

# The Pathfinder 2

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## Understanding the Person

### Early Childhood (1-6)

Early childhood is a time of intense activity. Young children live in a world of make-believe, and people it with strange and fantastic creatures. They are not yet able to distinguish between real and imaginary. They truly believe the big, black dog is a "bear."

The difficulty of transference from the unreal world of fantasy to the real world gives rise to the "lying" that is common during this time.

At this age, children are filled with curiosity and are constantly asking, "Why?" and "What for?" They are extremely imitative, and will pick up bad words and bad habits without knowing their significance. They want to spend their time in active play rather than be amused. They enjoy stories with jingle and rhyme, that they want to have retold. They are extremely credulous, believing implicitly what parents and other trusted friends tell them.

### Middle Childhood (7-9)

During middle childhood, there is continued intense activity, but it is more controlled, and motivated by purpose. Children of this age are still curious and have many questions. But reason is now beginning to develop and they draw conclusions from their own observations and thinking. Old things take on new meanings and their world is daily becoming larger. Instead of fantasy, they want stories which could have happened.

### Preadolescence (10-12)

The junior age is full of noise and ceaseless activity, slow growth, and boundless health. Girls tend to be more developed than boys physically, mentally and even somewhat emotionally. By the

age of 12 this advance has reached two years, but then the boys begin to catch up. Preadolescents are quick to learn and have an amazing power to recall what they have heard or studied.

Preadolescents have a great admiration for people who are able to "do things," and thrive on hero stories. It is during this period that they have a lively interest in religion. They find it natural to turn to Christ and commit themselves to Him and His way of life.

The preadolescent is like this:

#### Mental Characteristics:

- Learns rapidly and can memorize easily.
- Eager to investigate and learn. Likes to take things apart and see how they are made.
- Loves stories and good books and likes to read.
- Interested in collecting. Some educators estimate that 90% of all children of this age collect things. They may be gathering four or five different collections simultaneously. This is an excellent time for studying AY Honors. The Pathfinder Club should make available many areas of study. A three-month program on one craft or honor study is usually sufficient.

#### Physical Characteristics:

- Healthy and fit.
- Body and mind is well balanced for coordination. Games, marching, and physical skills are easily learned.
- Restless, wants lots of activity and noise.

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**Social Characteristics:**

- Likes secret codes and adventure.
- Has an independent spirit but is learning teamwork.
- Has a natural wanderlust.
- Worships heroes.
- Has little interest in the opposite sex.

**Spiritual Characteristics:**

- Interested in spiritual things and in the work of the church.
- Ready for baptism (peak age is 12).
- Likes "share your faith" activities and delights in awards, ribbons, and trophies.
- Easy to instruct in religion; accepts and believes what is taught.

**Early Adolescence (13-15)**

Early adolescence brings rapid growth with its awkwardness and lack of coordination. It also causes embarrassment because certain organs, such as the nose, mouth, and feet grow more rapidly than the rest of the body. Early adolescents often feel like "ugly ducklings" and fear that they will always be that way. They begin to develop an interest in the opposite sex, with accompanying bashfulness. Mental development makes definite gains, replacing credulity with criticism. They give much time to daydreaming and thinking about the future. Kids this age tend to be altruistic, challenged to do worthwhile things in the world. Religious interest continues; spiritual beliefs begin to depend on experience, rather than the mere acceptance of facts.

An early adolescent is like this:

**Mental Characteristics:**

- Alert, but subject to daydreaming.
- Learns quickly.

**Physical Characteristics:**

- Excellent health, second only to the preadolescent period.
- Rapid physical growth, accompanied by a tremendous appetite.

- Clumsy due to muscle growth falling behind bone structure growth.
- Dealing with sexual changes and hormones that influence behavior.
- Girls, on average, are taller than boys at 12 and 13, slightly taller at 14, less tall at 15 and 2 inches shorter at 16.

**Social Characteristics:**

- Aware of social status with a fear of being labelled "different" from the group. Seeks group approval for all activities.
- Looks for more individual freedom and has a new discernment of the inward qualities of individuals.
- Interested in money.
- Has frequent mood changes. In the morning they may be generous, in the afternoon they may be greedy. One hour they are astonishingly self-conceited, and the next, timid.
- Attracted to the opposite sex but not yet prepared to handle one on one male/female relationships. Group activities are the best way for them to learn these relational skills.

**Spiritual Characteristics:**

- Interest in spiritual things is waning slightly, but they are influenced by the attitudes of the group. The second largest number of adolescents are baptized at age 13.
- Less likely to demonstrate their feelings on spiritual matters or convictions.
- Has conflicts with conscience.

**Middle Adolescence (16-17)**

Growth continues to be rapid, teens usually reach full height by the end of this period. They are developing their own individuality.

A middle adolescent is like this:

**Mental Characteristics:**

- Questions everything and wants proof before accepting it.
- Respects "scholarship" and the opinions of important people.

- Becomes idealistic.

#### **Physical Characteristics:**

- Developing sexually.
- Has reached 85 percent of his adult height and weight.
- Muscles are developing; likes physical fitness programs.

#### **Social Characteristics:**

- Likes social groups and wants to be surrounded by special friends.
- Critical, often brutally frank in expressing opinion about others.
- Sensitive, guided by public opinion and social pressure.

#### **Spiritual Characteristics:**

- Either goes on recognizing social and spiritual values or loses interest.
- Builds on the spiritual foundation already laid.

### **Later Adolescence (18-24)**

Physically, this is a time of slow growth; those late in maturing catch up with the others. The personality emerges and character becomes relatively fixed. Whatever doubts there have been in connection with religion have either been thought through and a satisfying basis for faith found, or there is the casting off of religion as a relic of the past, with disillusionment resulting in cynicism. Interest in sex may have found expression in love and marriage, and the founding of a home.

### **Adult Life**

Early adult life is characterized by good health and the joy of living. There is the serious business of rearing a family, the struggle for social recognition, and the urge for economic security. There is the desire for increased responsibility in anticipation of creative labor, and the joy of greater accomplishments. The religious life, depending on past training, is either one of faithfulness and worthy service, or one of indifference, with a preference for personal relaxation.

In middle adulthood there can be increasing worry and tension due to increased responsibilities. Many adults become despondent because of unrealized hopes and turn their attention from

themselves toward their children. Some, however, who have been slow in maturing are just beginning to "find" themselves. Once their children are raised, many find more time and money to give to the church, and often become effective church leaders.

## **Emotions**

Emotions are the driving forces behind many decision and actions in life. When people feel deeply about their convictions, they are led to do something about them. A few primary emotions are discussed here.

1. **Hatred.** Behind hatred may be envy, jealousy, greed, prejudice, fear, wrongs suffered, or a sense of frustration. Hatred is a vicious, violent emotion which leads to a desire to kill, and will do so unless restrained by fear of the consequences.

2. **Fear.** Fear may come from a concern for one's safety, or the welfare of others. One may fear the loss of health, money, reputation, or soul.

Fear of the unknown inhibits a person's enjoyment of life. Among the ignorant it leads to superstition, among the educated it slows down productivity.

3. **Anger.** Anger can result from: frustration, not getting what one wants, or the lack of obedience to one's orders; irritation, which may increase with ill health; an effort to cover up a feelings of inferiority, chagrin or defeat; or righteous indignation, a feeling that injustice has been done. Anger becomes a negative emotion when it is harbored and not dealt with.

4. **Joy.** Joy is a lasting quality of life. Jesus was filled with joy, and He was anxious that His disciples have it. "These things have I spoken unto you, that my joy might remain in you, and that your joy might be full" (John 15:11). He prayed to the Father that His disciples might experience joy.

5. **Sorrow.** Sorrow may come from a sense of shame for wrongdoing, misfortune which has befallen one's self or others, or the loss of some loved one by death. Christians have a Comforter in the Holy Spirit, who helps them to be victorious over the ills of life and softens their sorrow through the hope that is found in Christ.

6. Jealousy. Jealousy may be the product of selfishness, which makes a person envy the talents or success of others. It comes from distrust, lack of faith, or folly. Associated with it is the fear of losing someone who means a lot. Jealousy feeds on suspicion, and keeps a person utterly wretched. It can lead very easily to hatred, revenge, and malice.
7. Amusement. Amusement comes from having a sense of humor, and seeing the ridiculous side of things. The individual who, in the midst of life's perplexities, is able to feel amused, will not be broken by worrying about what cannot be helped.

## Habit Formation

Instincts are inborn tendencies which cause a person to react in certain ways, but habits are acquired. They are built by saying or doing something over and over again until it becomes automatic.

Any stimulus produces a nerve current that passes over the sensory nerves to the brain where a connection is made with the motor nerves, resulting in a response. When an action is repeated a "track" is laid over which nerve currents may pass. The more often something is repeated, the easier it becomes to do until it can be performed without any thought. That is why, once a habit is established, it is hard to overcome.

The probability of a habit forming depends on several factors. Frequency. Each time a thing is thought or done, it is easier for it to be repeated. Recency. If it is done daily, it is easier for it to become a habit than if it happens only once a week. Intensity. Is it charged with emotion? Does it make a deep impression? If so, it is easier to repeat. Satisfaction. If the action is enjoyable, it is easier to repeat than if it is unpleasant.

For example, if a person studies the Bible at a regular time each day a habit will soon be established. But if the Bible is read only once a week, the lapse of time erases the "track." A habit is not likely to develop. If the person feels that God is speaking to them through the Bible rather than just doing it to report daily study at Sabbath School, the habit will be strengthened. Finally, if the person enjoys Bible study and has questions that keep them to studying, the habit will be easy to keep up.

To break a bad habit, it is necessary to reverse the process. If it cannot be broken off completely at once through the power of the will, more time must

be placed between the stimulus and the response. In one's thinking there must be a real desire to break the habit. When the habit is mistakenly repeated it should bring regret and shame rather than the satisfaction it once brought. Habits can be hard to break but God promises us the victory through His power. A relationship with Jesus and prayer for victory are the most reliable way to change habits.

## Basic Psychological Needs

What is the cause of behavior? Usually it is an effort to meet a psychological need. Like physical needs for air and food humans have emotional needs, too. Most psychologists agree that it is not intellectual but emotional growth and change that are of central importance. A young person's feelings, not understandings, are the major forces which move them.

Effective Pathfinder leaders understand a Pathfinder's basic psychological needs. Some of these are discussed below.

### Physical Activity

Physical activity is the way adolescents grow muscle and build a strong circulation. Sitting still for long periods of time is unhealthy. All programs must provide frequent physical activity.

### Status-Security

Adolescents have a strong desire for belonging. They need to feel they make an indispensable contribution to the group.

They also need to feel that they can count on the loyalty and support of someone no matter what they do. Parents, teachers and youth leaders violate this need when they compare one teen unfavorably with another. Competitions, prizes and contests often make adolescents feel unworthy. They need to succeed in order to preserve their ego.

### Individuality

"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."—Education, p. 17.

"Those who weaken or destroy individuality assume a responsibility that can result only in evil."—ibid, p. 288.

Each adolescent is dynamically developing in his/her own distinctive way. A leader notices each one's characteristics, interests, abilities, friends, and ambitions. The leader can bring out previously undiscovered abilities that make a shy Pathfinder into a leader or transform a rebel into a helper.

One young person wrote: "Children don't want to be pets, possessions, burdens, responsibilities, but individuals." He went on to say, "Children are regarded by many adults as only children, and that what they say, think or do is never important. They are regarded as young children playing in a sandbox to be interrupted at the whim of an adult merely to fetch his glasses."

The effective leader finds activities that appeal to each member of the group. Fill the clubroom with whatever it takes to cater to each individual.

### **Social Approval**

Psychologists agree that social approval is one of the most powerful forces by which personality and behavior are determined. Each person craves being regarded as a regular person and accepted by his peer group. It is a terrible feeling to be a social failure, and few have the courage to face it.

Sometimes parents, teachers and youth leaders ask teens to dress or act in a way that will likely win the disapproval of their peer group. While teenagers desire the approval and companionship of adults, they will seldom buy this at the expense of the disapproval of their peer group. It is very important that approved conduct on the part of the members be accepted by the entire group.

### **Desire for New Experience**

Adolescents soon tire of a fixed routine. They have an overactive curiosity and an interest in the strange and unfamiliar. The effective leader will plan an exciting, stimulating program.

## **Principles of Character Development**

"Character-building is the most important work ever entrusted to human beings."—Education p. 225.

Character is hard to define but it is revealed by a person's actions—especially in an emergency or

when no one is watching. Character is the total sum of a person's willpower, self-control and values. There are two important components of character—the power of choice (willpower), and the power of self-control.

Building a character starts when a child is very young and continues throughout life. The parents are entrusted with the God-given responsibility for developing the character of a young child. As the child grows older the church and its programs play an increasingly important role in his/her character development. When children start school, the influence of their teachers and the school environment begins to have an effect on their character building. They are also affected by TV, radio, magazines and other media. Ultimately, children are responsible for their own character development through the choices they make in life.

### **Forming Character**

Character is formed in four basic ways, through modeling, instruction, discipline, and choice-making. Children model their value systems on the example of their parents. As they grow older they look to teachers, pastors, and other adults such as Pathfinder leaders for modeling examples.

Along with modeling comes instruction. Children need to be told as well as shown what is the basis of making value judgments.

Through discipline, parents, teachers, and leaders help children to learn self-control. Discipline should not be confused with punishment, however. Children best learn self-control through a democratic-style of leadership that models self-control rather than through an autocratic style which "tells" them how to behave or a hands-off style which gives them no guidelines at all.

Learning how to make choices is the key to forming and internalizing a set of values that form the character. For a child to learn from making choices:

1. The choice must be within the child's range of experience.
2. The child needs to be able to forecast the consequences of their choice.
3. The child needs to learn to delay satisfaction.

### **Developing Values**

Character is made up of the values a person holds and acts upon. "We hold that all values come from the one fundamental idea: good and evil. . . Our

concept of good and evil is the basis we use to rank everything else, including all other values, beliefs, abstract ideas like truth, scientific theories, people, even God. Of course, nothing human is ever all good or all evil. There are mixtures of good and evil. Values are how we grasp the mixture of good and evil in any combination of circumstances involving interaction between ourselves and external reality."

Values in and of themselves are neither religious nor non-religious. But approaching value-making from a religious point of view will determine which values we choose as most important.

"The highest values concern making God the center of our lives and recognizing our complete dependence on Him". "Love the Lord your god with all your heart and with all your soul and with all your mind. this is the first and greatest commandment" (Matt. 22:37, 38). The second area of values concerns our relationships with other people. "The second [greatest commandment] is... 'Love your neighbor as yourself'" (Matt. 22:39).

Religious values should be taught not as a code of behaviors or a system of beliefs but as a set of relationships. Pathfinders must be introduced to Jesus and taught that a relationship with Him is the most important thing in their lives. Once they have a relationship with Jesus then they have an obligation to develop relationships based on love with the people around them.

### Criteria for Internalizing Values

The success of character education lies in helping young people to be responsible and willing to make their own value judgments. "To be prepared for responsible adulthood, adolescents must develop the inner capacity to experience values (including beliefs, attitudes, and behaviors) as real and worthwhile for themselves". There are seven criteria that show whether a value has been internalized.

#### 1. Choice

Criterion 1 Be able to choose freely. (Choose for yourselves this day whom you will serve. Joshua 24:15)

Criterion 2 Choose from a number of viable alternatives.

Criterion 3 Choose after careful consideration of the consequences of each alternative.

#### 2. Prizing

Criterion 4 Prize and cherish the thing chosen and be happy with the choice.

Criterion 5 Affirm the choice publicly and not be embarrassed of it.

#### 3. Acting

Criterion 6 Act upon the choice.

Criterion 7 Repeat the choice.

### Teaching Values

Character education at home, school, church, or through the Pathfinder club, involves the transmission of religious values from parents or leaders to the children. But "unless the individual himself can affirm the value, unless his own inner motives, his own ethical awareness, are made the starting place, no discussion of values will make much real difference". You may be able to force children to live by certain value "rules" but you cannot force them to accept them as their own.

Ellen White says, "It is the work of true education...to train the youth to be thinkers, and not mere reflectors of other men's thought"—Education, p. 17. The Pathfinder staff must keep in mind that transmitting moral values is not accomplished by teaching children "good" moral values but by challenging these children to think more deeply about moral problems and to make choices that force them to define and clarify their own values for themselves. Some of these ways are by:

1. Creating moral conflict or disequilibrium (challenging comfortable ideas and beliefs; by asking "What if...?").
2. Fostering empathy (role play)
3. Querying how justice is perceived (is the adult fair?)
4. Providing opportunity for democratic dialogue.

Leaders of children must ask, "How can we encourage them in the process of valuing? How can we guide them in better, more principled ways of establishing values?" By giving children opportunities to think through a situation and choose for themselves we help them in the process of value making. They must be taught to form their own relationship with Jesus as the basis from which their character and values emerge.

"We must press adolescents to raise the questions, identify the issues, and think through the solutions, or they will reach adulthood with a set of 'values' that can easily collapse and disappear in a crisis because they have never been personally committed to them".

## Child Abuse

Child abuse has become a major problem in the United States today. There are over 1,500,000 cases of child abuse reported annually and five thousand children die each year in America as a result of abuse by their parents. With such high statistics it is important that the Pathfinder staff be aware of what constitutes child abuse and what needs to be done if child abuse is suspected.

### Definition

Researchers have designated eight types of neglect and abuse. They are: physical neglect, moral neglect, medical neglect, educational neglect, physical abuse, sexual abuse, community neglect, and emotional neglect. The most serious, the easiest to prove, and the most dealt with are physical and sexual abuse.

Physical abuse involves physical injury to the child in some manner that was not accidental. This includes multiple fractures in the long bones, fractures of the skull, soft tissue injuries and bruises, and subdural hematoma.

Physical neglect, which is much harder to prove, includes inadequate nutrition, unsuitable clothing for the weather, substandard housing, and unhealthful living conditions.

The definition of sexual abuse includes everything from indecent exposure to full intercourse and rape. Statistics show that 1 out of every 4 girls (some statistics say 1 out of 3) are abused sexually before they reach 18 years of age and 1 out of every 8 boys are abused sexually before 18. Some estimate that this number is low because sexual abuse is often not reported. Eighty percent of all abuse is instigated by a relative. In 90 percent of the cases the offender is a male and the victim is a female.

### What to Look For

The Pathfinder comes into contact with children for extended and intimate periods of time such as campouts. The staff should know what signs to be aware of that indicate the possibility of abuse, either physical or sexual. Remember, there can be

other circumstances that can cause any of these symptoms. However, when several symptoms are present there is a possibility of sexual abuse and you have a responsibility to investigate.

### Physical abuse

#### Physical signs:

- Cuts, welts, or swelling
- Burns; cigarette burns or "doughnut-shaped" burns from immersion in scalding liquids
- Burns with a pattern such as from an iron
- Fractures
- Scars with a peculiar pattern; looped or rounded
- Bruises
- Bite marks

Physically abused children will often have successive injuries. One will not have healed before they have another one.

#### Behavioral characteristics:

- Sleep difficulties
- Thumb sucking and nail biting
- Fearfulness
- Listlessness and apathy
- Aggression and violence or withdrawal

## Sexual abuse

#### Physical indicators:

- Torn or stained underclothing
- Difficulty with bowel or bladder control
- Soreness, bleeding, or discharges from a nonmenstruating girl.
- Trauma to breasts, buttocks, lower abdomen, thighs, genitals, or rectal area.
- Evidences of self-mutilation (cuts, sores, cigarette burns)

#### Behavioral characteristics:

- Regressive behavior such as thumb sucking or bed wetting.
- Refusal to undress under normal circumstances (getting ready for bed.)
- Avoiding physical contact.
- Poor personal hygiene.
- Obsessively good behavior
- Frequent unprovoked anger, such as mutilation of toys.
- Panicking or flinching when being touched, like when being tucked in at bedtime.
- Continually falling asleep during the day.
- Seductive behavior.
- Fire setting
- Cruelty to smaller children and animals.
- Obsession with punctuality.

- Frequent sore throats, difficulty swallowing or choking.
- Sudden weight gain or extreme weight loss.

When there is abuse within a family there is usually more than one child involved. If a child comes to you with a story of abuse, remember that in only 1 in 1,000 instances is a self-reported abuse false, and that falsifying an abuse is virtually non-existent in preadolescents.

A victim of abuse will tell, on average, nine people about the abuse before the victim is believed. It is because of this disbelief that abusers get away with the abuse they inflict. If you do not investigate a potential abuse, consider the fact that an abuser will abuse an average of 70 different individuals over his lifetime. If he can be stopped and helped before he gets to the other 69 you will have spared many people a lot of pain.

### **Being Prepared**

As a Pathfinder staff you need to be prepared to deal with this problem. There are a list of resources and help hotlines for abuse listed at the end of this chapter. The important thing to remember is: Most state laws require abuse to be reported to the police. If you suspect abuse, and especially if a child has told you they are being abused, you must report it to the police and to a local social agency in your town. Do not go to the potential abuser for confirmation. They will almost always deny it and that will place the child in a dangerous situation. Report the abuse to an agency that is equipped to deal with the situation.

You might also want to inform the pastor of your church so he can be aware of the situation, since the abuser will, most likely, be a member of your church. The pastor can provide counsel or recommend a qualified Christian counselor for the family. Even if you feel repulsion at the events that have happened, remember that the whole family is suffering and is in need of Christian love and support during this time.

As a Pathfinder director, you need to be aware of potential hazards in dealing with children. When choosing your staff, be especially careful to check out staff that will be working closely with Pathfinders. Child abusers are difficult to spot. They are often considered "upstanding" people within the community, are members of a church, and often find work in situations that bring them access to children; such as Pathfinders. Child abusers were often abused as children. If you are aware that someone has suffered abuse as a child, be hesitant to put them in position where they will have direct access to children. In the majority of

abuse situations the child knows and trust the adult, which makes it much more difficult for the child to be believed. The abuser will often threaten the child not to tell.

If a Pathfinder comes to you, as the director, with a story of abuse from a staff member, do not tell the Pathfinder he/she is lying and ignore the problem, no matter how reputable the staff member may be. Children rarely make up stories of abuse. You must, (in some instances you may even be legally liable) report the incident to the proper authorities.

### **Training the Staff**

With the heightened awareness of child abuse in this country today, many parents will be on the lookout for potential abuse in their children. As a Pathfinder director you can help to protect you, your staff, your church, the Pathfinder name, and your children by providing staff training. Teach your staff what to look for in potential child abuse and tell them to come directly to you if they suspect anything. They should not hesitate to tell you if they feel another staff is exhibiting improper behavior with the Pathfinders.

Not only should you and your staff be aware of signs of abuse the staff needs to be trained how and when to touch a child. A casual touch can easily be misinterpreted by a child or a parent. Do not touch a child anywhere near their private parts. Do not fondle them or hug them excessively, ask them to sit on your lap, or instigate any other sexually suggestive acts. Even done in innocence, a certain touch or act can easily be misinterpreted.

Nor should the staff ever physically punish a child. Corporal punishment, except by a parent or guardian, is against the law. Even if a child "deserves" punishment, they should not be physically punished by anyone in the Pathfinder staff. The staff should never hit or push a child, for any reason, or physically endanger them in any way.

By being aware of their behavior toward the Pathfinder members the staff can do a lot to protect themselves from potential misunderstandings or even lawsuits. If a situation develops where a staff has physically harmed a child, the director should immediately report it to the parent and not try to "cover it up." There can be potentially serious consequences from physical action towards a child.

### **Preventative Training for Children and Parents**

The Pathfinder club may consider holding child abuse awareness classes. These classes can be



held for the children themselves to teach them that their bodies are sacred and should not be touched in certain ways and certain places and that they have the right to say "no" to an adult who approaches them in an improper way. There are many excellent resources available for this kind of class. Keep in mind that research does not show a significant effect in preventative training for children under 6.

Another beneficial class can be held for parents to give them information on child abuse, what to look for, what to do, and how to teach their own children to prevent abuse.

## Resources

### Organizations

24-Hour Child Abuse Hotline  
1 800 4 A Child

National Clearinghouse on Child Abuse and Neglect Information  
PO Box 1182  
Washington, D.C. 20013  
703 821-2086  
202 224-3121

National Center on Child Abuse and Neglect  
202 245-2859

American Association for Protecting Children  
9725 East Hampden Ave.  
Denver, CO 80231  
1 800 227-5242, in MD 301 695-0811

National Committee for Prevention of Child Abuse  
332 S. Michigan Ave.  
Chicago, IL 60604  
312 663-3520

Childhelp USA  
6463 Independence Ave.  
Woodland Hills, CA 91367  
1 800 4 A CHILD

Parents Anonymous  
7120 Franklin Ave.  
Los Angeles, CA 90046  
1 800 421-0353  
213 410-9732

Parents Against Molesters  
PO Box 12951  
Norfolk, VA 23502  
804 465-1582

Parents United  
952 San Hosea, CA 95108  
408 280-5055

### Books and Resources

Andrew D. Lester, *Pastoral Care with Children in Crisis* (Louisville, KY: John Knox/Westminster Press), 1985.

Jan Hindman, *A Very Touching Book*, (McClure Hindman Assoc.)

Wesley R. Monfalcone, *Coping with Abuse in the Family* (Louisville, KY: John Knox/Westminster Press), 1980.

*He Told Me Not to Tell, "Parents' Guide for Talking to your Child About Sexual Assault."* Available from King County Rape Relief, 305 S. 43rd St., Renton, WA 98055. 206 226-7273.

Anatomically Correct Dolls. Analeka Industries, PO Box 141, West Linn, OR 97068.

Pat Palmer. *Liking Myself and The Mouse, the Monster, and Me.* (San Louis Obispo, CA: Impact Publishers), 1977.

Linda Tschirhart Sanford, *The Silent Children: A Parent's Guide to the Prevention of Child Sexual Abuse.* (New York: Doubleday), 1980.

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# Pathfinder Personality Record

## Directions to Pathfinders

1. Fill out this Pathfinder Personal Growth Inventory by yourself in a quiet place.
2. When you are finished, star those areas in which you would most like to improve. You may choose to keep the results to yourself or share them with a friend.

1 = Always  
2 = Usually

3 = Frequently  
4 = Sometimes

5 = Seldom  
6 = Never

- |   |             |
|---|-------------|
| 1. I keep the Morning Watch.                                | 1 2 3 4 5 6 |
| 2. I do my honest part.                                     | 1 2 3 4 5 6 |
| 3. I care for my body.                                      | 1 2 3 4 5 6 |
| 4. I always tell the truth and admit my mistakes.           | 1 2 3 4 5 6 |
| 5. I am courteous and obedient, including safety rules.     | 1 2 3 4 5 6 |
| 6. I am happy and cheerful.                                 | 1 2 3 4 5 6 |
| 7. I am friendly and helpful to other Pathfinders.          | 1 2 3 4 5 6 |
| 8. I go on God's errands and help where needed.             | 1 2 3 4 5 6 |
| 9. I take advice and criticism cheerfully.                  | 1 2 3 4 5 6 |
| 10. I take victory and defeat gracefully.                   | 1 2 3 4 5 6 |
| 11. I am orderly, attentive and reverent in the church.     | 1 2 3 4 5 6 |
| 12. I participate gladly in club activities, work and play. | 1 2 3 4 5 6 |
| 13. I am attentive during class periods.                    | 1 2 3 4 5 6 |
| 14. I enjoy being in the Pathfinder Club.                   | 1 2 3 4 5 6 |
| 15. I show interest and participate in outdoor activities.  | 1 2 3 4 5 6 |

Because I want to grow as a person, I will make the following changes in my life.

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

**Why not pray that God will help you as you grow.**

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## **Understanding Junior Pathfinders - Ages 10-12**

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## **Understanding Teen Pathfinders - Ages 13-15**

# Motivating Pathfinders

## What we can do . . .

- 1. Build Relationships**
  - a. Provide environment (group or one-on-one).
  - b. Be honestly supported or warmly rejected by others as a person capable of directing his future behavior.
  - c. They must believe that adults are important to them.
  - d. Personal encouragement-caring one-on-one relationship
- 2. Be a Model**
  - a. Adults as models, whom they like and respect for their behavior and attitudes.
  - b. Adults, with a development of logical reasoning.
- 3. Be Careful of Stereotypes**
  - a. Assume mature behavior from early physical developers rather than from peers who have yet begun to grow.
  - b. Assume that physically attractive adolescents are intelligent and responsible.
  - c. Assume that unattractive or overweight are undisciplined, irresponsible or lazy.
  - d. Adult expectations of them, "We act like we were treated".
- 4. Provide Opportunities for Youth to Take Initiative**
  - a. Provide activities that teach - self-motivating.
  - b. Let them assume responsibility for shaping their environment.
  - c. Provide consistent limits for acceptable behavior.
  - d. Enough structure so that initiative can most likely be met.
  - e. Relinquish the amount of control they can successfully handle and appreciate.
- 5. Involve Youth in Decision Making**
  - a. Structure ways to give increasing amounts of autonomy
    - in establishing rules,
    - in selecting and planning programs,
    - in negotiating individual and group contracts,
    - in selecting group rewards,
    - in actually conducting activities,
    - in evaluating the program.
- b. Balance youth autonomy and adult control as to capabilities of the individuals.
  - c. Allow as much control as they can manage.
  - d. Provide controls that are necessary to protect youth from harm due to their own inexperience, but adult-imposed controls diminish as young people gain experience and responsibility.
- 6. Make Peer Influence Positive**
  - a. While peers do have an increasing influence on behavior, most adolescents retain their family values.
  - b. Can be a motivator
    1. Making rules that govern their behavior
    2. Plan activities that require collaboration rather than competitive efforts.
    3. Set group goals and rewards that require cooperation.
    4. Plan activities whereby the peer group receives
    5. Engage groups in role playing and simulation games.
    6. Peer counseling
    7. Peer tutoring
- 7. Top Young Adolescents Desire to Make Commitments**
  - a. Short term goal or provide an honorable out.
  - b. Commitment should be of one's own choosing.
  - c. "Choice" contributes to sense of personal autonomy.
  - d. Should be truly meaningful to them or to others.
- 8. Provide Safe Opportunities for Risk-Taking**
  - a. Risk taking is a normal part of growing up.
  - b. Risk can help young adolescents grow, test their physical cognitive, and social skills against reality, feel good about themselves.
  - c. Risk provides challenge and risk-taking, provides help in motivating as long as the situation is not too threatening, is constructed to promote self esteem, and protects them from physical or emotional harm.

