



# The Salvation Army Adventure Corps Program

# **Adventure Corps Leadership Training Leader's Workbook Level One**



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# Adventure Corps Leadership Training Leader's Workbook Level One

**Name:** \_\_\_\_\_

**Corps:** \_\_\_\_\_

**Division:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_



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## Introduction

Welcome to the Adventure Corps Leadership Training Program. Leadership is a vital component of the Adventure Corps. In the Adventure Corps young men and boys look for instruction, guidance, friendship and role models. Therefore, it is extremely important that Adventure Corps leaders are informed and equipped with the proper knowledge and resources to enable them to fill this important position. Our desire is to involve boys in a quality program that offers enjoyment, challenge, reward, and, most importantly, the opportunity to experience the love of God. The end result of the training should be leaders who:

1. Better understand how the Adventure Corps program works.
2. Identify how the Adventure Corps fits into the overall corps program.
3. Recognize their roles and responsibilities.
4. Are able to lead with more knowledge and confidence.

There are two levels within the training program:

**Level One** is required for leaders before they may be commissioned as Adventure Corps leaders. (They may serve as acting leaders before being commissioned.) Level 1 introduces the program and covers the basic components, as well as providing the leader with some practical tools in the area of leadership and programming.

**Level Two** is an extension of the first level and offers deeper insight into the workings of the overall Adventure Corps program. Areas found here will include leadership recruitment, spiritual leadership and an open discussion time on current issues that relate to the Adventure Corps.

This workbook is designed to be used as a supplemental tool with the Level One Seminar, but can be used on its own to assist in working through the training process. If you are not using this workbook during a seminar, you will need the Leader's Handbook for reference.

### IMPORTANT NOTICE

*At the discretion of each territory, by completing this workbook and submitting ALL answers and assignments, leaders may be given credit for completion of Level One Training. Contact your headquarters to see if this applies to your situation.*



# The Salvation Army Adventure Corps



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## The Adventure Begins With You!

This is where it begins, inside each one of you. God has given us the wonderful opportunity to touch the lives of young people within the Adventure Corps program. Even beyond that, our leadership and sphere of influence flows into the families and friends of those youth, as well as others that we come in contact with.

We need to enthusiastically promote Adventure Corps and get excited about being a part of this fellowship. If the leaders show interest and enthusiasm, it will most definitely rub off on those around them! Take an interest in the lives of your young people, listen to them, spend time with them and share the gospel with them. Adventure Corps isn't just a program for boys; it is boys involved in a program! Put your focus on the boys first and let the program be built around them.

We need to be motivated and in turn motivate others, not only regarding Adventure Corps, but in their relationships with Jesus Christ! As Adventure Corps leaders, we have the opportunity and responsibility to show young men that following Jesus Christ is the greatest adventure of all!

Training is a very important aspect of Adventure Corps. It helps equip and inform our leaders, as well as helping all of us to establish intrinsic credibility and accountability within the Adventure Corps structure.

We want a program that is credible - one that the boys are excited to be a part of, one that the leaders enjoy being a part of, and one that has substance and meaning. That credibility also carries over into the perceptions of the boys and their families. The program needs to be good and the leadership needs to be solid.

We also need a program that is accountable in order for leaders, parents, guardians and families to be assured of sound structure and quality programming.

The accountability comes into play when we know that our leaders are informed and have the right materials and knowledge to implement the program. Trained leaders know how the program works, how reports are to be filed and have a better understanding of what needs to be done. Trained and equipped leaders lead with greater confidence.

Thank you for responding to the call and need for leadership in the Adventure Corps program. We trust and pray that God will bless and guide you as you work through this training workbook.



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## Adventure Corps Overview

### Adventure Corps Defined

The Salvation Army Adventure Corps is a Christian education program designed for boys in grades one through eight. It is divided into two sections: Explorers for boy's grades one to four and Rangers for boys grades five through eight. Each section takes members through a series of achievement awards and levels, helping boys to develop their individuality and potential through:

1. Gaining: A sense of personal identity and character through interaction with other boys and leaders.
2. Learning: The importance of Christian values and Biblical truths by experiencing God's word and by the modeled example of their Christian leaders.
3. Developing: Physical, mental and social skills as challenged by the Adventure Corps Program.
4. Providing: A balanced environment for learning, developing and caring that is child oriented and Christ centered.

Adventure Corps is designed for use in all Salvation Army corps, regardless of size and location, and offers flexibility in the implementation of the overall program. At each level of the program, leaders and boys may choose different achievement awards according to which best fit their needs, capabilities and resources.

### Adventure Corps Purpose

The Adventure Corps program emphasizes discipleship, evangelism and life skill development, intending to:

1. Involve: Salvationist boys in an organized program designed to challenge them to grow in their commitment to Christ and The Salvation Army.
2. Reach: Out into the community to attract boys, to lead them to Christ, and if they are unchurched, encourage them to make The Salvation Army their spiritual home and place of service.
3. Provide: A learning and caring environment in which life skills may be taught and developed.



# The Salvation Army Adventure Corps



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## Adventure Corps Goals

In your own words, briefly explain why goals and goal setting are so important, especially in the area of youth work?

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## What are the five goals of the Adventure Corps program?

1. Salvation: To present the 'Good News' of Jesus Christ in meaningful and practical boys experiences and capacities to understand.
2. Growth: To meet the individual needs of boys through an organized activity oriented program.
3. Education: To teach life skills and instill an appreciation and sense of stewardship towards God's created world.
4. Fellowship: To provide recreational and fellowship activities that will encourage healthy physical growth and enhance good friendship.
5. Growth: To challenge the boys to Christian service in their Corps and communities.



# The Salvation Army Adventure Corps



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## Adventure Corps Organizational Structure

Adventure Corps is divided into two sections: the Explorers for boys in grades one through four, and the Rangers for boys in grades five through eight. Although they both fall under the umbrella of Adventure Corps, the Explorers and Rangers should each have their own section leader and assistants (in the ideal situation).

How many boys and teachers are required to register an Adventure Corps Section?

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What type of registration is available if the minimums are not met?

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When sections have many members, the boys may be divided into TEAMS of six to eight members. Team leaders may be appointed by the section leaders. Team leaders are Explorer and Ranger members who take responsibility for a specific group within each section. They are appointed by the corps officer as recommended by the section leaders.

## Adventure Corps Leadership

What must a prospective Adventure Corps leader complete before he or she can be commissioned as a leader?

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What is the minimum age requirement of a leader?

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# The Salvation Army Adventure Corps



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## Adventure Corps Motto, Pledge and Prayer

The Adventure Corps Motto is:

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The Adventure Corps Pledge is:

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The Adventure Corps Prayer is:

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It is important to note that both new Explorers and new Rangers must know the motto, pledge and prayer **BEFORE** they can be enrolled as members. They also must have attended four section meetings.



# The Salvation Army Adventure Corps



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## The Adventure Corps Uniform

There are two types of Adventure Corps uniforms – *formal and informal*.

### Formal Uniform is as follows:

#### *Explorers and Rangers*

- Pale Blue Epaulette Shirt
- Navy Blue Award Sash
- Navy Pants
- Black Shoes

#### *Leaders Formal Uniform*

- Pale Blue Epaulette Shirt
- Navy Blue Tie
- Navy Pants, Optional Skirt for Females
- Black Shoes

#### *Patches, Emblems, Loops for Formal Uniform*

- Red Epaulette Loop for Explorers
- Blue Epaulette Loop for Rangers
- Red Epaulette Bar for Explorer Leaders
- Blue Epaulette Bar for Ranger Leaders
- Yellow Epaulette Bar for Leadership Team
- Red, Yellow & Blue Bar for DHQ and THQ Leaders
- Patches for THQ, DHQ, EXP and RAN Leaders
- Team Leader Rocker
- Adventure Corps Logo Patch
- American Flag Patch

### Informal uniform is as follows:

#### *Explorers*

- Official T-shirt, Jeans/Dark Pants

#### *Rangers*

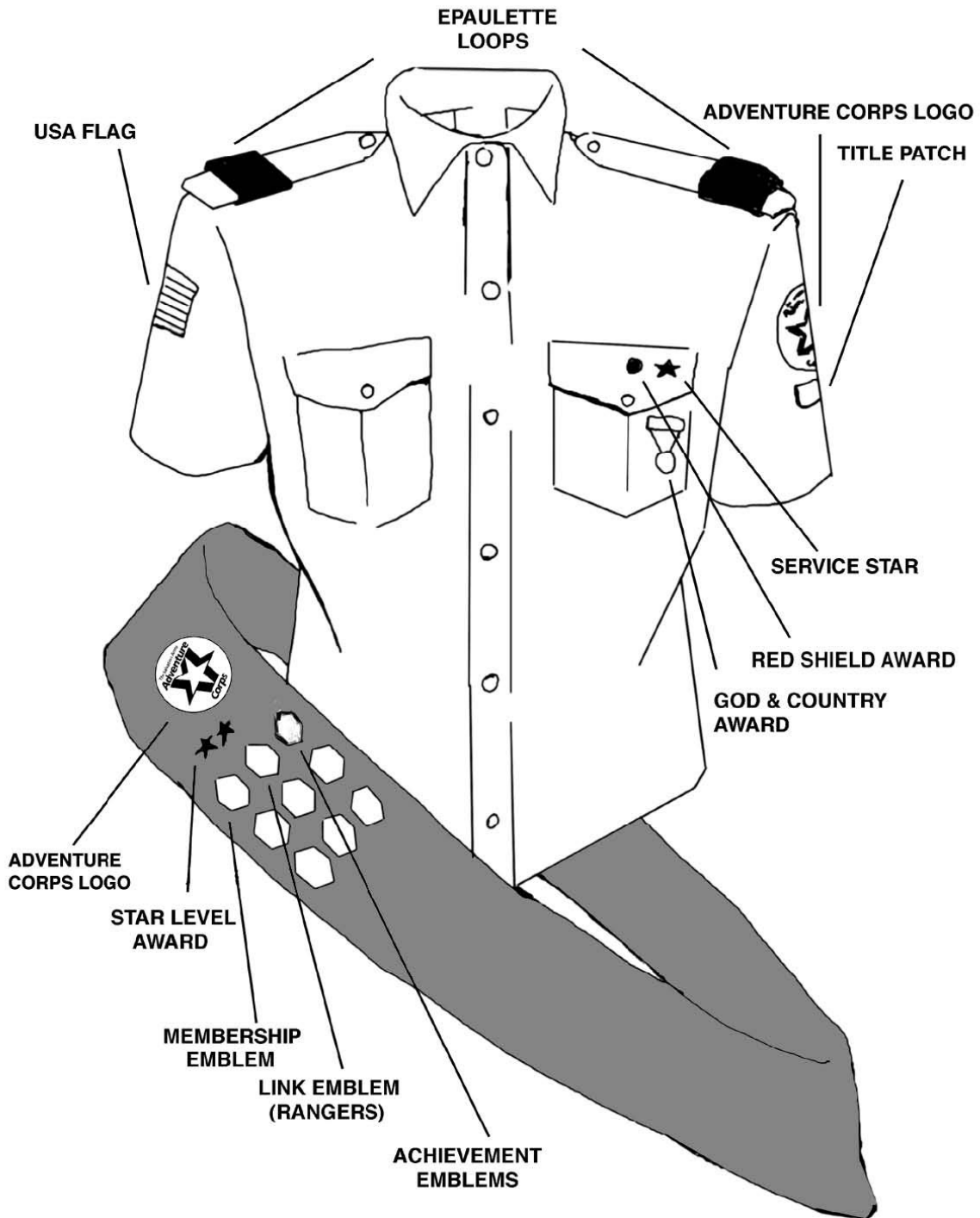
- Official T-shirt, Jeans/Dark Pants

#### *Leaders*

- Leaders Polo Shirt (optional), Jeans/Dark Pants
- Baseball style cap (optional)
- Other items may be available through Trade



# The Salvation Army Adventure Corps





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## Registration & Reporting

When does annual registration occur and how much does it cost per member, leader and section?

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Explain the difference between Chartering and Registering a section?

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What is recorded on the Monthly Report?

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What awards are on the Special Awards Report?

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## Four Star Award System

Each section (Explorer and Ranger) has its own four star levels and for a boy to earn a star, he must complete a fixed set of requirements. Each star level represents roughly one program years' worth of work and involvement in the program. Specific emblems and projects are required to earn higher awards.

**ADVENTURE WITH CHRIST!**



## Explorer's Four Star Award System

### Membership Emblem (for sash)

- Must know motto, pledge and prayer
- Must have attended four meetings

### Explorer First Star

- Earn Membership Emblem
- Eight Achievement Emblems
- One Service Project

### Explorer Second Star

- Must have completed their First Star
- Eight Achievement Emblems
- One Service Project



### Divisional Commander's Award

For Explorers who have completed their First and Second Star levels, the 10 required Achievement Emblems, and the God and Me unit of the God and Country program.

### Explorer Third Star

- Completed Second Star Level
- Eight Achievement Emblems
- One Service Project

### Explorer Fourth Star

- Completed Third Star Level
- Eight Achievement Emblems
- One Service Project



### Commissioner's Award

For Explorers who have completed their Third and Fourth Star levels, the 20 required Achievement Emblems, God and Me, and the Red Shield Award.



### BONUS QUESTION!

What Explorer emblem is this?

\_\_\_\_\_



# The Salvation Army Adventure Corps



## Ranger's Four Star Award System

### Ranger First Star

- Membership Emblem
- Eight Achievement Emblems
- One Service Project

### Ranger Second Star

- Completed First Star
- Eight Achievement Emblems
- One Service Project



### National Commander's Award

For Rangers who have completed their First and Second Star levels, the 10 required Achievement Emblems, and the God and Family unit of the God and Country program.

### Ranger Third Star

- Completed Second Star
- Eight Achievement Emblems
- One Service Project



### Ranger Fourth Star

- Completed Third Star
- Eight Achievement Emblems
- One Service Project

### General's Award

For Rangers who have completed their Third and Fourth Star levels, the 20 required Achievement Emblems, God and Family and God and The Salvation Army units of the God and Country program.

What is this emblem?



### BONUS QUESTION!

What *emblem* is this?



# The Salvation Army Adventure Corps



## Adventure Corps Achievement Emblems

### Sports and Athletics

#### Explorers

Swimming  
Olympics  
Team Sports\*  
Individual Sports  
Indoor Games  
Fitness\*\*

#### Rangers

Racquet Sports  
World Sports  
Sports\*  
Athletics\*\*  
Cycling  
Archery

### Outdoor Living

#### Explorers

Basketry  
Leathercraft  
Tracking  
Fishing  
Camping\*\*  
Hiking\*

#### Rangers

Water Craft  
Wilderness Survival\*\*  
Orienteering  
Pioneering\*  
Backpacking  
Camp Craft

### Health and Safety

#### Explorers

Safety at Home  
Health and Body  
First Aid\*  
Cooking  
Substance Abuse\*\*  
Fire Safety

#### Rangers

Traffic Safety  
Health and Mind  
Water Safety  
Life Saving  
Comm. Health/Safety\*  
Emerg. Preparedness\*\*

### Art, Crafts, Hobbies and Skills

#### Explorers

Collector  
Artist\*  
3D Art  
Plays  
Music\*\*  
Woodcraft

#### Rangers

Carpenter  
Handyman\*  
Model Design  
Theater Arts  
Musician\*\*  
Creative Art

### The World Around Us

#### Explorers

Pets and Animals\*  
Insect World  
Tree Study  
Gardening  
Bird Life  
Earth Knowledge\*\*

#### Rangers

Ecology\*  
Reptiles  
Geology\*\*  
Botany  
Ocean Life  
Mammals

### Family and Culture

#### Explorers

Customs & Manners\*  
Communicator  
Reading  
Friendship\*\*  
Family Life\*  
Citizenship\*\*

#### Rangers

Consumer  
World Awareness\*\*  
College & Career\*\*  
American Cultures\*  
Family Man\*  
Entrepreneur

### Science and Technology

#### Explorers

Railroads  
Aviation  
Space Exploration  
Communications\*\*  
Energy\*  
Scientist

#### Rangers

Automobiles  
Rocketry  
Astronomy\*  
Photography  
Electricity  
Video and Film\*\*

### Bible and The Salvation Army

#### Explorers

God's Love\*  
Parable  
My Corps  
Life of Jesus\*\*  
Men of the Bible\*  
SA Personalities\*\*

#### Rangers

Christian Life\*\*  
Missionary\*  
SA History\*\*  
Bible Knowledge\*  
Apostles  
Prophets

### Higher Award Requirements

#### **Explorers**

- \* Required for Divisional Commander's Award
- \*\* Required for Territorial Commander's Award

#### **Rangers**

- \* Required for National Commander's Award
- \*\* Required for General's Award



# The Salvation Army Adventure Corps



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**Using the Award System Outline and Achievement Emblem listing on pages 13-15, answer the following questions:**

What are the four “High Awards” that can be earned in the Adventure Corps program?  
(Hint: two for Explorers, two for Rangers)

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How many Service Projects will an Explorer have completed after he has earned his fourth star?

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What Achievement Emblem must be completed in the Health and Safety group for a Ranger to earn his National Commander’s Award?

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How many specific Achievement Emblems are required for an Explorer to earn the Territorial Commander’s Award?

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What is the Red Shield Award?

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Where does the Red Shield Award fit into the award system?

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What Achievement Emblem(s) must be completed in the Family and Culture group for an Explorer to earn his Divisional Commander’s Award?

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# The Salvation Army Adventure Corps



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## Adventure Corps Components

Aside from the *Leadership Training Program*, what handbook should a leader read first and why?

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(OK, here's the answer—the Leader's Handbook, but why?)

## Other Awards, Achievements and Recognitions

What certificate is available for members that do well in school?

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What are the requirements to earn the Life Saving Award?

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How many years of service does a silver star with a blue backing represent?

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Who can wear a Link Emblem, an Explorer or Ranger?

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Name the three components of the God and Country Program that are used in Adventure Corps:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

What special emblems are available for use at Salvation Army camps?

Explorers: Exploring Nature, Grand Prix, Sports Camp

Rangers: Orienteering, Outdoor Living, Ranger Incentive



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## Responsibilities of the Leader

### The Christian Leader

Take a look at the “Christian Leader” worksheet in the back of this workbook. Either on your own or as part of a training seminar takes some time to rate yourself using the worksheet. Are there some qualities listed that you hadn’t thought of? Think about how you rated yourself. How would others rate you? Choose one area you’d like to improve in and ask the Lord to help you work on that one during the next month. The list may look intimidating, but keep in mind that no one person does everything well. God merely asks us to do our best.

### Relational Ministry

Think about your own life and the things that influenced you to become the person you are today — sermons, programs, events and people.

Take a few moments and list the five most important sermons, programs or events in your life.

1.

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2.

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3.

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4.

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5.

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Why were these so important?

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# The Salvation Army Adventure Corps



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## What about the people who have influenced you?

Write the name of one person who has played a significant role in your life, a role of influence, whether it be a mentor, teacher, pastor, parent, coach, etc.:

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What positive characteristics did they display? What did they show that made them an influence? (humor, truthful, supportive, Christ-like, etc.)

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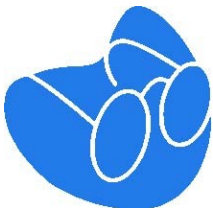
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Now take a moment and do the opposite in your thoughts.

Who had a negative influence on you? What characteristics did they display?



## *How do people see you?*

Most of us owe a great deal to a few important individuals who have taken a personal interest in our lives. Adventure Corps is a wonderful program, but let us not forget that it is only a tool we use to serve young men. They will develop many skills and learn a great deal about the world around them. Yet, nothing they do in Adventure Corps will have as great an impact on their lives as your Christian examples and concern for them.

While it is important to plan good programs, the most significant focus you can have in your ministry as a leader is to build positive, encouraging relationships with young people. It is through us that they will see Christ's love in action.



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## Communicating with Youth

### Communication

Communication is another essential key ingredient for a successful Adventure Corps leader. He or she not only must communicate with the boys, but with parents, corps leaders, teachers and many others as well. Briefly define the following terms:

**Sender:** Person who has a message to share with someone else.

**Receiver:** Person who should be the recipient of the message.

**Message:** What you are going to say.

**Medium:** How the message is packaged and wrapped (lecture, video, audio, experience, guest speaker, photos).

**Noise:** The things that disrupt the communication. Noises can be physical interruptions, perceptions of those involved, distractions, feelings, emotions. Noises can be the most difficult aspect of communication, since often neither the sender nor the receiver is aware of them.

Within our youth groups at the corps, relationships amongst the youth can affect the communication process, as well as difficult or stressful family situations. These can be brought into your group and act as noises you may not be aware of.

The Sender, can also have some hidden noises: maybe a bad day at home or the office, or that one boy that always plays up; maybe rushing to cover all the material for that night's lesson, etc.

**Feedback:** Sender finds out if the message was received.

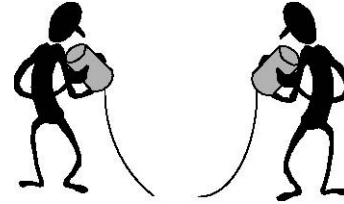


## The Communication Model

Use your artistic ability and draw a model of the communication process identifying the following components:

Sender  
Message  
Noise

Receiver  
Medium  
Feedback



Be creative, there is no “wrong” type of drawing. If you are in an Adventure Corps seminar, the leader may have a sample model to show you.

What are some of the “noises” that can disrupt the communication process?

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## The Message and the Medium

We need to communicate with a clear focus, free of distractions and noise. We need to have purpose in what we say to our youth and establish objectives for what is communicated. This is especially important when we are sharing God's Word. What do we want to talk about? Why do we want to say that? There must be a reason behind our message.

When preparing a talk or devotion, ask yourself the following questions:

What do I want to say?  
Why do I want to say that?  
Who am I speaking to?  
Will it be relevant?

Also keep in mind that the message needs to be appropriate to the audience. Will you be speaking to young children with short attention spans or teenagers with short attention spans? What is their education level? Will the message be understood? All these are important factors to consider.

Next is choosing the medium. The medium is how the message is packaged and wrapped (lecture, video, audio, experience, guest speaker, photos, etc.).

How will I best communicate my message?  
What medium is appropriate for my audience?  
Will my message be understood?

You will already be aware that young people (adults as well) learn more from being involved than just being spoken to. We usually retain around 20% of verbal presentations, 30% of visual presentations, 50% of what we see and hear, 70% of simulations and 90% of what we experience.

**These figures make the medium very important. At times, verbal presentations are all that can be done. However, try to use visuals and interaction as much as possible. Active communication can be active learning.**



# The Salvation Army Adventure Corps



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## Scenario:

*The corps officer is out of town and forgot that he had a special devotional planned on Heaven for a group of about 15 five and six year old children. It is supposed to last 15 minutes and you need to explain to them what Heaven is like and how they can get there.*

What do I want to say about Heaven?

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Why?

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What basic facts do they need to know?

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What medium(s) or resources should I use to reach this group?

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How can I explain Heaven in a way they will understand?

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What Scripture reference should be used and from what Bible translation?



# The Salvation Army Adventure Corps



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## Look and Listen!

So how do we communicate with young people? We need to be aware of who they are. Watch them. Listen to them. Look for their needs. See what they are interested in. Look at their responses, their actions and their relationships. Listen to what they have to say.

**Many can hear, but few can \_\_\_\_\_.** (Fill in the blank)

**Communication is a two-way street.**

What makes a good listener?

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Who are some well-known communicators?

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What makes them good communicators?

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Are there any examples of poor communicators?

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What's the difference between hearing and listening?

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If we can become good listeners and realize that effective communication is a two-way street, we will have a great start on becoming better communicators, not only with young people, but with those we come in contact with in our day to day lives.



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## Basic Programming

Programming is essentially the planning out of the Adventure Corps activities each leader wishes to accomplish during a specific period of time. It is important because it helps to ensure ordered progress within the Adventure Corps program, especially as it pertains to Achievement Emblems and High Awards.

Having the program planned ahead of time helps to ensure the maximum use of time and resources, informs leaders of what is to be expected, and helps in the preparation of materials and activities. A good program is structured, yet flexible, and has plenty of variety built into it (activities, games, talks, trips, guests, etc.).

What are the three key types of program planning for Adventure Corps?

**Yearly**

**Quarterly**

**Weekly**

What are the eight components that should be planned for?

1. **Arrival & Set-up**

Make sure the flags are out for the salute. Organize snacks. Make sure everything is ready beforehand so the meeting can flow smoothly once it starts.

2. **Activities for Early Arrivals**

Have available board games, special award work, etc.; activities which do not necessarily involve the leaders.

3. **Begin Meeting**

A good starting point is the pledge, prayer and motto. This will communicate that something is starting and needs everyone's attention.

4. **Announcements**

Acknowledge members for emblem and award work, recognize visitors.

5. **Achievement Emblem Work**

These are the actual emblems that were planned for in the quarterly worksheet.

6. **Game or Other Fun Activities**

This time could be for your physical activity, doing a word/activity page/craft.

7. **Closing**

Re-Cap the meeting's activity. Devotions are appropriate here.

8. **Dismissal & Review**

Meet with other leaders and review next week's meeting.



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## Program Balance and Variety

A well-planned program has balance and variety in what it offers. The same game or activity week after week eventually will wear everyone out (OK, there maybe a few exceptions to that, but you get the point).

Don't play the same game \_\_\_\_\_

Teach and learn \_\_\_\_\_

Keep a balance between \_\_\_\_\_

Vary your \_\_\_\_\_

Try to avoid \_\_\_\_\_

Use your \_\_\_\_\_

Plan activities that will be \_\_\_\_\_

Allow time for \_\_\_\_\_

Remember that \_\_\_\_\_

Involve the boys in the \_\_\_\_\_

Balance can also be important within leadership. If you are blessed to have more than one or two leaders, share the load of programming and “up front” work. Invite parents and special guests to take part in the program. In addition, boys sometimes respond better to a new face or different style.

## The Last Step

The last step in good programming is reviewing what you have done. Make notes as you go along. See what works and what doesn't. Don't wait to review the program weeks down the line. Review it as quickly as possible, so your thoughts and ideas will be fresh and not forgotten.



# The Salvation Army Adventure Corps



## The Salvation Army Adventure Corps QUARTERLY Planning Sheet



**Adventure  
With Christ!**

Corps: \_\_\_\_\_

Section: \_\_\_\_\_

Quarter: \_\_\_\_\_

MONTH	1ST WEEK	2ND WEEK	3RD WEEK	4TH WEEK	5TH WEEK
MONTH					
THEME					
OBJECTIVE					
MONTH					
THEME					
OBJECTIVE					
MONTH					
THEME					
OBJECTIVE					



# The Salvation Army Adventure Corps



## The Salvation Army Adventure Corps WEEKLY Planning Sheet

Corps: \_\_\_\_\_

Section: \_\_\_\_\_

Quarter: \_\_\_\_\_

Theme: \_\_\_\_\_



**Adventure  
With Christ!**

COMPONENT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Arrival Setup					
Pre-Meeting Activity					
Opening Exercises					
Announcements					
Emblem Work Program					
Game Activity					
Closing Devotional					
Review Notes					



# The Salvation Army Adventure Corps



## The Salvation Army Adventure Corps MEETING Planning Sheet

Corps: \_\_\_\_\_

Section: \_\_\_\_\_

Quarter: \_\_\_\_\_

Week : \_\_\_\_\_



**Adventure  
With Christ!**

TIME	ACTIVITY OR PROGRAM	OBJECTIVE OR GOAL	EQUIPMENT NEEDED	PERSON IN CHARGE



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## Presenting Devotions

Write a brief description or definition for the following words:

Christ

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Sin

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Trinity

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Salvation

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Eternal Life

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Gospel

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Redemption

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Holiness

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Think back to the first few times you went to church. Did the words you heard around you seem incomprehensible at times? Did it sometimes seem that you were listening to a foreign language?

We must remember that our young people feel the same way. Their attention can be easily dampened and their thoughts confused by language which, for them, holds no meaning.

We carry an awesome responsibility to communicate God's truth to those who don't know it. When we present Biblical principles to our youth, we must remember to communicate using terms they can understand--plain, simple, everyday language.



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## Devotional Setup

The gift of salvation through Jesus Christ is the most exciting, vibrant message we could possibly share with our youth. Yet, sometimes our young people receive the news with little or no enthusiasm because of our awkward, stony presentation.

A good devotional lesson will illustrate the following features:

**Targeted:** A lesson with a Biblical truth.

**Scriptural:** The lesson will portray that Biblical truth accurately.

**Relevant:** The audience will be able to identify with the truth.

**Interesting:** The lesson will capture the attention of the audience.

**Audience Appropriate:** The lesson will be presented using terms audiences can understand.

How do we put together a devotional lesson that meets these criteria? It's just like baking a cake; you have to start with the right ingredients...

### The seven main ingredients are:

1. **Aim:** What truth do you want youth to understand?
2. **Attention Grabber:** Why should your young people listen to you?
3. **Lesson:** How are you going to illustrate the truth?
4. **Scripture:** What scripture supports the truth you are presenting?
5. **Application:** How does the truth apply to the lives of the individual?
6. **Response:** What do you want your young people to do with the information?
7. **Prayer:** Ask God to prepare the hearts of your audience.

On a separate sheet of paper put together your own 10-minute devotional, making sure to include all the ingredients!



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## **Gospel 101 - Every Young Person Should Understand That.....**

1. Read John 3:16, Romans 5:8 and 1 John 4:9

**God loves them.**

2. Read Romans 3:21-23, Romans 6:23 and Isaiah 53:6

**We have all done wrong, and this wrong – called sin - prevents a relationship with God.**

3. Read 1 Timothy 1:15, Hebrews 7:27 and 1 John 2:2

**Jesus died to pay for our sin.**

4. Read John 3:36 and Acts 13:38-39

**We must accept Jesus as our Savior to receive God's forgiveness.**

5. Read John 1:12, John 5:24 and John 10:28

**When we accept Jesus we become God's children.**

6. Read John 10:10, 2 Corinthians 5:17 and 2 Peter 1:3

**God gives us new and fulfilling lives.**

These Scriptures represent the basic truths young people need to understand to give them a solid foundation for their faith.

We offer a wide variety of activities in Adventure Corps -- including everything from cooking to archery. We spend huge amounts of time teaching skills that will prepare our young people for the future. But we must also keep in mind the true purpose underlying everything we do. Our ultimate goal is to see each young person enter into a saving relationship with our Lord Jesus Christ.



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## Jesus - The Perfect Role Model

In Matthew 7:28-29 we read:

**“When Jesus had finished saying these things, the crowds were amazed at His teaching, because He taught as one who had authority, and not as their teachers of the law.”**

Two things stand out here: Jesus taught with a DIFFERENCE and they recognized He taught with AUTHORITY.

So, how can Jesus' example help us in the way we influence and teach our young people? Let's take a look at His teaching methods found throughout the Gospels.

1. **Jesus was motivated by love.**
2. **Jesus' ministry was supported through prayer.**
3. **Jesus often taught in response to people's felt needs and then addressed those needs that were not so evident but nevertheless just as real** (hunger, blindness and illness compared to the need for forgiveness, acceptance and the need to experience God's love).
4. **Jesus' teachings led to sound beliefs, changes attitudes and behaviors.**
5. **Jesus accepted people for who they were, even if He did not approve of what he or she had done.**
6. **Jesus involved the learner in the learning experience** (His use of parables).
7. **Jesus worked patiently with the person He was dealing with.**
8. **Jesus used solid, concrete examples** (the known and visible) **to explain abstract concepts** (example - The Kingdom of God/Heaven is like ... a mustard seed, treasure hidden in a field, a net, etc.).
9. **Jesus used modeling as another effective way of teaching** (example - The disciples asked to be taught how to pray as they recognized something special about Jesus' own prayer life).



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## 1. JESUS WAS MOTIVATED BY LOVE.

### A. Read John 15:9-17

What do you notice about Jesus' relationship with His Father?

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His disciples?

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### B. Read Matthew 23:37

How would you describe Jesus' feelings for the people of Jerusalem?

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### C. Read Mark 10:17-22 (Imagine YOU were present on this occasion)

What do you notice about Jesus' manner towards the young man?

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How do you think He might have felt when the young man rejected His offer?

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#### **PERSONAL APPLICATION**

**Look once again at Matthew 23:37 and link it with the passage from Mark 10.**

**Have you ever experienced a similar incident when working with young people?**

**How did you respond/react?**

**How will you respond/react in the future?**



## 2. JESUS' MINISTRY WAS SUPPORTED THROUGH PRAYER.

### A. Read John 17

In verses 1-5, **Jesus prays for Himself**. Consider Jesus' words in verse 4: "I have brought You glory on earth by completing the work You gave me to do."

How can this verse apply to your leadership role in the corps?

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In verses 6-19, **Jesus prays for His disciples**. Jesus prayed that His disciples might be protected in the world in which they lived by the power of His name (verse 11). Obviously, prayer is an important aspect of our programs.

In considering the world in which we live today, from what negative/evil influences should our young people be protected?

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**Spend a few moments in prayer for the young people in your group(s) and corps.**

In verses 20-26, **Jesus prays for all believers**. In His prayer, Jesus asks that all believers might remain in Him, that there might be unity amongst them, and that they might be witnesses in the world.

How does this aspect of prayer relate to working with young people?

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### **PERSONAL APPLICATION**

**Spend a few moments considering your situation.**

**What would the results be if you were to adapt Jesus' example as revealed in John 17?**

**What specific things are you praying for right now?**



**3. JESUS OFTEN TAUGHT IN RESPONSE TO PEOPLE’S “FELT NEEDS” (hunger, blindness, illness) AND THEN ADDRESSED THOSE NEEDS THAT WERE NOT SO EVIDENT BUT NEVERTHELESS JUST AS REAL (acceptance, forgiveness, love).**

**A. Consider the following points:**

- What are felt needs?
- Are there links between felt needs and wants?
- How are felt needs different from those other deeper needs people experience?

**B. Read John 5:1-15 “The Healing at the Pool.”**

What was the man’s felt need?

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What was the other need Jesus addressed?

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What are some of the felt needs of the young people you work with?

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How can you use these situations to reach the deeper needs of the young people?

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**PERSONAL APPLICATION**

**Can you recall a similar experience in your own life when you presented a felt need, yet possibly wanted a deeper need to be met?**

**If you are in a group and feel comfortable, please share these feelings and experiences.**



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## 4. JESUS' TEACHINGS LED TO SOUND BELIEFS, CHANGED ATTITUDES AND BEHAVIORS.

**A. Look at Luke 7:36-50 "Jesus Anointed by a Sinful Woman."** Pay special attention to the conversation between Jesus and Simon the Pharisee.

How would you describe Simon the Pharisee's attitude towards Jesus?

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Towards the woman?

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Towards himself?

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What approach did Jesus use in order to bring Simon's attention to his particular attitude problem?

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How did Simon respond and do you think there was a change?

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### **PERSONAL APPLICATION**

**Can you see any appropriate applications to your role within the corps?**

**Do your young people need sound beliefs?**

**Do they need attitude and behavior changes?**

**What about yourself and other leaders?**



## 5. JESUS ACCEPTED PEOPLE FOR WHO THEY WERE, EVEN IF HE DID NOT APPROVE OF WHAT THEY HAD DONE.

### A. Read John 8:3-11 “The Woman Caught in Adultery”

How does Jesus’ attitude toward the woman compare to that of the Pharisees and teachers of the law?

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Place yourself in the position of the woman. How would you feel about Jesus’ attitude toward you?

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How about the attitude of the Pharisees and teachers of the law?

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Who would be most likely to influence a change in your ways? Why?

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### **PERSONAL APPLICATION**

**How does this example apply to your life and leadership role?**

**What does this say about your influence as a leader?**

**Can you identify this illustration with a personal experience?**



## 6. JESUS INVOLVED THE LEARNER IN THE LEARNING EXPERIENCE.

**A. read Luke 10:25-37 “The Parable of the Good Samaritan”**

How did Jesus involve the expert in the law in the learning situation?

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Do you think that Jesus’ choice of a parable as a means of instruction was effective? Why? Why not?

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Why do you think it is important to involve the learner in the learning situation process?

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### **PERSONAL APPLICATION**

**How have you involved your young people in the learning process?**

**How can you keep them involved in the process?**

**Are parables the only means?**

**In your personal experience, do you remember specific learning situations?**

**How did they work?**



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## 7. JESUS WORKED PATIENTLY WITH THE PERSON HE WAS DEALING WITH.

### A. Look at John 4:4-26 “Jesus Talks with a Samaritan Woman.”

What do you notice about Jesus’ manner towards the Samaritan woman?

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What “misunderstandings” did she have regarding worship?

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How did Jesus deal with these “misunderstandings” and how was His approach rewarded?

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What other examples can you provide of Jesus working patiently with someone?

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### **PERSONAL APPLICATION**

**How can you better understand your young people?**

**What misunderstandings do your young people have?**

**How can you apply Jesus’ approach to your work?**



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## 8. JESUS USED SOLID, CONCRETE EXAMPLES TO EXPLAIN ABSTRACT CONCEPTS.

**A. Read Matthew 13:44-46 “The Parables of the Hidden Treasure and the Pearl.”**

What was the abstract concept Jesus was teaching?

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What illustrations did Jesus use to help describe this concept?

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Why do you think Jesus used these particular examples?

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Why is it important for us to use concrete examples when working with young people?

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### **PERSONAL APPLICATION**

**Can you recall an occasion when you have used a concrete example to explain something abstract?**

**How would you explain Heaven to a seven year old boy?**



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## 9. JESUS USED MODELING AS ANOTHER EFFECTIVE WAY OF TEACHING.

### A. Read Luke 11:1-4 “Jesus’ Teaching on Prayer.”

What triggered this learning situation?

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Why do you think the disciples asked Jesus to teach them how to pray?

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### **PERSONAL APPLICATION**

**What does this reveal to you about the importance of example?**

**Who do you look towards as an example to follow?**

**How does this apply to your role in leadership?**

As you reflect on this Bible Study, consider the following points:

- What insights relating to your leadership role were gained?
- What personal insights were gained?
- If you worked in a small group, what practical applications were suggested through the group interaction?
- How can you apply what you learned to your life and role as a leader?

Spend a moment or two in prayer, asking God to fill you with His Spirit, to be more Christ-like in everything you do and represent. Remember, as role models come and go, Jesus remains a constant and perfect role model!



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## Youth Protection

Each year thousands of children attend Salvation Army youth programs, be it Adventure Corps, Scouting, Girl Guards, Sunbeams or other youth programs. While these young people participate in your programs, the responsibility of taking care of and protecting them is transferred from the youth's family to The Salvation Army - **YOU!**

The young people who participate in your programs come from many different backgrounds, some of which you will know nothing about. Some will come from well-adjusted backgrounds, others from troubled backgrounds. Some of your young people will bring problems you may not have experience in or lack the training that would help you address those problems.

Recent public polls and news reports have brought about an openness of this social problem, which in time past was hushed up. The reality is that child abuse happens and not just to others. It can happen to your young people and could be going on right now.

Our aim is to help you to recognize the potential danger signs of child abuse and neglect. It is also hoped you will develop a program designed to protect your young people, as well as those who take leadership roles.

In your own words, define child abuse:

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List a few "types" of abuse:

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## Strategy Points

What are the five *Strategy Points* for Youth Protection?

1. Educate everyone involved with Adventure Corps and other youth programs as to how to detect and prevent child abuse.
2. Be careful in your selection of youth leaders.
3. Follow Safe From Harm.
4. You need to be sure that your young people know how and when to report improper behavior, and how to identify offenders quickly. This should include parent(s) and other guardian(s), if possible.
5. Have a process in place for swift removal of alleged offenders.

Explain *Two-Deep Leadership* and its importance:

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## Child Abuse and Neglect

“A situation in which a child is suffering from serious physical injury inflicted upon him by others than accidental means or is suffering harm by reason of neglect, malnutrition, or sexual abuse or is going without necessary and basic physical care; or is growing up under conditions which threaten his physical and emotional survival.”

### Sexual Abuse

“Any sexual exploitation of a child under 18: Molestation, exposure, masturbation, incest, oral-genital contact, sodomy, photographing a child in the nude or any other pornographic involvement: sexual activity perpetrated on a child by another person five years older than the victim.”

### The Six P's of Prevention

1. Personnel: Volunteers and Employees
2. Participants: Kids and Parents
3. Program: Any activity in which The Salvation Army is responsible for children or youth.
4. Place: Facilities where ministry or programs take place.
5. Privacy: Confidential and personal information
6. Procedures: For reporting and Responding

What is The Salvation Army's Reporting Mandate?

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## What are the DO'S and DON'TS of *Youth Protection*?

### The Do's

1. Report immediately to your Corps Officer who will then report to the state's authorized Child Protection Agency or Department of Social Services. The Corps Officer will then inform the divisional commander and the territorial legal secretary as required.
2. Ask if there are special instruction, making sure those instructions are carried out.
3. Allow the authorized agency to do the investigation of the matter. The purpose of the investigation is to determine if the report is founded or unfounded.
4. Complete any required forms and file them with the appropriate agency.
5. Make a confidential written report, include any forms or other documents completed in connection with the incident. Forward that report to the Corps Officer who will forward it to the divisional commander and the territorial youth secretary.

### The Don'ts

1. Do not conduct your own investigation.
2. Do not discuss the matter with anyone other than the appropriate authorities as indicated in Do -1 above.
3. Do not discuss with or interrogate the child.
4. Do not speak with the alleged abuser or molester about his/her activities.

**It is extremely important for ALL youth leaders to participate in some type of youth protection training program—in many cases some training is required in this area before you become a leader. Please consult your corps officer, divisional and territorial headquarters for current policies, requirements and procedures.**



## Leadership Training — Level One Leadership Training Form

Date workbook was completed: \_\_\_\_\_

Name: _____	Age: _____
Address: _____ _____	
Telephone: Home _____	Work _____
Corps: _____	
Division: _____	
Leader Signature: _____	
Corps Officer Signature: _____	

### Explorer Leadership Positions (check the position you hold or are working towards)

- \_\_\_\_\_ Explorer Leader
- \_\_\_\_\_ Explorer Assistant
- \_\_\_\_\_ Explorer Chaplain
- \_\_\_\_\_ Explorer Other

### Ranger Leadership Positions (check the position you hold or are working towards)

- \_\_\_\_\_ Ranger Leader
- \_\_\_\_\_ Ranger Assistant
- \_\_\_\_\_ Ranger Chaplain
- \_\_\_\_\_ Ranger Other

<b>Circle Current</b>	<b>Leadership Status:</b>	<b>Commissioned</b>	<b>Warranted</b>	<b>Acting</b>	<b>Volunteer</b>
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\* Complete this section if workbook is completed during an Adventure Corps Training Seminar.

Date of Training: \_\_\_\_\_

Location: \_\_\_\_\_

Instructor: \_\_\_\_\_

<u>Official Use Only</u>
Received at DHQ: _____
Emblem Issued: _____
Copy to THQ: _____