touching anything, and shall ask the Lord, in the name of Jesus, I shall be done for them.”* (Christian Leadership, 5.2)

Be kind. *“A defective life is a dishonor to God. Co-workers with Christ will manifest no harshness, no self-sufficiency. These elements must be purified from the soul, and the gentleness of Christ take possession. Never be unkind to any soul, for by the grace of God that soul may become an heir of God and joint heir with Christ. Do not bruise the hearts of Christ’s purchased ones, for in doing this you bruise the heart of Christ. Ever remember that we must all meet again around the great white throne, there to receive the approval or disapproval of God. A soul hurt is often a soul destroyed. Let those who have light and privileges remember that their very position of trust makes them responsible for souls. They will have to meet again those whom they have driven from Christ bruised and wounded to death.”* (Christian Leadership, 8.1)

Learn. *“Those who accept a position of responsibility in the cause of God should always remember that with the call to this work God has also called them to walk*

circumspectly before Him and before their fellow men. Instead of considering it their duty to order and dictate and command, they should realize that they are to be learners themselves. When a responsible worker fails to learn this lesson, the sooner he is released from his responsibilities the better it will be for him and for the work of God. Position never will give holiness and excellence of character. He who honors God and keeps His commandments is himself honored." (Christian Leadership, 14.1)

Mentor. "You do not seem to have the ability to educate young men and to give them a chance to do that which they have talents for doing if they were given an opportunity to learn. This is the work which should have done, but which you have left undone. If you were unselfish, if you had Christlike meekness and lowliness, you would learn how to train the youth for useful service." (Christian Leadership, 48.3)

Decide. "Sometimes various ways and purposes, different modes of operation in connection with the work of God, are about evenly balanced in the mind; and it is at this very point that the nicest discrimination is necessary. And if anything is accomplished to the purpose, it must be done at the golden moment. The slightest inclination of the weight in the balance should be seen, and should determine the matter at once. Long delays tire the angels." (Christian Leadership, 50.2)

Train. "Those placed in positions of responsibility should patiently seek to make others familiar with all parts of the work. This will reveal that they do not desire to be first, but that they are glad to have others become acquainted with details, and to become as efficient as they are. Those who faithfully fulfill their duty in this respect, will, in time, have standing by their side a large

number of intelligent workers whom they have trained. Should they shape matters in accordance with narrow, selfish conceptions, they would stand almost alone." (Christian Leadership, 56.1)

Work with team. "One man's mind is not to mold and fashion the work according to his special ideas. In order for the work to be built up strong and symmetrical, there is need of varied gifts and different agencies, all under the Lord's direction; He will instruct workers according to their several ability. Cooperation and unity are essential to a harmonious whole, each laborer doing his God-given work, filling his appropriate position, and supplying the deficiency of another." (Christian Leadership, 61.2)

Seek God's will. "Let those who attend committee meetings remember that they are meeting with God, who has given them their work. Let them come together with reverence and consecration of heart. They meet to consider important matters connected with the Lord's cause. In every particular their actions are to show that they are desirous of understanding His will in regard to the plans to be laid or the advancement of His work." (Christian Leadership, 70.1)

Rely on God. "Nothing is apparently more helpless, yet really more invincible, than the soul that feels its nothingness, and relies wholly on God." (Christian Leadership, 76.1). "Worry is blind and cannot discern the future. But Jesus sees the end from the beginning, and He has prepared His way to bring relief. 'So much to do!' Yes, but who is the chief worker? Jesus Christ your Lord. He offers to lighten the load we carry by putting Himself under the loads. Abiding in Christ, and Christ abiding in us, we can do all things through Him, who strengtheneth us." (Christian Leadership, 22.2)

DISCIPLINE AND DISCIPLSHIP

DESCRIPTION

Discipling Adventurers and Pathfinders for Jesus has many aspects. Our goal must always be to lead them to Jesus and to mentor them to grow in Him. This growth has many aspects, one of which is discipline, which must always be part of discipling. The words are closely related to each other, with origins of both “discipline” and “disciple” being from the Latin “discere” meaning “to learn.” In this workshop, we first will explore redemptive discipline, then turn to discipleship for Jesus in club ministry.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- *Pathfinder Administrative Manual*, p. 86
- *Education by Ellen White*. Chapter 34: “Discipline”
- *Steps to Christ by Ellen White*. Chapter 7: “The Test of Discipleship”
- GC program *Disciples in Action (D.I.A.)* available in English and French www.gc-youthministries.org/resources/resource-manuals

WHAT YOUR PARTICIPANTS WILL LEARN

1. The purpose of discipline
2. Preventive and redemptive discipline
3. Behavioral management plan
4. How Christ trained disciples

WORKSHOP CONTENT

KEY TEXTS

- Psalm 94:12
- Proverbs 3:11-12

WHAT IS THE PURPOSE OF DISCIPLINE?

Redemptive discipline wins or nurtures disciples for Christ. It fosters redeeming relationships between God and people.

Preventive Discipline: “As a safeguard against evil, the preoccupation of the mind with good is worth more than unnumbered barriers of law and discipline.” (Education, 213)

Obedience by Choice: “Lead the youth to feel that they are trusted, and there are few who will not seek to prove themselves worthy of the trust. On the same principle, it is better to request than to command; the one thus addressed has the opportunity to prove himself loyal to right principles. His obedience is the result of choice rather than compulsion.” (Education, 290)

The Objective of Discipline: “The object of discipline is the training of the child for self-government. He should be taught self-reliance and self-control. Therefore as soon as he is capable of understanding, his reason should be enlisted on the side of obedience. Let all dealing with him be such as to show obedience to be just and reasonable. Help him to see that all things are under law, and that disobedience leads, in the end, to disaster and suffering. When God says “You shall not,” He in love warns us of the consequences of disobedience, in order to save us from harm and loss.” (Education, 287)

EXTERNAL VERSUS INTERNAL DISCIPLINE

Discipline has both an outward and an inward emphasis, each with different purposes. External discipline is correction from someone else to change or correct bad behavior. Internal discipline sets a precedent for the future by internalized moral guidelines that one is determined not to violate. We are working with a group of young people navigating a shift of

emphasis between the earlier stage of external discipline, toward the later stage of internal discipline needed for life. In our clubs there will be young people in varying phases of this transition.

STAFF TEAMWORK

Before a new club year begins, staff should meet to pray for the guidance of the Holy Spirit. In preparation for the new year, discuss the behavior management plan. Stay united. Club staff need to be on the same page, and to know how to respond before situations arise.

Realize what hat you are wearing. We are all volunteers; we may have minimal counseling skills. Often all a young person needs is to have someone who is willing to listen. Remember, the goal is internal discipline. To help with this, see if you can have the young person evaluate their own actions in talking with you.

Pathfinders should be a safe place where all feel wanted and loved.

PREVENTIVE DISCIPLINE PROCEDURES

- **Have a few positive rules, stated simply, with reasons.**
- **Establish rapport** with the **Adventurers and Pathfinders.** When a child experiences a relationship characterized by warmth, love, understanding, acceptance, etc., there is a natural tendency for that child to want to please by doing what is asked.
- **Set a good example yourself.** Speak often about doing what is right because it is right. Talk about doing good even when no one is looking, about character building being a personal effort. But do not say these things if you are not going to live up to them, for much harm can result if you are observed not living up to these words.
- **Be “in charge” naturally.** Assume that you are in charge and that Adventurers and Pathfinders also know this.
- **Plan program carefully.** Any spare moments that are unused by you (the leaders) may be used by Adventurers and Pathfinders chaotically. Start and end on time. Move from activity to activity with energy, knowing what is coming next
- **Anticipate what may happen.** See potential problems before they happen, and you will be able to warn the child. Often a gentle pat on the shoulder is all that is needed to help the Adventurer or Pathfinder know that you know what is happening or about to happen. Another tactic is diversion. Praise the positive. Sometimes a kind word helps a child through a trouble spot.

REDEEMPTIVE DISCIPLINE: WHEN AND HOW DISCIPLINE IS EFFECTIVE.

Reproof and Redemption: *“The true object of reproof is gained only when the wrongdoer himself is led to see his fault and his will is enlisted for its correction. When this is accomplished, point him to the source of pardon and power. Seek to preserve his self-respect and to inspire him with courage and hope. This work is the nicest, the most difficult, ever committed to human beings. It requires the most delicate tact, the finest susceptibility, a knowledge of human nature, and a heaven-born faith and patience, willing to work and to watch and wait. It is a work than which nothing can be more important.” (Education, 292)*

- **Prerequisites** before you correct: Pray, asking for God’s help, and the fruits of the Holy Spirit in your life. “ But the fruit of the Spirit is love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control.” (Galatians 5:22)
- **Follow your club’s plan.** Inform those who are your supervisors, as appropriate. Correct with reasons, in relation to the circumstances and situation of the person. (Genesis 3, 2 Samuel 12). Note that some situations call for immediate suspension without the typical process, substance abuse, sexual violation, use of a weapon.
- **Remember your role.** You are NOT the parent. Club ministry supports parents in raising and training their children.
- **Stay calm.** Do not overreact to provocation. Pray for strength not to lose your mind in a crisis or in a heated moment. Your calm can be like cold water on a fire. There is great power in silence.
Remember that young people often reflect the mood of the leaders (especially the ones they respect.) So when we need to adopt a posture of correction, we should convey the attitudes we want to see reflected back.
- **Ask for an explanation.** Take time to learn the facts. Try to hear all sides before making a judgment about an incident. Often there are good reasons for what happened. Never accuse. If you do make a mistake and jump to conclusions, you need to admit your mistake. The situation may be helped by resilience in and forgiveness from the youth with whom you interact.
- **Allow honesty.** Encourage honest dialogue (while also encouraging Adventurers and Pathfinders to act respectfully) so as to help them to see all sides and to expand their thinking. Facilitate a context for them to feel that their ideas are welcome, while challenging them to grow.
- **Do not punish energy.** Most kids are not “bad” kids (meaning flagrantly disobedient, disrespectful, dishonest). Most have a lot of energy: this not bad. We want young people who are on fire. We just need to have patience and to direct that energy into positive, useful tasks. Sometimes it helps a young person with a lot of energy to “shadow” the director.

WHAT NOT TO DO

- **Do not be impulsive or inconsistent.** This concerns the rules and their applications. “Say what you mean and mean what you say.”
- **Never ridicule.** Self-worth is fragile in adults, but extremely so in young people. Avoid embarrassing a young person in front of peers. Adventurer and Pathfinder clubs are about building up, not tearing it down.
- **Never punish in anger or to get revenge.** Always correct with the thought in mind that you want this person to be close to you in the future, not that you want them to “go away.”
- **Do not engage in violence of any type.** It is never appropriate to use cruelty, ridicule, sarcasm, shaming, or threatening. Never strike or use force of any type.
- **Do not turn up your volume.** Turning up the volume often does not get the response we want in a discipline situation because it triggers defensive fear or flight reactions that shut down productive thought. God spoke in a still, small voice when He needed to discipline His weary prophet, Elijah. (1 Kings 19:11-12)

SAMPLE FOR A REDEMPITIVE BEHAVIORAL MANAGEMENT PLAN

Our club corrects for the purpose of restoring relationships with God and others.

Our club’s rules are:

(For example: Many clubs have three: do not lie, don’t disobey, and don’t be disrespectful. Or: Do not hurt yourself, don’t hurt others, don’t hurt things.)

- If these are broken, take the Adventurer or Pathfinder to the side and talk with them (in a public place, with another adult, in accordance with guidelines.)
- Listen. Do not assume that a young person is guilty before hearing the facts. When we understand what the Adventurer or Pathfinder is going through, we have a basis for fair and appropriate consequences.
- Keep their parents informed.
- Additional steps are needed for persistent problems, such as contacting higher-up staff; arranging a meeting between the staff, young person, and parent; utilizing a written contract; and providing both parties with copies of the written contract.

- In cases of suspension or dismissal, dialogue thoughtfully with the club member about the bases for the action. Share with them that you wish their restoration to the club, outlining clear and doable steps the young person needs to take for that to occur.

Always present hope, including ways and means, for the longer term while disciplining in the shorter term.

SUGGESTED ACTIVITIES

Write a Behavioral Management Plan

- Write three simple, positive rules for your club, stating reasons for them.
- Establish procedures to follow in discipline situations.

Study the Spirit of Prophecy quotations. How do these apply to your club?

DISCIPLESHIP

Christ gave us the perfect example of discipleship. Let us examine Christ's methods of team leadership training as shared in the Scriptures, and the practical lessons we can draw from His methods and apply to our ministry. What does the word disciple mean? What are synonyms of the word disciple (student, apprentice, follower, etc.)?

From Scripture, let us find answers to the following questions. Who? Where? When? What? Why? and How? (PRESENTERS NOTE: With your class, find additional items from Scripture for each of these sections.)

WHO WERE THE DISCIPLES?

- Luke 6:13, "And when it was day, He called His disciples to Himself, and from them He chose twelve."
- Luke 10:1, "After these things the Lord appointed seventy others also and sent them two and two."
- Acts 1, a large group in the upper room before Pentecost

Characteristics of disciples

- › Nathaniel – "Behold, an Israelite indeed, in whom is no deceit." John 1:47
- › Sons of Zebedee – "sons of thunder." Mark 3:17

- › Matthew – tax collector
- › Andrew – “He first found his own brother Simon, and said to him, ‘We have found the Messiah.’” John 1:41
- › Judas – “the hand of My betrayer is with Me on the table.” Luke 22:21

WHERE DID JESUS TEACH HIS DISCIPLES?

- “Jesus went about all Galilee, teaching in their synagogues.” Matthew 4:23
- Fishing boat – Luke 5:3, Matthew 8:23–27 “Why are you fearful, O you of little faith?”
- Mountainside – Matthew 5–7; Mark 9:2–13

WHAT DID JESUS TEACH HIS DISCIPLES?

- Luke 4:18–19, “The Spirit of the LORD is upon Me, because He has anointed Me to preach the gospel to the poor; He has sent Me to heal the brokenhearted, to proclaim liberty to the captives and recovery of sight to the blind, to set at liberty those who are oppressed, to proclaim the acceptable year of the Lord.”
- Matthew 10, Directions for their ministry

WHY DID JESUS INSTRUCT?

Jesus taught so they would be prepared to fulfill the Great Commission: “Go therefore, and make disciples of all the nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all things that I have commanded you, and lo, I am with you always, even to the end of the age.” Matthew 28:19, 20; “...that He might send them out to preach.” Mark 3:14

HOW DID CHRIST INSTRUCT HIS FOLLOWERS?

Jesus sent them out in small groups, then brought them back together for further training. “Then the apostles gathered to Jesus and told Him all things, both what they had done and what they had taught. And He said to them, ‘Come aside by yourselves to a deserted place and rest a while.’ For there were many coming and going, and they did not even have time to eat.” Mark 6:30, 31

- Demonstration: “Healing all kinds of sickness” Matthew 4:23; Matthew 6: 9–13; “...they brought to Him a man, mute, and demon–possessed. And when the demon was cast out, the mute spoke.” Matthew 9:32–33; Mark 11:12–24
- Parables: Matthew 18:10–14; Matthew 20:1–16; Mark 4:1–9; Mark 4:34
- Preaching: “...preaching the gospel about God’s kingdom.” Matthew 4:23; Matthew 13
- Questions: “So which of these three do you think was neighbor to him who fell among thieves?” Luke 10:36; “What is written in the law? What is your reading of it?” Luke 10:26

- Stories: Story about forgiveness, Matthew 18:21-35
- Teaching from Scripture: “and beginning at Moses and all the Prophets, He expounded to them in all the Scriptures the things concerning Himself.” Luke 24:27

SUGGESTED ACTIVITIES

ACTIVITY 1: How do these concepts apply to club ministry?

- WHO?
Do our young people have the same characteristics as the disciples?
- WHERE?
- WHEN?
- WHAT?
- WHY?
- HOW?

“You shall teach them to your children, speaking of them when you sit in your house and when you walk by the way, when you lie down, and when you rise up.” Deuteronomy 11:19

ACTIVITY 2: Share in small groups.

- Who mentored you as a follower of Christ?
 - What did they do, how did they disciple you as a follower of Christ?
-

Rules. *“The rules governing the schoolroom should, so far as possible, represent the voice of the school. Every principle involved in them should be so placed before the student that he may be convinced of its justice. Thus he will feel a responsibility to see that the rules which he himself has helped to frame are obeyed.” (Education, 290). Rules should be few and well considered; and when once made, they should be enforced.” (Education, 290)*

The Law of God. *“The youth have an inborn love of liberty; they desire freedom; and they need to understand that these inestimable blessings are to be enjoyed only in obedience to the law of God. This law is the preserver of true freedom and liberty. It points out and prohibits those things that degrade and enslave, and thus to the obedient it affords protection from the power of evil.” (Education, 291)*

The Golden Rule. *“The Savior’s rule – ‘Therefore, whatever you want men to do to you, do also to them, (Matthew 7:12) should be the rule of all who undertake the training of children and youth. They are the younger members of the Lord’s family, heirs with us of the grace of life. Christ’s rule should be sacredly observed toward the dullest, the youngest, the most blundering, and even toward the erring and rebellious.” (Education, 293).*

Jesus’ Example. *“The divine Teacher bears with the erring through all their perversity... The one who is most easily tempted, and is most inclined to err, is the special object of His solicitude.” (Education, 294)*

Resilience. *“Let the child and the youth be taught that every mistake, every fault, every difficulty, conquered, becomes a steppingstone to better and higher things. It is through such experiences that all who have ever made life worth living have achieved success.” (Education, 296)*

CHILD AND YOUTH EVANGELISM

DESCRIPTION

Jesus said, “Let the children come to Me, and do not hinder them.” In response, Adventurers and Pathfinders were established to bring children and youth to Jesus. Club ministry provides an opportunity for young people to learn about God, and to be mentored by older Christians. This is why Adventurers and Pathfinders are not just for SDA young people, but also for other youth. Club ministry is much more than entertainment; it provides relationships, experiences, and curriculum embedded with the goal of evangelism, strengthening forever friendships with our Savior, Jesus Christ.

PARTICIPANTS

Parents and staff engaged in child and youth evangelism

RESOURCE MATERIAL

- *The Desire of Ages*, by Ellen White. Chapter 56: “Blessing the Children”
- *Steps to Christ*, by Ellen White. Or *Steps to Jesus* (modern English version)
- *Journal of Adventist Education*

WHAT YOUR PARTICIPANTS WILL LEARN

1. How to teach theology to children
2. Six important theological concepts for children
3. Steps to Jesus for children

WORKSHOP CONTENT

KEY TEXTS

- Psalm 94:12 “You shall teach them to your children, speaking of them when you sit in your house and when you walk by the way, when you lie down, and when you rise up.”
- Matthew 19:13-15 “Then the little children were brought to Him that He might put His hands on them and pray, but the disciples rebuked them. But Jesus said, ‘Let the little children come to Me, and do not forbid them; for of such is the kingdom of heaven.’ And He laid His hands on them and departed from there.”
- Matthew 9:36-38 “But when He saw the multitudes, He was moved with compassion for them, because they were weary and scattered, like sheep having no shepherd. Then He said to His disciples, ‘The harvest truly is plentiful, but the laborers are few. Therefore pray the Lord of the harvest to send out laborers into His harvest.’”

EXCERPTS FROM THEOLOGY FOR CHILDREN

Keys to Theology for Children

- › Teach simply, but always teach accurately.
- › Increase complexity as your students’ thinking matures
- › Check your students’ thinking for misconceptions.
- › Teach important doctrines thoroughly so children understand what they believe.

The child’s home provides a very important foundation for theological and doctrinal ideas. Children associate many ideas about God with the way they feel about their parents and relate to them. Children also hear many comments about theological issues at church and at school which influence their thinking.

MENTAL DEVELOPMENT AND THEOLOGICAL IDEAS

Children’s stages of mental development will influence what theological ideas they can understand and whether they associate doctrines with a particular church. Research on children’s thinking about churches shows that before age seven, most children have no understanding of what it means to belong to a certain church or what that church believes.

CHECKING CHILDREN'S THINKING

To understand what your students are thinking, first study child development. Knowing the kind of thinking most children do at a particular age will help you identify ideas that might be confusing. You will also be able to listen with greater understanding.

Listening to your students' conversation is very helpful. Listen to the meanings they give to stories and events. Listen to how they sing songs. Listen to their answers to questions. Careful observation will give you invaluable insights into their thinking.

Talking with your students informally will also help you to find out what they are thinking. Ask questions about common religious words and ideas. If they give you pat answers, be wary. These are not evidence

of much insight and understanding.

Pursue an idea further. Ask them what they think a word really means. Often children can express their religious ideas better through art, music, or role-playing than in words.

Ask your students to draw a picture of a Bible story. You may be amazed at their interpretations. Then you will have an opportunity to clarify any misconceptions. After a child has drawn a picture, ask him or her to tell you about it. Just say simply, "Tell me about your picture." Never make fun of what the child says or has drawn. If the explanation reveals misconceptions, note these for future reteaching. Never belittle or embarrass a student because of a misconception.

LEARNING CORRECT THEOLOGICAL IDEAS

1. Be sure that you understand clearly what you are trying to teach your students. If you are fuzzy about the meaning of salvation, you will have difficulty explaining it.
2. Use easy-to-understand words. Avoid complicated religious phrases and symbolic explanations. On the other hand, be sure your simple explanation is doctrinally correct.
3. Use familiar objects and everyday events to teach Bible truths.
4. Use illustrations familiar to the child.
5. Explain the Bible lesson using objects to handle or visuals to see.
6. Illustrate your teaching with stories.
7. Do not rush the students. Use short periods of instruction. Teach in small chunks. Give the students time to digest what they are learning.
8. Don't confuse the students with many ideas at a time; teach one idea well before moving on to another.
9. Teach the same idea in many different ways. Strive for real understanding of a few very important ideas rather than encyclopedic knowledge with little understanding. Teach an important idea in ten different ways, instead of teaching ten different ideas.

10. Don't talk too much. Avoid long, tedious explanations and prayers, or children may become bored with religion.

11. Give the students an opportunity to explain in their own words what they have

learned. Wise counsel from an inspired source makes the point very clear: Make sure your scholars understand you. If they cannot comprehend your ideas, then your labor is lost.

IMPORTANT THEOLOGICAL CONCEPTS FOR CHILDREN

The same inspired source gives us important counsel about the theological ideas children need to understand. The chart summarizes this information. Notice that the theological concepts mentioned first and most often are fundamental to understanding grace. They are the essentials. Teach them often and in many different ways.

Theology for Children, From Ellen G. White

Theological Idea	What to Teach	References
God the Father	God is a loving father who wants loving obedience from each child. God is love. God cares for children. Angels help us.	<i>Child Guidance</i> 487, 548; <i>Testimonies vol. 8</i> , 320; <i>Adventist Home</i> 321
Law of God	Children should love God and obey His law. They need to understand what is right and what is wrong.	<i>Child Guidance</i> 43, 81, 89, 490
Life of Jesus	Tell your students about Jesus' life, death, and resurrection as soon as they can understand. Associate every lesson with Christ. Help them understand that God shows His love through Jesus.	<i>Child Guidance</i> 487, 494; <i>Adventist Home</i> 320, 321; <i>Testimonies vol. 8</i> , 320
Scripture	The children should learn to love the Bible as the rule of life. The Holy Spirit will help them understand. Reading the Bible is very important.	<i>Counsels to Parents, Teachers, and Students</i> 172
Salvation	Teach the Plan of Salvation simply. Disobeying God's law is sin. Jesus will forgive sins; help your students believe that He does. They should ask daily. Invite them to give their hearts to God.	<i>Counsels on Sabbath School Work</i> 78, 80; <i>Child Guidance</i> 490, 491; <i>Messages to Young People</i> 15; <i>Testimonies vol. 5</i> , 520.

Salvation	Help them to understand that Jesus loves us so much that He came to live on Earth and to die so we might be forgiven. Teach with love and tenderness. Explain about the Day of Atonement and forgiveness.	
Victorious Life	Help your students look to God for strength. He hears their prayers. If they believe and trust God, He will send the Holy Spirit. Encourage them to thank God for His goodness and to use the Bible as a guide and help. With God's help, they can be true to Him in all circumstances. Explain how to obtain eternal life.	<i>Counsels to Parents, Teachers, and Students 109, 50, 131; Testimonies vol. 2, 287; Child Guidance 146, 147, 172, 173</i>
Creation	Nature is God's second book. Rightly understood, it teaches many different lessons: God's care, love, creation of the world, sin and suffering, the new earth. Provide a strong foundation on creationism.	<i>Testimonies vol. 8, 326, 327; Counsels to Parents, Teachers, and Students 185-190; Education 99-120</i>
Healthful Living	Teach about self-control and self-denial, the laws of health, and the function of the human body. Help your students understand that many kinds of illness are caused by what one does.	<i>Testimonies vol. 3; 567; Child Guidance 104, 362</i>
Heaven	Describe the glories of heaven and how to enter the Holy City.	<i>Child Guidance 486, 487</i>
Pillars of Faith	Help your students understand the pillars of the faith, the reasons why Seventh-day Adventists are separate and distinct from the world.	<i>Testimonies vol. 5, 330, 331</i>
Prayer	Teach your students how to pray clearly, distinctly, and simply. Help them memorize the Lord's Prayer.	<i>Child Guidance 522, 523</i>
Reverence in Worship	Teach your students to have the highest reverence for God and His house. Describe proper deportment in the	<i>Child Guidance 541, 542; Testimonies vol. 5, 494</i>

Reverence in Worship	sanctuary and in other religious settings.	
Sabbath	Teach your students about Sabbath observance and preparation and about the importance of attending worship services. Explain that keeping the first day of the week as Sabbath is not true Sabbath-keeping since it contradicts God's law.	<i>Child Guidance 530; Testimonies vol 6, 193, 356; Education 251</i>
Service	Teach your students to be helpful to others, starting with their own family. Encourage missionary activities.	<i>Adventist Home 286, 486, 487</i>
Stewardship	Teach your students to deny self and give to others or earn money to help others. Help them understand the need to return tithe and offerings. Center birthday celebrations around God's blessings.	<i>Counsels on Sabbath School Work 139-143</i>

The first six theological ideas are stressed many times by Ellen White. Over and over, she indicates that we should teach our children that God is their Father, that He and Jesus love them very much, and that they should study the Bible and obey God's law. When they do wrong, Jesus, who died to save them, will forgive their sins, and help them live a victorious life. They will be filled with the Holy Spirit and the grace of their Savior.

The remaining theological ideas are in alphabetical order. Ellen White specifically mentions that each of them should be taught to children, but they are mentioned less frequently than the first six, ideas which are really the core of learning about salvation. Teach these doctrines frequently and thoroughly. Begin with very simple ideas for young students. Little by little, add more information as their mental ability matures.

Be sure older students understand what God's Word teaches about these doctrines and what they mean in everyday living by the time they complete elementary school. This will give them a sure foundation for the future.

- › The above is from a *Journal of Adventist Education* February/March 2004 article excerpt from the book *Theology for Children* by Donna J. Habenicht and Larry Burton, <http://circle.adventist.org/files/jae/en/jae200466033506.pdf>.
- › Below: "Salvation: Helping Your Students Embrace God's Grace," *Journal of Adventist Education*, Dec 2003/Jan 2004, pp. 14-20. <http://circle.adventist.org/files/jae/en/jae200366021407.pdf>

STEPS TO JESUS

Leading students to Christ and helping them to grow in Him is the most important thing that you as a teacher can do. It should be the point of everything, the goal of all activities and relationships. This has several steps: (1) preparing them for salvation experiences; (2) introducing them to what Jesus did for them on the cross; (3) inviting them to accept Jesus as their personal Savior; and (4) showing them how to grow closer to Jesus, become more and more like Him, and to solve problems God's way.

- a. **Provide sound Bible teaching and love.** The Bible provides a foundation for faith and discipleship. (2 Timothy 3:15). Love provides a basis for the relationship with God (1 John 3:1, 16).
- b. **Help children to know that they are accountable to God.** Children are first accountable to their parents (or other caregivers), then to their teachers. They say things like: 'My Dad won't let me, "It's against the school rules.' Share with them the idea that they are also accountable to God.
This is an important step in readiness to accept Christ's sacrifice. You would know that they have made the transition when you hear an early teen say, 'I really wanted to skip church and hang out with my friends, but something whispered to me, 'Jesus will miss you if you don't stay,' and I knew I couldn't disappoint Him.' A younger child might say, 'I think I need to tell Josh I'm sorry. That's what Jesus would want me to do.'
- c. **Help your students experience different aspects of coming to Jesus:** Joyfully experiencing God's love and trusting Him; feeling guilty, being sorry, and confessing wrongdoing; forgiving others; making an effort to change their behavior; helping others; reading the Bible, and praying. Start nurturing these experiences for the very young. Look for child-friendly books about God's love.
- d. **Teach your students how to make little decisions** between right and wrong from when they are very young. Your youngest students are making decisions already about right and wrong every day. Their consciences have begun to speak, and they are already moral creatures who know that some actions are right and some wrong. Encourage them to do the right thing.
- e. **Encourage your church to be a warm, caring community for children.** Challenge the adults to learn the names of all the youth and to greet each one whenever they see them. This simple strategy will begin to build relationships between adults and children. Encourage the adults to mentor the young people, engaging them as assistant greeters and junior deacons and deaconesses.

PRAY FOR THE HOLY SPIRIT TO SPEAK TO YOUR STUDENTS' HEARTS.

It is the Holy Spirit that convicts the heart and mind. Only He can convert a child. Help your students understand the vocabulary of salvation. Words like sin, Savior, salvation, grace,

Holy Spirit, and forgiveness may be foreign to them. Interpret each term with simple words children can understand. Some Bible stories are especially helpful: Nicodemus, Philip and the Ethiopian, Jesus and the woman at the well, and Jesus and the woman caught in adultery.

LEAD YOUR STUDENTS THROUGH THE STEPS TO SALVATION.

Be sure they understand each step. Show them in the Bible what Jesus will do and what they must do.

- a. **Begin with God's love** (John 3: 16-17, John 4:8). God loves everyone. He made a perfect world full of love, but the first people in our world chose to disobey God. That is how sin began.
- b. **Everyone does wrong things.** We are all sinners. Because of this, we cannot see God or talk to Him face to face. Death is our punishment for doing wrong. No one can be good enough to live in heaven. Be sure children recognize that they are sinners (Romans 3:23; 6:23).
- c. **Jesus died on the cross so we do not have to die forever, so someday we can live in heaven** (John 3:16). Jesus loves us so much that He was willing to die in our place. Then Jesus came back to life again as our Savior from sin and death (1 Corinthians 15:3-4). When you confess your sins and ask God for forgiveness, all your sins are forgiven (Isaiah 1:18; Psalm 51:10; 1 John 1:9). God will never remember them again (Isaiah 43:25). They are gone! That is grace. We do not deserve to be forgiven, but God does it anyway because Jesus died for us.
- d. **Ask your students if they would like to accept the gift of salvation that Jesus offers.** Help each child to be in a saving relationship with Jesus by accepting or affirming Him as his or her Savior (John 1:12, Revelation 3:20). Help each student pray a simple prayer, "I am sorry for doing wrong things, Jesus. I believe You died for me. I want You to be my Savior from sin. I want to be part of your family." Remind them that this is all they have to do. Salvation from sin is a gift from Jesus.
- e. **Help your students to feel assured of salvation** (John 3:36, Hebrews 13:5-6). Tell them, "You are now Jesus' child; you will have a place in His kingdom, in heaven. You are a new person who doesn't want to do wrong because you love Jesus and Jesus loves you" (2 Corinthians 5:17).
- f. **As you take your students through these steps,** help them find the Bible texts and underline them. Use pictures, drawings, or objects to help explain, or ask them to make their own booklets with drawings to illustrate each step.
- g. **Show your students how to grow in a new life,** through prayer, asking Jesus to help them overcome sin, telling others about Jesus, and reading the Scriptures.

CONVERSION LEADS TO CHANGE IN LIFESTYLE.

This will be noticeable even for children. After all, “Even a child is known by his doings” (Proverbs 20:11). Conversion to God is essential in areas such as study, faithful work, obedience, unselfishness, helpfulness, and kindness. However, we must not expect perfection. Explain to your students about the two natures (the old and the new) struggling inside. God is stronger than Satan, so the new can be stronger than the old. It is very important to explain what your students should do when they sin: confess, believe God forgives, and ask for help.

- a. **Do not be afraid to ask for a decision.** The Holy Spirit is responsible for the results.
- b. **Avoid pressuring your students to make a decision.** Depend on the Holy Spirit to work on each one’s heart.
- c. **Use natural situations for decisions about salvation** Be alert for the student being convicted by the Holy Spirit. This may happen during class time, worship, or prayer, while riding in the school bus, or when just talking together. Ask your students to make a decision inside (one that no one knows about) before asking for a public decision. The student who makes a decision “inside” may be able to tell you about it afterward. This way, it is a personal decision. Peer pressure is not involved.
- d. **Be alert for lessons that lead naturally to receiving Jesus.** The Holy Spirit speaks to each heart continually. Be aware of His leading. Some of the following suggestions might lead to a decision opportunity. Prepare small cards asking for a decision. Prepare small cards with appropriate Scripture verses for students to sign and place in their Bibles as a reminder of their decision. Sing songs about coming to Christ. Tell a modern-day story that illustrates salvation.

SHARING THEIR DECISION

Encourage students to share their decision with someone else, perhaps parents or grandparents unless they are known to be extremely opposed to Christianity. If the latter is the case, suggest that students wait until later to share with these people. They can share with the pastor, the Sabbath School teacher, Adventurer or Pathfinder leader, or some other interested adult. Encourage children to share their decision with their peers. This reinforces the decision.

SUPPORTING THEIR COMMITMENT

An invitation to accept Christ and to give oneself to Him should not be so easy that acceptance is not genuine. On the other hand, it should not be so difficult that the child never responds. Some children will not respond to a general invitation. They need an adult to take a personal interest and to give a loving, one-to-one invitation. You might be that adult. Be alert for students who need a personal invitation. Some teens are still waiting for the personal touch.

Do not judge the genuineness of a student’s commitment by his or her emotions. All children do not react with the same emotions. If a child cries in response to an invitation, quietly hand him or her a tissue and wait silently. Remember, some children do not show violent emotions, but this does not mean they are not converted.

Some of your students may feel troubled about past sins. They may feel convicted to make restitution but may not know how. Help them find the Bible instructions and promises for forgiveness. You can offer to go with the child to confess. An older child might need to be encouraged to make a long-distance call or write a letter to a former teacher or speak to a friend or sibling. Whatever you do, do it with love. Never blame, berate, or express shock. Remember, God accepts all repentant sinners with love, but He often shows that love through you.

IN CONCLUSION

As teachers, we are privileged to be partners with God for the salvation of every student in our classes. If we pray for each one and watch for opportunities to show God’s love and speak of His grace, the Holy Spirit will prompt us to words or actions at precisely the right moment and we will experience the thrill of seeing a student respond to the call of the Spirit.

- › The above is adapted from “Salvation: Helping Your Students Embrace God’s Grace,” *Journal of Adventist Education*, Dec 2003/Jan 2004, pp. 14-20.
<http://circle.adventist.org/files/jae/en/jae200366021407.pdf>

SUGGESTED ACTIVITIES

- Explore and share resources for child and youth evangelism.
- Additional resources are located at the close of this presenter’s manual.

“Too much importance cannot be placed on the early training of children. The lessons that the child learns during the first seven years of life have more to do with forming his character than all that it learns in future years.” (Child Guidance, 193).

“It is still true that children are the most susceptible to the teachings of the gospel; their hearts are open to divine influences, and strong to retain the lessons received. The little children may be Christians, having an experience in accordance with their years. They need to be educated in spiritual things, and parents should give them every advantage, that they may form characters after the similitude of the character of Christ.” (The Desire of Ages, 515).

“Children of eight, ten or twelve years, are old enough to be addressed on the topic of personal religion. Do not teach your children with reference to some future period when they shall be old enough to repent and believe the truth. If properly instructed, very young children may have correct views of their state as sinners, and of the way of salvation through Christ.” (Child Guidance, 490).

“In the children who were brought in contact with Him, Jesus saw the men and women who should be heirs of His grace and subjects of His kingdom, some of whom would become martyrs for His sake.

He knew that these children would listen to Him and accept Him as their Redeemer far more readily than would grown people, many of whom were the worldly-wise and hardhearted. In teaching, He came down to their level. He, the majesty of heaven, answered their questions and simplified His important lessons to meet their childish understanding.” (Evangelism, 579).

“In the closing scenes of earth’s history, many of these children and youth will astonish people by their witness to the truth, which will be borne in simplicity, yet with spirit and power. They have been taught the fear of the Lord, and their hearts have been softened by a careful and prayerful study of the Bible. In the near future, many children will be endued with the Spirit of God, and will do a work in proclaiming the truth to the world, that at that time cannot well be done by the older members of the church.” (Counsels to Parents, Students and Teachers, 166, 167).

“Those who love God should feel deeply interested in the children and youth. To them God can reveal His truth and salvation. Jesus calls the little ones that believe on Him, the lambs of His flock. He has a special love for and interest in the children... The most precious offering that the children can give to Jesus, is the freshness of their childhood.” (Reflecting Christ, 373).

“Parents whose children desire to be baptized have a work to do, both in self-examination and in giving faithful instruction to their children. Baptism is a most sacred and important ordinance, and there should be a thorough understanding as to its meaning. It means repentance for sin, and the entrance upon a new life in Christ Jesus. There should be no undue haste to receive the ordinance. Let both parents and children count the cost. In consenting to the baptism of their children, parents sacredly pledge themselves to be faithful stewards over these children, to guide them in their character building. They pledge themselves to guard with special interest these lambs of the flock, that they may not dishonor the faith they profess.” (CG, 499).

“Helping Children Connect Personally With God. *Encouraging children to develop a personal devotional life is vital to connecting them with God for the rest of their lives. Communicate with your students’ families to encourage them to help the children experience personal time with God. Show your students how to experience ‘God Time’ through reading and memorizing one verse in the Bible, doing the suggested activities in the Bible lesson, talking with God using the prayer model they have learned, writing, or drawing a response or idea in their journal, singing praises with a tape/CD, listening to God’s impressions, or responding to God through nature experiences. An important part of their daily connection with God is learning to give their will to Jesus every day and experiencing grace and forgiveness, as well as how to forgive. Their ‘God Time’ is made to order for these experiences. They need to experience getting rid of the guilt—burning it or throwing it into the bottom of the sea, as God promises to do. Encourage them to*

focus on praising God when tempted to think about the guilt. Provide experiences that show them what to do at home.” JAE, Oct/Nov 2004, p. 9. <http://circle.adventist.org/files/jae/en/jae200467010506.pdf>.

“Answering Questions About Prayer and Worship. *So-called ‘unanswered prayers’ raise the most questions with children. Think carefully about how to respond to situations where a child was hurt or even killed in an accident or as the result of violence, or a parent died or left the family through divorce. Understanding tough times is difficult, especially for children who tend to see God as a Giver and Protector. They wonder: Doesn’t God send angels to protect people? Then why did this terrible thing happen? Children need to gradually come to understand that there is an Evil One roaming the world and that he is the one responsible for all bad things. God is the solution to the evil, not the problem. Be careful how you say things. Do not subtly blame God for hurricanes, wars, deaths, or family break-ups. The Evil One is at work in all of this, and God’s people are not immune to his strikes. You can help teenagers—and perhaps some younger students—to understand, through searching and prayer, that we may not know all the answers to our questions until eternity when we can ask God directly. We must trust God in everything. He will see us through the difficulties. If children continue blaming God for what happened, bitterness may fill their lives, and they will reject God.*

“Be careful with often-used Christian phrases such as: ‘It was God’s will’, ‘God permitted it.’ They are very hard for children to understand. Simply say, ‘Jesus is right beside you. He will carry you in His arms. He loves you and is crying, too. Je-

sus hates the bad things that happen. Satan is to blame for the bad things.' Think through your own feelings and theology carefully. When you work with children, these difficult questions are sure to arise. Try to translate the thoughts God gives you into children's language, considering what

you know about your students' thoughts and feelings. Then you will be prepared for the tough questions. When the questions come, breathe a prayer for God to give you the right thing to say and do." "Connecting Children With God Through Prayer and Worship," JAE, Oct/Nov 2004, pp. 9-10.

CREATING EFFECTIVE WORSHIPS

DESCRIPTION

John 4:23-24 records Jesus saying, “But the hour is coming, and now is, when the true worshipers will worship the Father in spirit and truth; for the Father is seeking such to worship Him. God is Spirit, and those who worship Him must worship in spirit and truth.” What did He mean? This workshop covers guiding youth, through worship experiences, to holy encounters with the Savior, including examples of worship that are “pleasing to God” in the Bible, and how to make a worship thought engaging and interactive. Christian leaders should commit to involvement and training in leading worship.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- *Education* by Ellen White. Chapter 17: “Poetry and Song”
- *Education* by Ellen White. Chapter 29: “The Sabbath”
- *Steps to Christ*, by Ellen White. Chapter 11: “The Privilege of Prayer”

WHAT YOUR PARTICIPANTS WILL LEARN

1. Isaiah 6:1-8 and worship
2. Before opening the Word of God, pray for the guidance of the Holy Spirit. Study the Bible with prayer.
3. What does Scripture reveal about God’s character? How do we respond to our Creator?
4. Scripture worship examples that are pleasing to God.
5. How to make a worship thought engaging and interactive.
6. Training young people in leading worships.

WORKSHOP CONTENT

TRUE WORSHIP

- Exodus 25:8 “And let them make Me a sanctuary, that I might dwell among them.”
- Leviticus 26:2 “You shall keep My Sabbaths and reverence My sanctuary: I am the Lord.”
- Ezekiel 20:12 “Moreover I also gave them My Sabbaths, to be a sign between them and Me, that they might know that I am the Lord who sanctifies them.”
- Luke 18:13-14: The two worshipers in the temple. “God, be merciful to me a sinner. And I tell you, this man went home justified rather than the other; for everyone who exalts himself will be humbled, and he who humbles himself will be exalted.”
- John 4:24 “God is Spirit, and those who worship Him must worship in spirit and truth.”
- Revelation 4 and 5 “Worthy is the Lamb!”
- Revelation 7:9-17: Description of worship in heaven
- “Music was made to serve a holy purpose, to lift the thoughts to that which is pure, noble, and elevating, and to awaken in the soul devotion and gratitude to God.” (Patriarchs and Prophets, 594).

FALSE WORSHIP

- Exodus 32:1-19: Narrative of Israelites dancing around the golden calf made at Aaron’s direction, and Moses’ anger at their idolatrous dishonoring of God.
- I Kings 18:22-28: Elijah and prophets of Baal: “they cried aloud and cut themselves as was their custom, with knives and lances, until the blood gushed out on them.”
- Ezekiel 44:23: “And they shall teach My people the difference between the holy and the unholy, and cause them to discern between the unclean and the clean.”
- Daniel 3:1-7: Nebuchadnezzar the king, worship of image in the plain of Dura in Babylon
- *“When the Lord requires us to be distinct and peculiar, how can we crave popularity or seek to imitate the customs and practices of the world?... We are not to elevate our standard just a little above the world’s standard, but we are to make the distinction decidedly apparent. The reason we have had so little influence upon unbelieving relatives*

and associates is that there has been so little decided difference between our practices and those of the world.” Testimonies for the Church, 6:143, 146. (Note: the context of this quotation appears to be not explicitly focused on worship of God. However, the principle is appropriately applicable to true versus false worship.)

- *“Unless correct ideas of true worship and true reverence are impressed upon the people, there will be a growing tendency to place the sacred and the eternal on a level with common things, and those professing the truth will be an offense to God and a disgrace to religion.” (Testimonies for the Church, 5:500).*

SUGGESTED ACTIVITY

The Bible gives us examples of worship when humans encountered their Creator. These Scripture passages includes themes of God’s care for His people, God revealing His character and our response to God. Our response includes reverence, confession, humility, praise, and gratitude to God. What may we learn?

Group some of the Scriptures listed above and below into the following categories:

1. God’s care for His people
2. God revealing His character
3. Our response to God
 - Exodus 33:12–23 Moses with God
 - Isaiah 6:1–10 The call of Isaiah
 - Jeremiah 1:4–9 The call of Jeremiah
 - Daniel 9: 1–23 Daniel’s prayer
 - Matthew 21:12–16 The children with Jesus after the temple was cleansed.
 - Mark 10:14 “Let the little children come to Me, and do not forbid them; for of such is the kingdom of heaven.”
 - Luke 11:1 “Lord, teach us to pray.”
 - Luke 18:13–14 The two worshipers in the temple. “God, be merciful to me a sinner. And I tell you, this man went home justified rather than the other; for who exalts himself will be humbled, and he who humbles himself will be exalted.”
 - Revelation 14:1–5 “They sang a new song before the throne, before the four living creatures, and the elders; and no one could learn that song except the hundred and forty-four thousand who were redeemed from the earth.”

THE NATURE OF WORSHIP

“Worship is...

- giving of ourselves to God in response to His love for us,
- reaching out to communicate with the Creator because He is worthy,
- praising God for who He is and what He has done,
- giving reverence and honor to God,
- experiencing admiration and awe of the Eternal One,
- responding with our hearts and wills to the inspiration of the Holy Spirit.

“Worship produces changes in us. It makes us aware of our personal need, strengthens our faith, and provides spiritual power.... Worship includes God’s Word, prayer, praise, music, giving, devotional inspiration, and an emotional response of commitment. Prayer plays a central role in worship because it involves actual communication with God – our hearts reaching out to His heart.” JAE, Oct/Nov 2004, p. 6.

GROUP WORSHIP

Now that we have looked at true worship, false worship, and the nature of worship, we will examine a simple model or sequence of worship which we could use in a club ministry worship.

ONE EFFECTIVE ORDER FOR WORSHIP

Isaiah 6:1-8 suggests a simple, yet profound, order for club ministry worships. In the passage, Isaiah sees the Lord majestically seated, with angels and smoke (vv. 1-4). He confesses his unworthiness (v. 5), experiences cleansing (vv. 6-7), and responds with commitment (v. 8). Elements of this narrative suggest a general order, a sequence with which to plan to lead worships.

- **Segment 1.** Experiencing God as He is, through praise music and words that draw us outside of ourselves and toward God.
- **Segment 2.** Responding to this vision, by acknowledging our personal need for this God through prayer.
- **Segment 3.** Receiving a message, by experiencing God’s Word through Scripture reading, devotional thought, skit, or other means.
- **Segment 4.** Committing to be God’s messengers, as we move on into other activities from worshipping God together.

EXPLORING THE ISAIAH 6:1–8 ORDER OF WORSHIP IN DEPTH

Segment 1. Experiencing God as He is, through praise music and words that draw us outside of ourselves and toward God.

This first segment is about the sheer vision of who God is and praising Him for who He is and what He does. We look toward Him, we sing about Him, we speak about Him, before we respond to Him in the second segment. An example in a single phrase is the thought “Great is Your faithfulness.” (Lamentations 3:23b).

Segment 2. Responding to this vision, by acknowledging our personal need for this God through prayer.

This second segment is about responding personally to God. How do we relate to this vision of who He is and what He does? What does this vision mean—to us? Our personal expressions in prayer may include responding to God in various ways, such as in acknowledging our need of this God, seeking His forgiveness, or expressing our dependence on Him. An example in a single phrase is the thought “Father, I adore You.”

Segment 3. Receiving a message, by experiencing God’s Word through Scripture reading, devotional thought, skit, or other means.

This third segment presents an opportunity for much creativity! Whether it will be a nature nugget, a story, a Bible passage acted out in a skit, or some other message, it should be Bible-based, relevant, concise, and appropriate to the ages of its primary audience.

Segment 4. Committing to be God’s messengers, as we move on into other activities from worshipping God together.

Finally, what are we to do with this message? We have touched on looking outward toward God, responding to Him, and receiving a message about Him. What now? What are we to do, and be? An example of a response is the thought that begins a song, “Make me a servant.”

Now that we have examined a specific framework for worship, we will look at specific components of worship.

PRAYER (SEGMENTS 2 AND 4)

- “Lord, teach us to pray.” Luke 11:1. “When Jesus was upon the earth, He taught His disciples how to pray. He directed them to present their daily needs before God, and to cast all their care upon Him. And the assurance He gave them that their petitions should be heard, is assurance also to us.” (Steps to Christ, 93).

- “Prayer is the opening of the heart to God as to a friend. Not that it is necessary in order to make known to God what we are, but in order to enable us to receive Him. Prayer does not bring God down to us, but brings us up to Him.” (Steps to Christ, 93).

Communion with God enables us to focus on His perspectives and be drawn away from our self-centeredness. Prayer is an integral part of our relationship with God. There are different types of prayers: prayers of praise, thanks, petitions, confession, and forgiveness.

Both at home and in public worship, we have the privilege of teaching children to pray. Family routines may teach children to pray: welcoming the sacred hours of Sabbath with family worship and prayer, praying before meals, family prayers in the morning and evening, prayers of confession, prayer before travel, prayer when family or friends are in crisis, and prayers of thanksgiving.

Praying with young children reflects simple language and growing trust in God. For example, going to bed prayers – “Thank-you for”, “I’m sorry for”, “Please be with me”, “Please bless my family” (naming members), “In Jesus name, Amen”. Prayer when needing help – “Please help me, Jesus.” Prayer for food – “Dear Jesus, please bless my food. Thank you for each person who helped make it.”

Prayer resources include Scripture prayers and Psalms; prayer songs; Steps to Christ (Chapter 11: The Privilege of Prayer); Prayer by Ellen White.

SUGGESTED ACTIVITY

Bible examples of different types of prayer. [Note to presenter: there are a variety of ways to share this material, including: posters with fill-in-the-blank words; discussion in small groups; individuals reciting from memory, group responsive / alternate reading of verses.]

The Bible gives examples of prayers of repentance and confession, prayers of praise and thanksgiving, prayers of intercession. Psalms has a variety of prayers. The Lord’s Prayer (Matthew 6:9-13) covers many of these categories. Find additional Bible examples of different types of prayer.

- Praise and thanksgiving: Psalm 100:4-5; Revelation 15:3-4
- Repentance: Psalm 32:5; Psalm 51
- Intercession on behalf of others: Exodus 32:30-34; Nehemiah 1: 5-10; Daniel 9; John 17
- Thanking God before eating: Luke 24:30; Acts 27:35
- Prayer when in crisis: 1 Samuel 1:10-11; Nehemiah 2:4; Acts 7:60; Acts 9:11; Acts 12:12

MUSIC (SEGMENTS 1, 2, AND 4)

Different music messages fit appropriately into different segments. Primary resources include books of Scripture songs, youth, and church hymnals.

“As the children of Israel, journeying through the wilderness, cheered their way by the music of sacred song, so God bids His children today gladden their pilgrim life. There are few means more effective for fixing His words in the memory than repeating them in song. And such song has wonderful power. It has power to subdue rude and uncultivated natures; power to quicken thought and to awaken sympathy, to promote harmony of action, and to banish the gloom and foreboding that destroy courage and weaken effort.” (Education, 167)

PRINCIPLES OF MUSIC IN CHRISTIAN WORSHIP

- a. **Worship music should reflect both God’s exalted character (His transcendence) and His gracious closeness to humankind (His immanence).** Its expression is to avoid the fallen secular, selfish, and sensual.
- b. **Worship music should serve faithfully the teaching of God’s Word.** It should have a clear witness to Scriptural doctrine avoiding false theology.
- c. **Issues in worship music are informed by essential, yet general, contexts from Scripture.** Spirit-led discernment is necessary to make appropriate applications by proving everything and keeping the worthy.
- d. **Worship music communicates generally-understood meaning that makes it appropriate or inappropriate for worship.** To a profound extent, the message’s meaning includes musical style, presentation, and instrumentation. These are essential parts of the meaning, not neutral. Godly discernment identifies fallen secular elements in musical style, presentation, and instrumentation around us. This discernment must help us to know what musical elements to avoid using in worshipping the holy God.
- e. **Worship music ultimately should proclaim God’s good news.** In the great controversy, being true to this good news takes precedence over the use of worship music as token of culture, as tool for social statement, as means for personal expression. The gospel does not obliterate culture, but it does obligate it toward being true to the gospel.
- f. **Worship music choices should balance older and newer expressions of the eternal.** Youth need to experience profound, time-honored worship expressions in edifying ways, along with fresh expressions originating in our time. Worship music of heritage traditions and of contemporary expressions should be chosen using Scripture as their consistent standard.
- g. **In worship-music choices, deferring to one another in love is essential for upbuilding the church as Christ’s body while maintaining faithful witness to God.** Worship music choices should exemplify the wholesome best that is reasonable and possible in a given worship context.

- h. **The experience of worship music should involve active participation by many.** Singing as a group—not just listening to others sing—should occupy significant emphasis and time in worship. Elements that tend to transform group singing into “performances” emphasizing the leaders and to turn focus away from God-focused spiritual meaning should be avoided.
- i. **Music/words as personal property should be recognized through proper licensing use of copyright materials as needed.** For words and/or music, this includes such issues as printing, displaying on screen, arranging, and/or Internet streaming of materials that are copyright protected. For such events as song/praise services, licensing often can be through an organization such as Christian Copyright Licensing International (www.ccli.com).

RECEIVING A MESSAGE (SEGMENT 3)

- a. **The Holy Bible:** “The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education.” (*Education*, 17).
- b. **Nature/Christ’s parables:** “Our Saviour taught precious lessons using the things of nature. Trees, birds, and flowers reminded the people of these lessons. Hills, lakes, and the sky helped them to remember the truths He taught. They thought of His lessons even when they were at work.” (*Steps to Jesus*, 84.3).
Primary resources: The Four Gospels. Additional resources: *Christ’s Object Lessons*, *Education*, 99–120, *Steps to Christ* Chapter 10, *The Desire of Ages*
- c. **History:** God’s leading in in the lives of Scripture, the SDA church, and our personal testimonies.
“We will not hide them from their children, telling to the generation to come the praises of the Lord, and His strength and His wonderful works that He has done. For He established a testimony in Jacob, and appointed a law in Israel, which He commanded our fathers, that they should make them known to their children; that the generation to come might know them, the children who would be born, that they may arise and declare them to their children, that they may set their hope in God, and not forget the works of God, but keep His commandments.” (*Psalms* 78:4–7).
Primary resource: *The Holy Bible*. Additional resources: *Conflict of the Ages* series (youth version, *War of the Invisibles*), personal testimonies, videos on SDA Church history, and written biographies of church pioneers both local and international.

THE SABBATH

Make the Sabbath a Delight—“All who love God should do what they can to make the Sabbath a delight, holy and honorable. They cannot do this by seeking their own pleasure in sinful, forbidden amusements. Yet they can do much to exalt the Sabbath in their families and make it the most interesting day of the week. We should devote time to interesting our children. A change will have a happy influence upon them. We can walk out with them in

the open air; we can sit with them in the groves and in the bright sunshine, and give their restless minds something to feed upon by conversing with them upon the works of God, and can inspire them with love and reverence by calling their attention to the beautiful objects in nature." (Child Guidance 536.1).

THE ROLE OF THE HOLY SPIRIT

"The religion that comes from God is the only religion that will lead to God. In order to serve Him aright, we must be born of the divine Spirit. This will purify the heart and renew the mind, giving us a new capacity for knowing and loving God. It will give us a willing obedience to all His requirements. This is true worship. It is the fruit of the working of the Holy Spirit." (The Desire of Ages, 189).

PERSONAL WORSHIP

"Give yourself fully to God every morning. Make this your very first work. Let this be your prayer. "Take me, O Lord, as wholly Yours. I lay all my plans at Your feet. Use me today in Your service. Live with me, and let all my work be done to honor You. Every morning give yourself to God for that day. Put all your plans before Him, then carry out these plans or give them up as He guides. In this way you may give your life day by day into the hands of God. Your life will be made more and more like the life of Christ. (Steps to Jesus, 69.1,2).

PRACTICAL TIPS FOR PRAISE-TEAM LEADING

- 1. Leaders.** All club leaders are in training! But choose wisely those who will set the tone leading praise-team music. Choose with care, mentor with vision, affirm with persistence.
- 2. Group(s).** A single praise team always leading gives consistency and facilitates communication. But multiple praise teams encourage inclusiveness (more club members leading). One excellent solution may be to have multiple praise teams, each having one or two leaders who meet with you and every other praise-team leader frequently. This could foster consistency/communication while keeping the multiple team benefit of encouraging inclusiveness.
- 3. Retreat.** Before the club season starts, it can be very helpful to have a retreat to become more acquainted, to share goals and expectations, and to encourage one another. Discuss issues and principles before praise-team leaders need to apply them.
- 4. Singing Melody/Harmony.** Singing only the melody, for clarity, is generally appropriate for songs relatively unfamiliar to the club members in the worship. Singing harmony would be reserved only to possibly be used for songs that are highly familiar to the club members participating.

5. **Volume and Overall Participation.** The leading singer or singers should not overwhelm the overall group singing by being too loud. This is generally a matter of sound-system adjustment. The main thing is to be the singing of the larger group, not that of the singers who are leading.
6. **Tags.** Repeating the ending of a song—putting a tag onto it—is often done, but it tends to weaken the conclusion rather than to keep the song strong to the end. Tags should be used prudently, if at all.
7. **Transitions.** If a guitarist/keyboardist is not comfortable with bridging with music between songs, it can wisely work fine to just put short breaks of silence between songs. This would apply similarly if no one in the group is comfortable making spoken transitions—silence between songs can be fine.
8. **Sound check.** It can be helpful to have the praise team well-practiced beforehand if there is a soundcheck, to allow more efficiency and focus for anyone running a sound system.

IN REVIEW, THE COMPONENTS OF A MODEL GROUP WORSHIP

Before our final activity, where participants will prepare an outline for worship, let us review the sequence found in Isaiah 6:1-8.

Isaiah 6:1-8 suggests a simple, yet profound, order for club ministry worships. In the passage, Isaiah sees the Lord majestically seated, with angels and smoke (vv. 1-4). He confesses his unworthiness (v.5), experiences cleansing (vv. 6-7), and responds with commitment (v.8).

Elements of this narrative suggest a general order, a sequence with which to plan to lead worships.

Segment 1. Experiencing God as He is, through praise music and words that draw us outside of ourselves and toward God.

Segment 2. Responding to this vision, by acknowledging our personal need for this God through prayer.

Segment 3. Receiving a message, by experiencing God’s Word through Scripture reading, devotional thought, skit, or other means.

Segment 4. Committing to be God’s messengers, as we move on into other activities from worshipping God together.

SUGGESTED ACTIVITY

Individually or in groups, use the worship outline of Isaiah 6:1-8 in preparation for a club ministry worship. The worship outline Segment 3 may include Scripture passages, prayer, lesson, activity, or response of worshipers.

Master Guides-in-training may wish, in Segment 3, to teach one of the SDA fundamental beliefs, thus fulfilling a portion of the required teaching of five of these fundamental beliefs.

“Those who would impart truth must themselves practice its principles. Only by reflecting the character of God in the uprightness, nobility, and unselfishness of their own lives can they impress others.” (Education, 44).

“How often to the soul hard-pressed and ready to despair, memory recalls some word of God’s—the long-forgotten burden of a childhood song, —and temptations lose their power, life takes on new meaning and new purpose, and courage and gladness are imparted to other souls!” (Education, 168)

“The use of object lessons, blackboards, and maps will be an aid in explaining these lessons and fixing them in the memory. Parents and teachers should constantly seek for improved methods. The teaching of the Bible should have our freshest thought, our best methods, and our most earnest effort.” (Education, 186).

“In arousing and strengthening a love for Bible study, much depends on the use of the hour of worship. The hours of morning and evening worship should be the sweet-

est and most helpful of the day.” (Education, 186).

“Let the services be brief and full of life, adapted to the occasion, and varied from time to time. Let all join in the Bible reading and learn and often repeat God’s law.” (Education, 186).

“To make such a service what it should be, thought should be given to preparation. And parents should take time daily for Bible study with their children.” (Education, 186).

“In order to interest our children in the Bible, we ourselves must be interested in it... Our instruction to them will have only the weight of influence given it by our own example and spirit.” (Education, 187).

“In teaching children the Bible, we may gain much by observing the bent of their minds, the things in which they are interested, and arousing their interest to see what the Bible says about these things. He who created us, with our various aptitudes, has in His word given something for everyone.” (Education, 188).

COMMUNICA- TION THEORY AND PRACTICE

DESCRIPTION

This workshop introduces the importance of communication in its theory and practice. The theory section presents different concepts and tools to be applied in club communication, including public speaking, team building, and conflict resolution. The practice section presents daily technics to be used in regular and leadership meetings.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- NAD Social Media + Big Data Services, www.sdadata.org
- Key Bible Texts: Psalm 19:14; Psalm 141:3; Romans 14:19; 1 Thessalonians 5:11
- Local Conference/Union Communication Department

WHAT YOUR PARTICIPANTS WILL LEARN

1. How to speak and listen to others, and conflict resolution
2. Role of social media as a tool in club ministry
3. In-club communication, leading a staff meeting, agenda, and minutes
4. Effectively alerting parents and young people to announcements and emergencies
5. Communication from club to the local church
6. Marketing of Adventurer and Pathfinder events to broad audiences

WORKSHOP CONTENT

KEY BIBLE TEXTS:

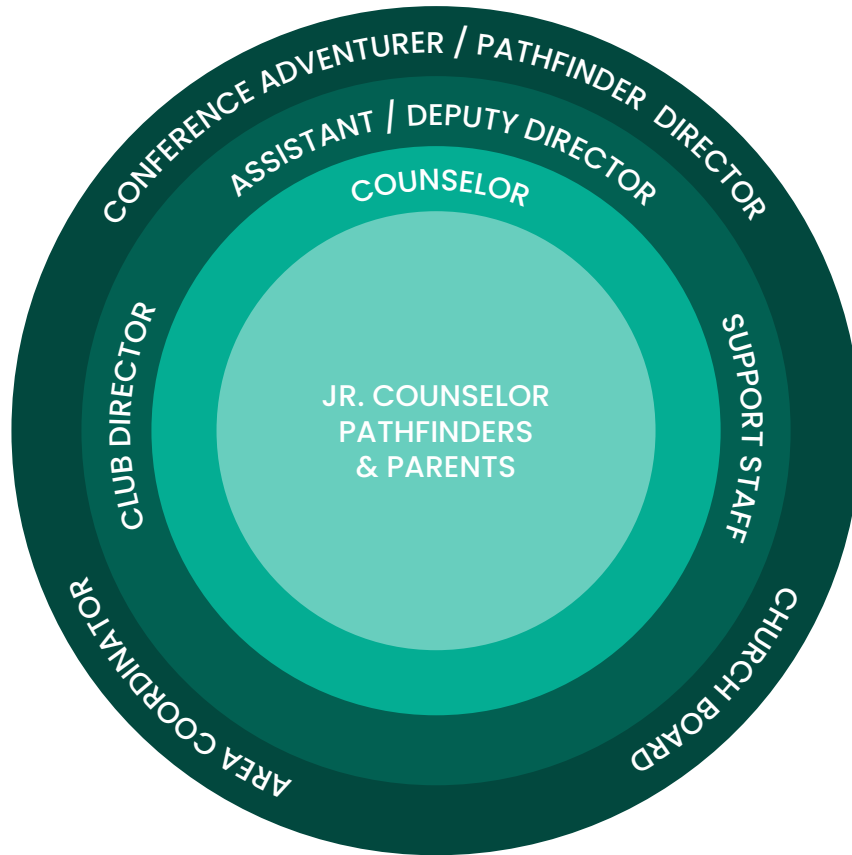
- Psalm 19:14 “Let the words of my mouth and the meditation of my heart be acceptable in your sight, O Lord, my strength, and my Redeemer.”
- Psalm 141:3 “Set a guard, O Lord, over my mouth; keep watch over the door of my lips!”
- Romans 14:19 “Therefore let us pursue the things which make for peace and the things by which one may edify another.”
- 1 Thessalonians 5:11 “Therefore comfort one another and edify one another, just as you also are doing.”

SPIRIT OF PROPHECY

“There is power in the communication of knowledge. We may have knowledge, but unless we know how to use the voice correctly, our work will be a failure. Unless we can clothe our ideas in appropriate language, of what avail is our education? Knowledge will be of little advantage to us unless we cultivate the talent of speech; but it is a wonderful power when combined with the ability to speak wise, helpful words, and to speak them in a way that will command attention.” (The Voice in Speech and Song, 13.3)

CLUB COMMUNICATION

Every club has a flow of information and communication happening at various levels. In Adventurers and Pathfinders we have a circle of support where counselors surround the Adventurer or Pathfinder and parents/family are at the center of the circle as the most important since they are the ones working with and serving the young people within their unit. In this context, normally communication will flow from one circle to the next one. Some exceptions can occur, like a club director leading the communication with parents.



Within-club Communication: Communication between staff members: agenda of topics, process of the meeting like voting, minutes with decisions taken, assessments (such as area coordinator’s annual visit and survey of staff).

Club / Church Communication: Reports for the Church Board at the beginning of the year presenting the plan for that year, reports before and after events and other times when required. Conference registration and reports, church announcements on-time.

Club / Community Communication: Marketing of Adventurer and Pathfinder Club regular activities (at the beginning of the year to invite new members) and events like baptisms, Adventurer and Pathfinder Sabbaths, community service, parades, etc.

Club / Parent Communication: Promote Adventurer or Pathfinder Club registration and activities for that year, share the Club calendar, communicate any emergency information / plan changes.

SUGGESTED ACTIVITY

Make a sample church announcement or a community marketing announcement for an event, remembering to address the questions Who, What, Where, When, How?

DIFFERENT TYPES OF CLUB MINISTRY COMMUNICATION

The segment will address the advantages and disadvantages of different types of communication: face-to-face presentations, graphics (artwork, posters, film) and digital communication (email, phone calls, text messages, and video conferences). Discuss, using a poster or chalkboard to record, advantages and disadvantages of each type of communication. As it relates to club ministry, review digital communication resources in your geographical area (email, phone calls, text messages, and video conferences).

SUGGESTED ACTIVITIES

ACTIVITY 1: Students can share effective methods that clubs are using.

ACTIVITY 3: Students can share effective digital resources for club ministry.

ACTIVITY 2: Demonstrate how to set up a group email. Demonstrate reminder apps. Demonstrate apps that track responses.

ACTIVITY 4: Attendees in groups will develop a communication action plan for their own clubs.

TIPS ON PUBLIC SPEAKING

It is important to be clear and concise. Most speeches have an introduction, body, and conclusion. Usually use a maximum of three points in the body. Remember that even a single point can be enough.

An introduction of a paragraph not only briefly introduces the topic, but it also can capture the attention of the audience. A short story, quote, or question can help to engage the audience.

The paragraph's body more fully rounds out the topic. Scriptures and concepts can be introduced. It needs to be practical and relevant to the audience.

Finally, the conclusion needs to summarize quickly the relevant points. Occasionally, a short anecdote can help listeners grasp practicality and relevance. It often is better to have a short speech than a longer one. The listeners are more likely to stay engaged and remember the message.

- a. **Length:** Plan for the shorter attention spans of younger audiences.
- b. **Delivery:** Speak slowly and enunciate, as the words must be able to carry a distance. Often if an individual is nervous, they will tend to speak quickly without even realizing it. Be aware of this and deliberately slow down. Look at the listeners, smile, and be as expressive as appropriate to the message.

- c. **Practice:** Practice can help calm the nerves.
- d. **Feedback:** Seek a trusted friend to provide honest feedback and remember that this is a learned skill. Many people find public speaking to be difficult. However, most people improve as they continue to utilize this skill. Remember always that you are speaking for the glory of God. This fact can help take the pressure off the speaker's mind and help to keep the task of public speaking in its appropriate place.

TEAM BUILDING AND CONFLICT RESOLUTION

Matthew 7:12 "Whatever you want men to do to you, do also to them, for this is the Law and the Prophets."

Romans 14:19 "Therefore let us pursue the things which make for peace and the things by which one may edify another."

1 Thessalonians 5:11 "Therefore comfort each other and edify one another, just as you also are doing."

An understanding of interpersonal communication skills can help enhance the Adventurer and Pathfinder teams. It can add to the sense of value and purpose of every individual. The manner in which team members communicate with each other will dictate whether the team is being built and strengthened, or whether it is being weakened. An understanding of conflict resolution will help when the inevitable conflicts arise.

HEALTHY MANAGEMENT

- Often conflict can be avoided by clear role definitions, clear expectations, and frequent communication.
- Regular staff meetings can facilitate the flow of information, problem solving, and evaluation.
- **Healthy conflict management includes focusing the team members on the mission and goals of the organization while respecting and utilizing member's spiritual gifts.**

Club ministry has conflicts in relationships. People view things differently. Out of these differences can arise disagreements and conflicts that can result in frustration and anger. The approach people take towards conflict management/resolution can either strengthen or weaken the club. Clear guidelines regarding dealing with conflict can help club members and staff know how to deal positively with issues. Scripture provides us with clear guidelines for conflict resolution: direct communication; speaking the truth in love; and forgiveness. Occasionally, successful resolution of conflict entails separation of club ministry staff, as was the case with Paul and Barnabas, who continued to work for the cause of Christ.

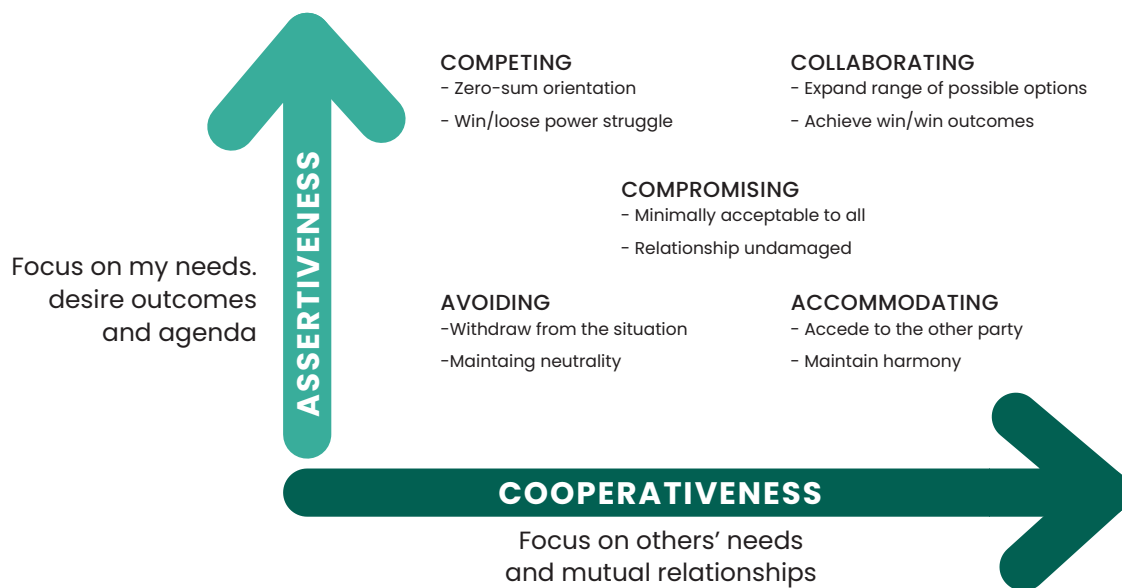
The following model can lead to constructive problem solving. These guidelines are effective in small groups or in large staff meetings.

THE SEVEN-STEP WIN-WIN MODEL

1. Define the issue
2. List your needs
3. Listen to the others' needs
4. List possible solutions
5. Choose a solution
6. Implement the solution
7. Follow-up

Source: Adler, R. B., Rosenfeld, L. B., and Proctor, R. F. (2010). *Interplay: the process of interpersonal communication*. New York: Oxford University Press.

CONFLICT RESOLUTION MODES BY THOMAS-KILMANN



Source: <https://kilmanniagnostics.com>

The Thomas-Kilmann Model of Conflict Modes can be a useful tool to understand conflict resolution options. This model shows how two factors, assertiveness and cooperativeness, interact when dealing with conflict.

- Assertiveness is defined as the focus on my needs, desired outcomes, and agenda. Cooperativeness is the focus on others' needs and mutual respect.
- An individual may be either very assertive or not assertive when dealing with an issue. If they are not assertive, they may end up **avoiding** and withdrawing from the situation. Neutrality may be maintained in this situation. However, frustration may increase.

- An individual who is very assertive may **compete** to gain victory for the goals that are desired. This results in a win/lose power struggle.
- Both the competing and withdrawal modes are low in cooperativeness.
- If cooperativeness is high, there are two other situations that can occur depending on the assertiveness of the individuals involved. If the assertiveness is low, they may accede to the other party, maintaining harmony. This is the **accommodating** mode.
- If both assertiveness and cooperativeness is high, this may result in **collaboration** in which the range of possible options is expanded. The chance for both parties to obtain a win-win situation is the highest. This option may strengthen relationships as well as have the most productive outcomes.
- **Compromising** can happen if assertiveness and cooperativeness are somewhat manifested. This results in solutions that are only minimally acceptable to all. However, it tends to leave relationships undamaged.

CONTEXTS FOR COMMUNICATING IN CONFLICT

- **Choose the best time and place.** It is best to keep calm when handling conflicts, but if individuals are too angry or unreasonable, then postpone the discussion. Don't delay it for too long, however, and if others do not bring up the issue again, then take the initiative to solve the problem. Guard against unnecessary interruptions when discussing major issues.
- **Say it straight.** State your feelings openly and respectfully through the effective use of I-messages. Speak directly, clearly, and concisely—without anger. Include reasons why you feel the way you do. Explain how you think the problem can be solved and what is at stake. Speak calmly and in as controlled a manner as possible, lowering your voice rather than raising it.
- **Stay on the subject.** Stick with one problem until you solve it. The more problems brought up at one time, the less likely that any of them will be solved. Make a rule that additional problems cannot be brought up until the first one has been dealt with.
- **Show respect.** You may not agree with your colleague's position; in fact, you may be vehemently opposed. However, you should still respect their right to have an opinion. Here are some no-no's: name-calling; wild threats; put-downs concerning ideas, appearance, or intelligence; physical violence; yelling; and interrupting. Words spoken in anger can never be recalled. Consider the long-term effects of a threatening ultimatum or bitter remarks. Speak and listen with respect.

INTERPERSONAL COMMUNICATION: HOW TO SPEAK SO OTHERS LISTEN. HOW TO LISTEN SO YOU UNDERSTAND.

Communication utilizes both verbal and nonverbal information.

Verbal

communication relates to the information carried by the words we use. However, nonverbal communication also conveys a great deal of information.

Nonverbal

What are examples of nonverbal communication? Our surroundings or environment, posture and movements, our appearance, the tone of our voice, physical touch.

RULES FOR EFFECTIVE LISTENING

1. **Maintain good eye contact.** Focus your full attention on your friend.
2. **Sit attentively.** For a few minutes act as if nothing else in the world matters except hearing what your friend has to say. Block all other distractions from your mind. Lean forward in your chair.
3. **Act interested in what you are about to hear.** Raise your eyebrows, nod your head, smile, or laugh when appropriate.
4. **Be attentive** and listen with appropriate phrases to show agreement, interest, and understanding. Your friend wants to know that you understand the ideas they presented. Try to think through what is being said and fit it into your own experience.
5. **Ask well-phrased questions.** Give encouragement by asking questions that illustrate your interest.

SUGGESTED ACTIVITIES

What do the following passages reveal about how our conversations may strengthen relationships? Match these verses to concepts just studied.

- Psalm 37:7-9
- 1 John 3:18
- Proverbs 10:32
- Proverbs 27:17
- Titus 3:1-2
- James 4:11

In small groups, talk together concerning prayer requests using the rules for effective listening, and pray for each other.

CONCLUSION

What we have to share. "Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit. Teaching them to observe all things that I have commanded you: and lo, I am with you always, even to the end of the age." Matthew 28:19-20. Our source of truth is the Word of God, and our message invites people into a saving relationship with God by sharing the plan of salvation and the blessed hope of Christ's soon return.

TIPS FOR EFFECTIVE SPEAKING

- 1. Choose the right time to communicate.** Your subject may be well-taken, but your timing may be off. If you have something personal to share, don't unload just as your friend walks in. Select a time when your friend can respond pleasantly.
- 2. Develop a pleasant tone of voice.** It isn't always what you say, but how you say it that counts. It is soothing to be around someone with a soft, calm voice. Make sure it is easy to listen to you.
- 3. Be clear and specific.** Many misunderstandings arise from muddled talk. Try to think well as you speak, and state clearly what you mean.
- 4. Be positive.** In many homes, 80% of all communication is negative. These families become so used to hearing fault-finding, blaming, judging, name-calling, and other negative elements that such behavior becomes normal. By contrast, be positive and appreciative.
- 5. Be courteous and respectful of others.** You can do this even when you don't agree. Care as much about their comfort as you do about your own, and be willing to listen.
- 6. Be sensitive to the needs and feelings of others.** Develop patience and sensitivity in responding to what your friend says. If your friend hurts, you can understand the hurt and even hurt with him/her. Tune into the needs and feelings of fear, anger, despair, and anxiety of your friend. Likewise, if your friend is happy over a new development, enjoy that happiness with him/her.
- 7. Develop the art of conversation.** Conversation is an art, and opportunities to develop it should be encouraged. Discussion on interesting topics enriches a relationship.

EFFECTIVE METHODS OF LISTENING

Emphasis on effective listening is not new, but until recently more emphasis has been placed on the ability and willingness to speak freely than on effective listening. Today, however, some schools teach listening skills along with the “three Rs.” Corporations are encouraging employees to take certain courses to improve their listening skills. Family counselors are teaching people to listen within the family circle. Following are some techniques, suggested by experts, to help you and your friends enhance your listening abilities.

- **Be alert to body language.** We communicate by the spoken word, but we also communicate by what we do not say. Fifty-five percent of what we communicate is expressed through facial expressions: a pout, a sigh, a grimace, or a squint of the eyes. Such body language speaks louder than words. Other nonverbal messages are caught through body postures or gestures— a nervous tapping of the foot, tightly clenched teeth, or a motion of irritation. Such behavior patterns offer keys to feelings behind the words and set up barriers before conversation begins.
- **Be a door-opener.** A good listening technique is found in responding with a “door opener” or the invitation to say more. These responses do not communicate any of your own ideas or feelings, yet they invite your friend to share their thoughts. Some of the simplest “door openers” are: “I see.” “You don’t say.” “Tell me more.” “I’d be interested in your point of view.” “Tell me the whole story.” In this way you encourage the other person to talk and do not give the idea that you can hardly wait to snatch the conversation away. They convey respect by implying: “I might learn something from you. Your ideas are important to me. I am interested in what you have to say.”
- **Listen actively.** “Deliberate listening” is the ability to process information, analyze it, recall it at a later time and draw conclusions from it, but “active listening” hears the feelings of the speaker first and processes information secondarily. Both deliberate and active listening skills are necessary in effective communication but listening with feeling is far more important in relationships. Active listening is particularly useful when you sense your colleague has a problem, such as anger, resentment, loneliness, discouragement, frustration, or hurt. Your first reaction to such feelings may be negative. You may want to argue, defend yourself, withdraw, or fight back. However, in active listening you catch what has been said and then restate what you think the feeling is, not the facts that have been stated.

EDUCATION: THEORY AND PRACTICE

DESCRIPTION

The focus of this workshop is to introduce the overall themes of the book *Education*, and how these themes form the foundation of club ministry. These overarching themes include: restoration, love, development of the whole person, the lesson book of nature, service, and character development. Curriculum for Adventurers, Pathfinders, and Master Guide is built upon the theme of wholistic development. The distinctive Seventh-day Adventist focus of nurturing spiritual, mental, physical, and social health with the goal of service, is sometimes referred to as “The Adventist Blueprint.” God will bless our educational and club ministry as we follow the divine counsel for education. In conclusion, this workshop will cover the practical components of building lesson plans for teaching.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- *Education* by Ellen White, or *True Education* (contemporary English)
- Graph of Investiture Achievement requirements grouped by themes (created by Divisions)
- Sample Lesson Plans

WHAT YOUR PARTICIPANTS WILL LEARN

1. Luke 2:52
2. The Biblical worldview as the foundation of all Adventist education
3. Principles from the book, *Education* which form the foundation of club ministry curriculum
4. How to Design a Lesson Plan

WORKSHOP CONTENT

The principles of Scripture and the book *Education* offer insights into nurturing healthy character development, so our youth can increase “in wisdom and stature, and in favor with God and men.” Luke 2:52. The distinctive depth of the Seventh-day Adventist focus of nurturing spiritual, mental, physical, and social health with the goal of service, is sometimes referred to as “The Adventist Blueprint.” What are the components that create the development of a balanced individual?

Spiritual development

refers to all that supports the restoration of a relationship with God.

Social

refers to both the interactions with peers as well as interactions with the broader community.

Service

is one goal of Christian development. However, it is not merely for the goal of service itself. Service is to bring glory to God.

Mental development

is divided into two different aspects: the intellect and the emotions. These aspects are tightly interwoven.

Physical

refers to not only the growth in height and strength, but to all the needs of the physical body. The body requires physical activity, fresh air, sunshine, nutrition, water, rest, and temperance.

THE OVERARCHING THEMES OF THE BOOK, *EDUCATION*

RESTORATION (1) is the predominant theme.

“To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized-- this was to be the work of redemption. This is the object of education, the great object of life.” (Education, 15-16).

What is the basis of true education? What human faculties are involved? What is the end result? The following quotes help to clarify this.

LOVE (2) and **DEVELOPMENT OF THE WHOLE PERSON (3)** are two of the overarching themes found in the quote below as well as many others.

“Love, the basis of creation and of redemption, is the basis of true education. This is made plain in the law that God has given as the guide of life. The first and great commandment is, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind.’ Luke 10:27. To love Him, the infinite, the omniscient One, with the whole strength, and mind, and heart, means the highest development of every power. It means that in the whole being—the body, the mind as well as the soul—the image of God is to be restored.” (Education, 16).

The overarching themes of **SERVICE (4)** and **CHARACTER (5)** development are introduced here and further developed throughout the entire book.

“Like the first is the second commandment: ‘You shall love your neighbor as yourself.’ Matthew 22:39. The law of love calls for the devotion of body, mind, and soul to the service of God and our fellow men. And this service, while making us a blessing to others, brings the greatest blessing to ourselves. Unselfishness underlies all true development.” (Education, 16).

NATURE (6), a lesson book from our Creator, is also a thread running throughout the book.

“All that had been lost by yielding to Satan could be regained through Christ. This intimation also nature repeats to us. Though marred by sin, it speaks not only of creation but of redemption. Though the earth bears testimony to the curse in the evident signs of decay, it is still rich and beautiful in the tokens of lifegiving power.” (Education, 27).

The balanced, harmonious development of the human faculties not only brings happiness to the individual, but it also allows for service with the goal of bringing glory to God. These overarching themes provide the basis of education as it relates to Adventurers, Pathfinders and Master Guides.

SUGGESTED ACTIVITY

Match one Education quote from the Overview below, to each of these overarching themes:

- | | |
|-----------------------------------|---|
| 1. Restoration | 4. Service |
| 2. Love | 5. Character development |
| 3. Development of the WHOLE being | 6. Nature as a lesson book from our Creator |

EXCERPTS FROM THE BOOK *EDUCATION*

- › *“The Holy Scriptures are the perfect standard of truth, and as such should be given the highest place in education.” (17)*
- › *“Every human being, created in the image of God, is endowed with a power akin to that of the Creator— individuality, power to think and to do.... It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s thought.” (17)*
- › *“Higher than the highest human thought can reach is God’s ideal for His children.” (18)*
- › *“He who co-operates with the divine purpose in imparting to the youth a knowledge of God, and molding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God’s ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above.” (19)*
- › *“It is his [the true teacher’s] ambition to inspire them with principles of truth, obedience, honor, integrity, and purity—principles that will make them a positive force for the stability and uplifting of society. He desires them, above all else, to learn life’s great lesson of unselfish service.” (29-30)*
- › *“In the highest sense the work of education and the work of redemption are one, for in education, as in redemption, ‘other foundation can no man lay than that is laid, which is Jesus Christ.’” (30)*
- › *“True education is not the forcing of instruction on an unready and unreceptive mind. The mental powers must be awakened, the interest aroused.” (41)*
- › *“In the home and the sanctuary, through the things of nature and of art, in labor and in festivity, in sacred building and memorial stone, by methods and rites and symbols unnumbered, God gave to Israel lessons illustrating His principles and preserving the memory of His wonderful works.” (41)*
- › *“God’s commandments were chanted, and, bound up with the blessed influences of nature and of kindly human association, they were forever fixed in the memory of many a child and youth.” (42)*
- › *“A knowledge of God, fellowship with Him in study and in labor, likeness to Him in character, were to be the source, the means, and the aim of Israel’s education—the education imparted by God to the parents, and by them to be given to their children.” (44)*
- › *“. . . it was regarded as a sin to allow children to grow up in ignorance of useful labor. Every youth, whether his parents were rich or poor, was taught some trade . . . a knowledge of practical life was regarded as essential to the greatest usefulness.” (47)*

- › *“With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator’s plan.” (50)*
- › *“The greatest want of the world is the want of men—men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall.” (57)*
- › *“The youth need to be impressed with the truth that their endowments are not their own. Strength, time, intellect, are but lent treasures.” (57)*
- › *“None can know what may be God’s purpose in His discipline; but all may be certain that faithfulness in little things is the evidence of fitness for greater responsibilities.” (61)*
- › *“He did not deal in abstract theories, but in that which is essential to the development of character; that which will enlarge man’s capacity for knowing God and increase his power to do good.” (81) “Never can there be a circumstance of life, a crisis in human experience, which has not been anticipated in His teaching, and for which its principles have not a lesson. The Prince of teachers, His words will be found a guide to His co-workers till the end of time.” (81-82)*
- › *“The more quiet and simple the life of the child—the more free from artificial excitement and the more in harmony with nature—the more favorable it is to physical and mental vigor and to spiritual strength.” (107)*
- › *“. . . for a young man starting in life, integrity, diligence, temperance, purity, and thrift constitute a better capital than any amount of mere money.” (137)*
- › *“Whether we recognize it or not, we are stewards, supplied from God with talents and facilities, and placed in the world to do a work appointed by Him.” (137)*
- › *“He Himself is responsible for the results. . . . our part is faithful compliance with His directions. Thus there is no place for anxious care. Diligence, fidelity, caretaking, thrift, and discretion are called for. Every faculty is to be exercised to its highest capacity. But the dependence will be, not on the successful outcome of our efforts, but on the promise of God.” (138)*
- › *“As an educator no part of the Bible is of greater value than are its biographies.” (146)*
- › *“The strongest bulwark of vice in our world . . . is that life which otherwise appears virtuous, honorable, and noble, but in which one sin is fostered, one vice indulged.” (150)*
- › *“All who in this world render true service to God or man receive a preparatory training in the school of sorrow. The weightier the trust and the higher the service, the closer is the test and the more severe the discipline.” (151)*
- › *“The melody of praise is the atmosphere of heaven; and when heaven comes in touch with the earth, there is music and song . . .” (161)*

- › *“Before the army went singers, lifting their voices in praise to God—praising Him for the victory promised.” (163) “With a song, Jesus in His earthly life met temptation. Often when sharp, stinging words were spoken, often when the atmosphere about Him was heavy with gloom, with dissatisfaction, distrust, or oppressive fear, was heard His song of faith and holy cheer.” (166)*
- › *“Music is often perverted to serve purposes of evil, and it thus becomes one of the most alluring agencies of temptation. But, rightly employed, it is a precious gift of God, designed to uplift the thoughts to high and noble themes, to inspire and elevate the soul.” (167)*
- › *“Amidst the strife and tumult of nations, He that sitteth above the cherubim still guides the affairs of the earth.” “To every nation and to every individual of today God has assigned a place in His great plan. . . . All are by their own choice deciding their destiny, and God is overruling all for the accomplishment of His purposes.” (178)*
- › *“The mind, the heart, that is indolent, aimless, falls an easy prey to evil.” “. . . let the life have a noble aim, an absorbing purpose, and evil finds little foothold.” (190)*

LESSON PLANS

“Every teacher should see to it that his work tends to definite results. Before attempting to teach a subject, he should have a distinct plan in mind, and should know just what he desires to accomplish. He should not rest satisfied with the presentation of any subject until the student understands the principle involved, perceives its truth, and is able to state clearly what he has learned.” (Education, 234).

THE PARTS OF A LESSON PLAN

- **Event, Time, Venue:** Adventurers, Pathfinders, Children’s Story, Family Worship, Sabbath School
- **Teaching Goal:** What will the class learn?
- **Evaluation:** How will you check if they ‘got it’? Assessment includes: projects, discussions, quizzes, portfolios. (Beginning with the end in mind, your evaluation, helps you build the lesson with the goal of creating a successful learning experience for each student.)
- **Audience:** Age, learning styles, ability levels.
- **Resources to Use:** story, manipulatives, music.
- **Activity:** What will you have them do to succeed?
- **Adaptation** for audience members.

Lesson Plan Template

- Event, Time, Venue
- My topic and goal are
- How I will check if they 'got it'
- My audience
- Resources I need
- Learning Activity/ies
- How will I adapt for different ages, special needs, or online platform?

LESSON PLAN EXAMPLE # 1

Time and Venue: Family Worship; 4+ minutes.

Built Upon Scripture

1. What do you want them to know? Christ is the best foundation for my life.
2. How will you check if they 'got it?' Group participation.
3. What will you have them do to succeed? Hear God's Word; participate in activities.

My Topic: The Wise Man and the Foolish Man.

How will I check if they 'got it'? Group participation.

My Audience: different aged children in family worship.

How will I adapt? Older children will help teach the hand motions to the younger.

Resources I Need: sand, rock, blocks, water, the song "The Wise Man and the Foolish Man."

Learning Activities:

1. Read Bible verse
2. Use blocks on rock and sand
3. Repeat Bible verse
4. Sing song with motions

LESSON PLAN EXAMPLE # 1

Topic: Trees–Lesson plan for grade 3

Objective: At the end of this lesson students will be able to identify:

1. The main parts of a tree and describe their functions and purpose. Trees have five main parts:
 - a. The root is that part of the tree that grows underground.
 - b. The leaves are part of the crown, and some leaves can be used for food.
 - c. The branch stores the nutrition.
 - d. The trunk holds the tree in place.
 - e. The crown is the top of the tree. It shades the root and collects energy from the sun.

2. How trees are used by humans and society. Tree are used for lumber to build houses. Some trees provide different types of food.

Material: Picture, markers, pencil, paper, and videos on trees.

Activities: Bible verse: Psalms 1:3 “He shall be like a tree planted by the rivers of water, that brings forth its fruit in its season, whose leaf also shall not wither; and whatever he does shall prosper.”

Encourage children to look up text, read and discuss it, and make a song.

- Worksheet: They can work in pairs to complete the worksheet.
- Group discussion: with questions and answers.

Projects:

- Scrapbook: to identify trees common to where they live, name them, and state the benefits to society.
- Participate in earth day project: to show the importance of keeping their environment clean and how they can help.
- Field trip: to a lumber mill with proper planning and supervision.
- Evaluation: Ask students for feedback on what they achieve from the lesson. Give students the Adventurer Tree Award.

SUGGESTED ACTIVITY

Using the lesson plan template, individuals or small groups create lesson plans about:

- a) teaching a parable of Christ, or
- b) a portion of an award or honor. Share lesson plans with class.

RESOURCES FOR CREATIVE INSTRUCTION

DESCRIPTION

This workshop is about how to teach in engaging ways utilizing a variety of resources for a holistic learning process. Assess and develop resources for each of the three club ministry levels: Adventurers, Pathfinders, and Master Guide. Types of materials and personnel used to support Club Ministries. Discussion portion includes sharing of resources and brainstorming ideas with other club ministry staff.

PARTICIPANTS

Master Guide candidates

RESOURCE MATERIAL

- *Education* by Ellen White. Chapter 26: “Methods of Teaching”
- Union/Division Education Department resources
- Union/Division Club Ministry resources
 - › Specific resources for Adventurers
 - › Specific resources for Pathfinders
 - › Specific resources for Master Guide completion

WHAT YOUR PARTICIPANTS WILL LEARN

1. Assessing resources needed for club ministry
2. Developing teaching resources
3. Types of resources and personnel needed
4. Materials needed for awards, honors, and IA classes

WORKSHOP CONTENT

KEY TEXT:

Philippians 4:8 “Whatever things are true, whatever things are noble, whatever things are just, whatever things are pure, whatever things are lovely, whatever things are of good report, if there is any virtue, if there is anything praiseworthy, think on these things.”

FACTORS THAT AFFECT RESOURCE SELECTION

There are several factors that should be considered when choosing resources for a particular class or lesson theme:

- **Beliefs:** Resources should be supportive of the Scriptural beliefs of the Seventh-day Adventist church.
- **Venue:** The place where you meet regularly for your program will have some bearing on your choice of resources. How much space is there for specific activities and resources? It is also necessary to evaluate the security of the location.
- **Number of Participants:** The number of participants in your care will also affect the number and style of resources you use. If your class is small, you will not need as many resources as you will for a larger class. However, variety and creativity are important, and you need to provide as many experiences for your class as is feasible.
- **Qualifications and Experience:** If you have been assigned to teach a class, your choice and selection of resources will probably reflect your experience in the teaching area. If you are a new teacher, you may be unsure just where to start! You may need to call on more experienced teachers and get their guidance and help. Ask them, as resource people, to take some segments for you. A qualified schoolteacher might help you select materials.

DEVELOPING TEACHING RESOURCES

Individual class requirements and honors form a part of a total package of information and experiences designed to encourage participants to develop their full potential. Each requirement generally allows for a variety of teaching methods. However, teachers need not feel restricted in teaching the requirements. A good teacher will evaluate the requirement,

class, venue, and other factors, and then choose the most effective teaching method, including the use of appropriate teaching aids.

Teachers need to be aware of the value in developing effective teaching resources that they can use to assist them in completing the requirements. They need to assess what they have on hand, what they can call on, and what they may need to find in order to meet their needs. A variety of teaching resources and teaching methods encourages wholistic development.

RESOURCES NEEDED FOR COMPLETING AWARDS, HONORS, AND INVESTITURE ACHIEVEMENT CLASSES

Teachers may find resources among the following:

- **Personnel:** People are one of the most valuable resources to the club leader. Many people have chosen a specialist profession or career and are often more than ready to share their expertise. Trades people, medical personnel, and teachers may be used to teach selected requirements. Teachers may be able to find members of their church or community who are content experts in a particular field. These specialists may be a valuable resource to club ministry.
- **Places:** Most clubs will be close to venues that provide excellent resources for classwork. Primary and secondary schools may be able to offer assistance. Libraries, museums, community centers, parks, and gardens may have just the things to assist the teacher.
- **Materials:** Teachers should recognize the value of the written word. Books and magazine articles are a handy source of information and pictures. Videos and the Internet are popular and valuable as teaching resources. Teachers should select what is appropriate to fit the various class requirements.

DISCUSS: RESOURCES FOR TEACHING THE SEED HONOR

1. What is the main purpose of a seed?
2. What foods were first given to man in the Garden of Eden?
3. Identify from a seed or drawing and know the purpose of each of these parts of a seed: seed coat, cotyledon, embryo.
4. List from memory four different methods by which seeds are scattered. Name three kinds of plants whose seeds are scattered by each method.
5. List from memory ten kinds of seeds that we use for food.
6. List from memory five kinds of seeds that are used as sources of oil.

7. List from memory five kinds of seeds that are used for spices.
8. What conditions are necessary for a seed to sprout?
9. Make a collection of 30 different kinds of seeds, of which only ten may be collected from commercial seed packages; the other 20 you are to collect yourself. Label each kind as follows: seed name, date collected, location collected, and collector's name.

SUGGESTED ACTIVITY

- Group participants into their respective areas of ministry, Adventurer, Pathfinder or Master Guide. Assign specific awards/ honors or IA coursework and have candidates exchange their resource ideas.
- Review the handout following the seminar, Resources.

The presenter of this workshop should prepare a handout of resources for workshop attendees. These resources should be appropriate for their geographical area. The local Conference, Union, and Division are good sources to check for materials. In addition, other Master Guide presenters might share resources they use in training. At the close of this workshop, in the activity section, participants share their teaching resources. Compile this material to share with the class and save it for future presentations.

Resources listed should include documents about:

- Adventurers
- Master Guide
- Pathfinders
- Children and Youth Sabbath Schools.

INTERNATIONALLY-ACCESSIBLE RESOURCES

ARTICLE SAMPLES:

- Salvation: Helping Your Students Embrace God's Grace, by Donna J. Habenicht and Larry Burton. <http://circle.adventist.org/files/jae/en/jae200366021407.pdf>
- Donna J. Habenicht and Larry Burton. "Connecting Children With God Through Prayer and Worship," *Journal of Adventist Education*, Oct/Nov 2004, pp. 9-10. <http://circle.adventist.org/files/jae/en/jae200467010506.pdf><http://circle.adventist.org/files/jae/en/jae200467010506.pdf>

- *SalStudents Tell the World*. Developed by Atlantic Union Conference – North American Division. <https://atlantic-union.org/education/students-tell-the-world/>
- *The Faith Shaper Guide to God Encounters*, by Julie Weslake. Produced by The South Pacific Division Children’s Ministry Department. https://cdn.disciple.org.au/wp-content/uploads/2018/06/05152451/God_Encounters_Booklet.pdf
- *Ellen White and Children*. Developed by Adventist Children’s Ministries, General Conference of Seventh-day Adventists. <https://children.adventist.org/ellen-white-and-children>
- *Evangelistic Parenting*. Developed by Adventist Family Ministries, General Conference of Seventh-day Adventists. <https://family.adventist.org/evangelistic-parenting/>

BOOK SAMPLES:

- Habenicht, Donna. *How to Help your Child Really Love Jesus*.
- Habenicht, Donna and Burton, Larry. *Teaching the Faith: An Essential Guide for Building Faith-shaped Kids*. Hagerstown, MD: Review and Herald Publishing Association, 2004. Doctrines of the Seventh-day Adventist Church are broken down into ideas children can understand, including suggested ages at which each idea can be taught.
- SDA Books about the Great Controversy between God and Satan for children of different ages:
 - › For kindergarten and primary children: *Forever Stories*, vol. 1–5, by Carolyn Byers (Hagerstown, Md.: Review and Herald Publ. Assn., 1989). *Margie Asks, Why Do People Have to Die?* by Laura Rocke Winn (Hagerstown, Md.: Review and Herald Publ. Assn., 2000).
 - › For primary and junior children: Sally Pierson Dillon, *Michael Asks Why* (Boise, Idaho: Pacific Press Publ. Assn., 2000). [ISBN: 08163175953]. Sally Pierson Dillon, *The War of the Ages*, vol. 1–5 (Hagerstown, Md.: Review and Herald Publ. Assn., 2000–2003); available as online recordings by Austin Bacchus on YouTube.
 - › For juniors and youth: *Conflict of the Ages* in contemporary English and multiple languages. <https://m.egwwritings.org/>

RESEARCH WORTH DISCUSSING:

- <http://circle.adventist.org/files/download/DHresearch1.pdf>
- http://christintheclasseom.org/vol_18/18cc_335-339.htm
- <http://circle.adventist.org/browse/252/>. This section of CIRCLE is the best source of all Valuegenesis reports, with key insights. Here’s one key: <http://circle.adventist.org/files/jae/en/jae200770012407.pdf>

- If you do a search for author “Dudley” in circle.adventist.org you will see most of Roger Dudley’s published reports and books. This includes vital information regarding factors that historically have led to youth leaving the church.

ONLINE RESOURCES

- GC Children’s Ministries: <https://children.adventist.org/handbook>
- Programs and Activities for Children: <https://children.adventist.org/child-min-handbook-chapter8.pdf>
- *Activity Book for Steps to Jesus*: <https://www.faithfinders.com/steps-to-christ-activity-book.pdf>
- Simplified baptismal vows: <https://children.adventist.org/child-min-handbook-chapter9.pdf>

