



The Salvation Army Adventure Corps Program

Adventure Corps Leadership Training Leader's Workbook Level Two



The Salvation Army Adventure Corps



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 Two 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 Adventure Corps handbooks 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 Two Training. Contact your headquarters to see if this applies to your situation.



The Salvation Army Adventure Corps



The Adventure Begins With You!

This is where it begins, inside each one of us. 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.



The Adventure Begins...

Review and Assumptions

It is always good as leaders to review and refresh our minds with the purpose and goals of the programs we run. As this is level two training, let's assume that you are a leader that has completed Level One Training and is working with an Adventure Corps Explorer or Ranger section. With that in mind, please take a few minutes to write down your understanding of the purpose of the Adventure Corps program:

What is your understanding of the motto, "Adventure with Christ?"

The Adventure Begins with YOU!

As leaders it is important to realize that we have a unique opportunity to connect with our young people and help make a difference in their lives. Conversely, they will make a difference in yours! No matter how wonderful or lacking our materials are, no matter how fun and exciting our activities seem to be - you, the leader are the one to pull it all together. Indeed, the adventure begins with you!



The Salvation Army Adventure Corps



Upon Further Review...

As an Adventure Corps leader, what are your most difficult challenges?

What do you enjoy the most about Adventure Corps?

How can divisional and territorial headquarters provide support to local sections?



Learning and Teaching Styles

How Do People Learn?

If you've ever asked for directions in an unfamiliar area, you know how frustrating it can sometimes be. One person may give you a long list of street names and left turns. Another may point out fast food restaurants and other landmarks. Still others will take a sheet of paper and draw a map for you. Which method will best guide you safely to your destination? It all depends on your learning style.

Each of us processes information in our own way. We sift every bit of data through a unique filter of thinking mechanisms and personal experiences. No two people think in exactly the same way.

Some of us are very concrete thinkers. We tend to think about real, tangible objects -- things we can see and touch. We look practically at how things work, how things actually are. Others of us tend to be more abstract in our thinking.

We prefer to deal with emotions and ideas, feeling and analyzing the world around us. Some of us are very reflective. We like to listen and observe what is going on, allowing the information to sink in. Others need to be active, wanting to do something, applying principles, and trying things out for ourselves.

The majority of us, however, fit somewhere in-between these extremes. We may lean more towards one end of the spectrum, but there is some balance in our reasoning.

Because of this variety in our thinking, there is also variety in how we learn about God's world. Some of us take in and remember everything we read or hear. For others, unless we can see it, we don't understand it.

Since we want to give each young person an equal opportunity to develop skills, we must try to teach those skills in the most effective manner possible. However, for each young person in our Adventure Corps, there is a method or group of methods which are particularly effective in helping them learn. What works with one may not work with another. Does this mean that there is no common ground for teaching? Fortunately, research shows that there are some general tendencies.



Learning Styles

<p>CONCRETE Real & Tangible Objects</p>	<p>ACTIVE Do Something – Apply & Try</p>
<p>REFLECTIVE Listen and Observe</p>	<p>ABSTRACT Emotions and Ideas</p>

Abstract/Complex As any parent will tell you, young children are very concrete, literal thinkers. They have very little ability to distinguish between what is real and what is pretend. Their imagination is limited to replaying situations they have seen or experienced. They understand only what they see and touch. As they grow older, their ability to comprehend abstract ideas increases. They are better able to grasp feelings, values, and hypothetical situations. Because of this gradual development, we must strive to teach at a level which matches our group's level of understanding.

AGE OF CHILD



The spiral represents an approach to teaching that begins by introducing an idea at a very simple, concrete level. As a child matures we reinforce his knowledge of that idea by building upon what he already knows.

We gradually expand the idea, giving more specific details at continually higher, more abstract levels of thought. The result is a stronger, more comprehensive understanding of the original idea.

Concrete/Simple

What We Remember

Research also shows us what methods are most effective in teaching. In general, the more of our senses we employ, the more we are likely to remember. Most of us will only retain about 20% of what we take in by listening. We remember about 30% of what we watch and observe. When we combine both sight and sound (for example, when we watch a movie) we hold on to half, or 50%, of the information presented. When we participate in role play situations or have something demonstrated for us -- we remember 70%. And when we are actively, physically involved in experiencing something, we retain about 90%.



Just My Style

While it is important to keep in mind the different ways that people in our group might learn, we must also remember that we will be the ones presenting much of the information. That information will be greatly affected by our own style of learning and our own preferences in teaching. Therefore, it is a good idea to be aware of what those tendencies are. Answer the following questions by noting the answer that best describes yourself down the one that least describes you as follows:

- Place a “5” for the response that is most like you.
- Place a “3” for the response that would be your second choice.
- Place a “2” for the response that would be your third choice.
- Place a “0” for the response that is least like you.

1. When I learn:

- A. I filter information through my feelings
 B. I want to know the facts
 C. I want to know how things work
 D. I like to be doing things

2. I work best with people who are:

- A. Friendly, loyal, appreciative, and fun
 B. Dependable, honest, prompt, and accurate
 C. Quick, energetic, competitive, and realistic
 D. Creative, independent, and risk-taking

3. I am:

- A. Emotional
 B. Logical
 C. Active
 D. Creative

4. I learn best when:

- A. I work with other people
 B. The information is given in a logical order
 C. I can apply ideas
 D. I try things out for myself

5. When I learn:

- A. I trust my hunches and feelings
 B. I reason things out
 C. I work hard
 D. I get involved

6. When I make a decision I try to:

- A. Make everybody happy
 B. Make the correct choice
 C. Select the most practical alternative
 D. Discover a creative way to get what I want

6. When I explain something I:

- A. Let people know how I feel
 B. Present information in a logical, orderly way
 C. Tell it in a simple, straightforward way
 D. Tell why it is important and try to be creative

8. I tend to be:

- A. Friendly
 B. Analytical
 C. Realistic
 D. Idealistic

Now total up your numbers (total of numbers in box A, total in box B, etc.) and place the totals here:

A _____ B _____ C _____ D _____

Each letter A, B, C, and D corresponds to one of four learning styles. The number of points indicates the strength of an individual's tendencies toward that style. The maximum number of points for any one category is 40. The higher number will reflect your tendency towards a specific learning style.



Learning Styles

- “A” corresponds to the **Innovative** style.
- “B” corresponds to the **Analytic** style.
- “C” corresponds to the **Common Sense** style.
- “D” corresponds to the **Dynamic** style.

So why is this so important?

As leaders, we want to present information in a way that maximizes its usefulness to our students. To accomplish this we must incorporate our own strengths as teachers and focus them upon what works best with our students. We need to recognize our own tendencies, as well as those of our young people and adapt our teaching styles accordingly.

The ANIMAL SCHOOL – Author Unknown

Once upon a time, the animals of the forest decided to organize a school to train their youngsters in the basic skills for survival. They adopted a curriculum consisting of running, climbing, swimming, and flying.

To make things easier to administer, they decided that all the animals would take all of the same subjects.

The duck was excellent in swimming -- better, in fact, than his instructor. He made passing grades in flying, but was very poor in running. Since he was slow in running, he had to stay after school and drop swimming to practice his running. He kept this up until his webbed feet were badly worn, and he dropped to being only an average swimmer.

The rabbit started out at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing -- until he became frustrated in his flying class, where his teacher made him start from the ground up instead of from the treetop down. He also developed “Charlie” horses from overexertion and then got a “C” in climbing and a “D” in running.

The eagle was a problem child and was severely disciplined. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

The prairie dogs got mad because there was no class in digging, and eventually joined the groundhogs and gophers in starting a private school of their own.

How does the “animal school” relate to our teaching and learning styles?

How can we avoid falling into this same dilemma?

As mentioned earlier, most children are concrete learners and if our teaching style is abstract, we will have a difficult time connecting with them.



Creative Teaching

Let's suppose you are going to teach a group how to tie a square knot. How many different ways could you do it? You could begin by simply explaining the following procedure:

"To tie two pieces of rope together begin by holding the end of one rope in your left hand and the end of the second rope in your right hand. Bring the right end over and under the left end. Now, bring the left end over and under the right end. Pull it tight and you will have a square knot."

Would you be able to tie the knot on your own just by hearing this description? A few of you might, but chances are that most of us couldn't. We learn differently.

But what if, as you explain the procedure, you were to demonstrate it, showing your hands as you talked? Would that help?

Some people won't get it until they actually see which way to maneuver their hands and fingers as the knot is tied. But there are still other ways to teach this. Perhaps we can run a relay race in which everyone must tie a square knot. Maybe we can practice knots using licorice laces. That's the challenge - to find creative and interesting ways to teach.

There are many factors that impact our teaching - personality, learning and teaching styles, age and maturity, etc. But we must remember that each person is different, each child is different. Therefore, it is important that we employ variety in our presentations so that everyone has an opportunity to learn.

Being creative doesn't mean that we have to have the most dynamic personality and know all about the latest fads. We don't have to keep taxing our minds to come up with fresh, new, inventive ideas week after week. On the contrary, the key to creativity is the ability to COPY!

This statement isn't suggesting that you break any copyright laws. It is merely a reminder to us that creativity isn't just innovation. It is often just taking old ideas and using them in new ways.

Being creative doesn't mean that we do things out of the ordinary just to break the monotony of our normal activities. Creativity is simply being willing to adapt your program to match the learning styles in your groups. It is putting the spiritual and educational needs of the individuals above our routines. Therefore, creativity has a purpose, and we must take care to utilize it responsibly.



The Salvation Army Adventure Corps



There are an infinite number of ways to teach any skill or idea. It all depends on how much creativity you are willing to use. Yet most techniques will fall somewhere into one of the following categories:

1. **CREATIVE EXPRESSION** is using the arts to help young people describe how they feel about issues in the world or about God. For example, you may have your group draw pictures of their families, keep a journal of happy memories, write a story about something scary that has happened to them, or write a song of praise to the Lord. (i.e. writing stories, writing letters, keeping journals, making scrapbooks, composing songs/music, drawing pictures, painting murals, sculpture, posters, singing)

2. **DRAMA** can often be a tool to demonstrate real life situations and help young people think through the possible consequences of their decisions. Role play is a particularly effective way for youth to look at life from a number of different perspectives. (i.e. Skits, role play, puppets, charades, choral reading, mime, producing a play)

3. **EVENTS** are activities outside the normal activities of the group that can have a significant impact on young people. As we saw from the pyramid, we remember best those things we experience. We might spend weeks in a classroom pouring over brilliant photographs of robins and finches, listening to their calls on cassettes, reading about their nesting habits, and viewing videotapes from the National Audubon Society. (i.e. field trips, camping, parties, retreats, carnivals)

4. **GAMES** can be an effective approach to reinforcing and applying information. Whether its playing "Wheel of Fortune" to discover the inventor of the printing press or pretending to be Forest Rangers trying to determine the best way to transport an injured hiker, "learning" doesn't have to be a synonym for "boring." (i.e. simulations, puzzles, problem solving, memory)

5. **INTERACTION** gives young people the chance to share their own ideas about issues and hear the viewpoints of others. While we, as leaders, may possess more information about a particular topic, our young people may also have experience. When we allow them to contribute and work together, we show them that their ideas have value and offer them a perspective that goes beyond the scope of a single person. (i.e. discussion, surveys, panels, debate, interviews, question and answer, brainstorming)

6. **MEDIA** resources allow young people to conveniently glimpse other parts of the world. They can read about families in Sri Lanka, listen to the songs of humpback whales, observe astronauts shuttling into space, or play checkers with people in other states -- all without leaving the building. (i.e listening to music, making a video, watching a video, publishing a newspaper, surfing the internet)



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7. **SENSORY** activities may include tasting huckleberries during a hike, smelling the salty air of an ocean beach, touching the soft fur of a kitten, listening to the pluck of a sitar, or watching a 747 land at the airport. As our pyramid indicates, the more senses we use, the more information we retain. Every activity we plan should include a liberal combination of tastes, smells, textures, sights, and sounds. (i.e. tasting, smelling, touching, listening, watching)

8. **STORIES** help young people visualize situations in their minds and apply principles to their everyday lives. Stories may be factual accounts, current or otherwise, designed to pass along information. They may be case studies, presented to get youth thinking about the possible consequences of specific actions. Or they may be analogies that help simplify complex or abstract ideas. (i.e. telling/reading, analogies, object lessons, case studies, current events)

9. **STUDIES** are a systematic approach to learning. Whether its investigating the history of the New York Yankees or delving into the Parable of the Lost Sheep verse by verse, studies can help young people develop an deeper understanding of various subjects. (i.e. inductive Bible study, research)

When you consider new activities please keep a few things in mind:

- Activities are teaching tools, not time killers. Make sure there is purpose behind them. For example, when you watch a videotape, don't expect its meaning to be self-evident to everyone in your group. Discuss it afterward.
- Activities must not compromise the safety of our young people. Take proper precautions.
- Activities shouldn't interfere with other groups. Don't play those Christian rock lyrics at maximum volume with a prayer meeting in the room next door.
- Rehearse your activity ahead of time, to make sure it really works.

As you prepare our lessons each week, remember that we run our programs for the benefit of our young people, and not the other way around. It bears repeating, make sure that your "style" will make sense and relate to the styles of your young people.



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Creativity Assignment

Briefly outline three creative ways to teach one of the following Adventure Corps emblems:

Explorer Collector
Explorer Olympics

Ranger Handyman
Ranger Cycling

Emblem Choice: _____

Creative Teaching Style #1

Creative Teaching Style #2

Creative Teaching Style #3



Basic First Aid

Please note that this is a very basic and general review of first aid. It is highly recommended that leaders participate in accredited first aid training programs such as those offered by Medic First Aid and other medical associations.

"First Aid is defined as the immediate and temporary care given the victim of an accident or sudden illness until the services of a physician can be obtained."

First aid starts with the steadying effect you can have on a young person if they are injured, be it through a group activity, traffic accident, or a natural disaster.

Your immediate reaction, the gentle yet firm hands are every bit as important as the words you use as you encourage the injured young person.

As a leader involved with Salvation Army programs, it is important that you know how to react and what to do in a first aid type of situation.

It is hoped that through this training session you will avoid the errors so commonly made through well-meant but misguided efforts. *You need to remember to confine your procedures to what is necessary, remember not to handle the injured parts more than needed.*

The Value of First Aid Training

Value to Yourself:

Most of us take first aid classes with the idea of helping others, yet the training you get primarily helps you. It enables you to give proper and immediate care not only to others, but yourself as well. Even if your injury were to keep you from helping yourself, you may be able to direct others towards proper care.

It is hope that as you participate and complete the various levels of training available to you through Adventure Corps, you will develop a greater awareness and understanding for the need of safety plans and first aid training.



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Value to Others:

While the principle benefit of first aid is to yourself and family, it extends to coworkers, the young people and adults at the Corps, acquaintances, and even strangers. As a Christian, a leader and just plain being a person of integrity, you have an obligation to assist an injured person.

You will be aware that accidents and natural disasters occur in all parts of the world and even in our own local communities. Being prepared with knowledge of basic first aid will make you an invaluable asset in a time of need. In some cases, medical help may be delayed and you will need to know what to do until they arrive.

Briefly describe a situation in which you were involved in (or experienced through news media) an accident, emergency response or some form of natural disaster in which first aid procedures were utilized:

Safety Consciousness:

Annually, almost one quarter of American families experience accidents that are serious enough to cause them to miss school or work for at least one day. Amongst youth, accidents are a common cause of death and the rate is twice as high for males.

This is why being safety conscious is so important. Our environment must be loving, caring and safe. Make sure that you have qualified first aid people available at all times, as well as the proper first aid supplies.



Basic Guidelines for Serious Injuries

Most accidents are minor and the first aid required is obvious if you are trained. In the case of a serious injury, the following is acceptable: give the urgently necessary first aid, have the victim lie down, check for injuries, plan what to do and carry out your plan.

1. Keep injured person lying down.

Protect the person from unnecessary movement and disturbance. Do not heat (covering with blankets, etc.) them, but keep their temperature from falling. Blankets beneath the victim are usually more important than on top, but do not place them before you know where the injuries are.

2. Check For Injuries

Find out what happened; note the victim's reactions after the accident, if able get the victim's ideas about the injuries and your findings upon examination. Know why you are doing what you're doing. If medical aid is on the way, a detailed examination is not necessary.

If you have to move the victim (even a short distance) before medical help arrives, you need to know what parts of the body are injured so you can support them during the move. It is best not to move them at all.

Suppose you do have to carry the injured person, before needed help arrives, to a place where medical help can reach you. You must carry through with proper first aid and check carefully for injuries. Sometimes this is easy because there is only one injury with a single exposed part.

There may be, however, other cases where there are no cuts, lacerations or fractures. An example of this would be poisoning. Your job becomes more difficult as far as knowing what happened.

Surface injuries can be easily evident. Fractures and internal organ injuries are difficult because visual evidence may be lacking. Your objective is simple: find what body part(s) are or might be injured. Your first aid should be to keep these parts immobile.

Caution should be used when clothing is removed, so you do not add to the injuries. When you're in doubt about an injury, keep the victim from twisting and bending and shaking. Never pick them up by the head or heels.



3. Plan What To Do

Get a physician or other medical help as soon as possible. Inform the medical help of all you know. Also discuss what you can with family members. If you have or need helpers, instruct them carefully regarding their duties.

Here are a few additional points to remember:

- Find all the injuries.
- Give first aid to minor as well as major injuries.
- Do not give fluids to an unconscious or partly conscious person.
- Following an injury, do not lift a gasping person by the belt. Gasping may not be lack of air; it could be a back or chest injury.
- With indoor accidents, use judgment about opening windows, except with noxious gas. Indoors or out, there is enough air for the victim and cold air may be too chilling.
- Be reluctant to make statements. It is not your job to make diagnosis evaluations or predictions. If asked by the victim about the injury and the extent of the medical information must come from the doctor.
- Obtain the victim's name and address. If the victim is one of the you people in your Corps you should have that information on file and a medical release with you, especially on outings.
- Know 911 procedures. Keep calm while giving all the information phone operator needs to help you.
- Reassure the victim by telling them what you have done and how it will help them.
- If the victim is unconscious loosen clothing around the neck. If there is no fracture turn them on their side, keeping this position by flexing the arms or legs. Place a pillow under the head so secretions may drool from the corner of the mouth. This generally allows good respiration.



Wounds

The definition of a wound is as follows:

“A break in the skin or mucous membrane, caused by force, and usually extends in under lying tissue.”

Our objective for treating wounds is to control the bleeding and protect the wound from contamination.

There are four types of wounds:

1. Abrasions and floor bumps - caused by a rubbing or scraping.
2. Incised wounds - sharp cuts that tend to bleed freely.
3. Lacerated wounds - jagged or irregular wounds, often associated with tissue damage.
4. Puncture wounds - can be caused by a needle, tack, knife, or ice pick, etc.

Wounds are subject to infection and bleeding. Deep wounds may be complicated by injury to internal organs and by fractures.

First Aid for Minor Wounds

1. If possible, wash your hand with clean water and soap.
2. Clean wound thoroughly with plain soap and clean water, using a sterile dressing.
3. Apply a dry sterile or clean dressing and bandage it snugly in place.
4. Tell the victim to see the doctor promptly, especially if infection is present.

Shock

Definition of shock: A depressed condition of many bodily functions due to failure of enough blood to circulate through the body after a serious injury.

First aid objective: To prevent or reduce shock by keeping the victim lying down and comfortable.

Different types of shock include electric shock, insulin shock caused by an overdose of insulin, shock from injury and the temporary shock after fainting. If a person develops shock and remains in it, death can result. Therefore, proper first aid to help prevent shock is a high priority as you work with an injured person.

Signs and Symptoms of Shock:

1. Weakness, along with a skin that is pale and moist and cooler than it should be.
2. Beads of perspiration may be noted near the lips, fore arms, palms and armpits.
3. There may be vomiting or complaints of nausea.



4. There may be restlessness, or loss of alertness and interest in the victim's surroundings.
5. There is a fast but weak or impossible pulse to feel.
6. Breathing may be faster than usual and there may be an occasional deep breath.

These signs do not always develop right away and may not appear in cases of severe blood loss.

First Aid for Shock

POSITION - Keep the victim lying down. This gives a greater chance for blood to flow from the head to the chest.

HEAT - If the victim is lying on the ground or floor, place a blanket beneath him/her. Cover the victim only sparingly according to the temperature of the environment. Do not overheat them and **DO NOT CAUSE THE VICTIM TO SWEAT**. On a warm day, little or no covering is necessary. External heat like hot water bottles or heating pads is usually harmful (they may be used in freezing weather). *The overall principle relating heat to shock is this: Do not add heat; simply prevent the large loss of body heat.*

FLUIDS - If the victim will have medical care within a half-hour or less, you should not worry about fluids except to reduce thirst.

- Do not give fluids to an unconscious or partly conscious victim.
- Do not give fluids if the victim is vomiting or is nauseated.
- Do not give fluids if the victim has a penetrating abdominal wound or if they face an early surgery.
- Plain, room temperature water is the best fluid. Other drinks may cause nausea or a feeling of fullness and hiccups.
- Give fluids at a few sips at a time. If there is a tolerance and thirst you may increase the amount to half a glass at a time.
- In cases of large blood loss the victim will be thirsty and will take drinks at shorter intervals.
- While the victim may need fluids, do not give so much that they will vomit.

Our objective in treating a person for shock is to prevent or reduce it by keeping the victim lying down and comfortable.

Other types of shock include electric shock, insulin shock caused by an overdose of insulin, and the temporary shock of fainting. If a person develops shock and remains in it, death can result. Therefore, proper first aid to help prevent shock is a high priority as you work with an injured person.



Injuries to Bones, Joints and Muscles

When an injury to a bone or joint occurs, the objective is to keep the broken bone ends and the adjacent joints quiet. That is, free of movement.

Fractures

A fracture is a break in the bone. There are two principal kinds, simple and compound. A simple fracture is a closed fracture not associated with an open wound extending from the skin. When the skin is broken and a wound is present you have a compound fracture.

Since fractures are below the skin, they cannot be seen except on rare occasions. Evidence can be based on the victim's story and their reaction to your examination. Consider the victim's evaluation. He or she may have felt the bone break or they might believe there is a break. The victim's thoughts are only a part of your evaluation and decision.

The direct evidence of a fracture can be pain, swelling, tenderness and a deformity or the injured area.

Often times the general area overlying the fracture is only slightly tender, but perhaps a small spot will give considerable pain. If the victim tries to move, there may be tenderness or pain.

Note: a person can move a fractured bone; often he can move the parts below the break with little or no pain, i.e. if the wrist is fractured, the fingers can be flexed, often with no noticeable pain.

The basic treatment for a fracture is as follows:

Keep the broken ends quiet.

1. Keep the adjacent Joints quiet. If the bend, the muscles act against the fractured bone, causing motion.
2. Give first aid for shock.
3. Compounds apply a sterile dressing, control hemorrhage by direct pressure.
4. You may need a splint.
5. Do not push a protruding bone back.

Fractures, dislocations and sprains should be treated with ice over the pain area this limits and reduces swelling and pain.



Sprains

This is an injury to the soft tissue surrounding a joint when it (the joint) is forced beyond its normal range of motion.

The ligaments, muscle tendons, and blood vessels are stretched, and sometimes torn or partially torn. The ankles, fingers, wrists and knees are most often affected. Ankle sprains usually result when weight is thrown forcefully upon a turned ankle.

Symptoms are swelling, tenderness and pain. There may also be a discoloration of the skin due to the rupture of small blood vessels.

You cannot tell the difference between a fracture and a sprain because of the pain and swelling.

Treatment should be as follows:

1. If there is any possibility of a fracture, immobilize the part you think may be fractured.
2. Otherwise elevate the joint on pillows or substitutes.
3. Cold wet applications may be used.
4. Use an ice pack during the first half hour, may help reduce the swelling.
5. Keep the joint quiet.

Effects of the Sun

Sunburn

Sunburn is caused mainly by ultraviolet rays. A slight overexposure causes the blood vessels to dilate and the skin becomes red and sore.

As overexposure increases, tissue injury starts. The swelling of the skin occurs, blisters appear, and often times fever and headache develop. Severe sunburn causes great discomfort and may require bed rest for many days.

To help prevent sunburn, do the following:

1. Limit the time of initial exposures.
2. The initial exposure should be only 10 to 15 minutes, time can be increased, with each outing.
3. For young people who are light skinned or sensitive they may want to wear long sleeved shirts and a hat that shades the face and neck.
4. A good sun block helps as well. The higher the number the better the sun block.

A word of caution - some sun blocks cause an allergic reaction.



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Here are some tips for sunburn first aid:

1. Mild sunburn, cold cream, Aloe Vera, may help relieve pain.
2. Wash hands before applying the material.
3. Vinegar helps draw out the heat as well.
4. A dressing should be used if blistering appears.
5. For extensive and severe sunburns medical care is needed.
6. Do not expose the injured skin to the sun until healing is completed.
7. Do not use butter or margarine.

Heatstroke

Heatstroke is caused by overexposure to the sun and heat. Symptoms include headache, dry skin, rapid pulse, dizziness and nausea. Unconsciousness can occur in severe cases.

A person suffering from heatstroke can have a body temperature as high as 106 degrees and sometimes above 109 degrees.

Heat stroke is extremely dangerous.

First aid for heatstroke:

1. Medical care is urgently needed.
2. Get the victim undercover or indoors.
3. Loosen the clothes or if possible unclothe the victim.
4. If the victim is conscious, give them a salt solution of a half teaspoon salt per half a glass of water every 15 minutes, as tolerated.
5. Sponge the body freely with alcohol or lukewarm water to a tolerable level around 103 degrees.
6. Once the temperature is down check it again in about 10 minutes if it is going back up renew the sponge bath.
7. Give no stimulants (such as caffeine soda, etc.).

Other First Aid Concerns

Frostbite

Frostbite is produced by freezing a part of the body. The frozen area is usually small, but sometimes it may be extensive. The nose, ears, cheeks, fingers, and toes are most often affected. People with poor circulation, the elderly and even young people (if they are exhausted) may be affected.



Artificial Respiration

This procedure is used to get air flowing into the lungs of a victim who has stopped breathing. Methods include mouth to mouth and mouth to nose.

The objective is to maintain an alternating decrease and increase in the expansion of the chest (lungs) and to maintain an open airway for the victim whose ability to breathe on their own has ceased.

Snakebite

There are four main kinds of poisonous snakes in America: rattlesnakes, copperheads, cottonmouth moccasins and the coral snake.

The coral snake is found mainly in the Southeast and is relatively small. It chews rather than bites as it is not large enough to attach to large areas.

The other three snakes are classified as pit vipers. They are distinguished by pits on each side of their head, between the eyes and nostrils.

The coral snake's venom affects the nervous system of its' victim, while the pit viper's venom affects the circulatory system.

Other Areas:

There are many other first aid procedure to be looked at such as heart attacks, epileptic convulsions, foreign body in the eye, foreign body in the throat or air passage.

You should also become familiar with first aid procedures for scorpion, spider, chigger, and tick bites, as well as what to do about poisonous plants.

If you are serious about first aid, strive to know as much as you can. Get to know the human body and how it works.

First Aid Supplies

First aid kits come in unit size and are arranged in cases of 16, 24 and 32 units. Each unit package contains one or more individual dressings. Each dressing is complete in itself and is sealed in a sterile wrapper. You should have a kit in all your vehicles and in your Corps building. These kits should have easy access to you or your staff.

They can be bought from many different types of stores, from local drug stores to sports stores. The Red Cross, fire or police department are also good resources for first aid kits.



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First Aid Assignments

To obtain credit for this workbook and Level 2 Training, please submit (with your completed book and test) the following assignments:

1. Develop an emergency evacuation plan or diagram for your Adventure Corps for the location of where you hold your meetings.
2. Include on that plan the locations of fire extinguishers and first aid kits.
3. Write down a list of contents for a First Aid Kit.



Behavior Management

Sometimes in our work with young people we find ourselves playing referee, determining which actions are okay and which aren't. Briefly describe how you would handle the following situations:

SITUATION #1

You are using a dry cell battery, copper wire, and a light bulb to demonstrate electricity. As you are explaining electrical currents, John and Franklin begin talking to each other about a television program they saw last night.

SITUATION #2

You are running relay races between two teams. The last participants, Andy and Chris, sprint to the end of the gym and back. Chris finishes three steps ahead of Andy. Andy begins swearing and complaining that Chris' team cheated.



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SITUATION #3

You are playing soccer with your troop. Charles and Scott are on opposing teams. As Charles tries to dribble the ball past Scott, he accidentally kicks Scott's shin. Scott believes Charles kicked him on purpose. He tackles Charles from behind and they begin punching each other.

SITUATION #4

As you are driving into the parking lot before your troop meeting you see Mike and Steve in the ally tossing stones at one of the corps windows, which has cracked.

SITUATION #5

During a hike in the forest you notice that Jeremy has wandered away. You stop where you are and send an assistant leader back down the trail to look for him. He returns in ten minutes without finding him. Five minutes later Jeremy returns, saying that he followed the wrong trail. As he is talking, you detect an odd scent on his breath that you hadn't noticed before.



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Appropriate Discipline

No matter how exciting our programs are, there will be times when the young people in our group behave in ways that interfere with our activities. Often this behavior is minor, the result of their natural exuberance getting a little out of hand. It may be annoying but not necessarily disruptive, requiring only a few words with the person to help them focus on the activity at hand. In other cases, more compelling action may be needed to maintain order in the group.

How does a leader know when discipline is necessary? What techniques should he or she use?

In determining what is appropriate we should keep in mind that each person's behavior must:

- CONTRIBUTE TO THE SAFETY OF THE GROUP. Any action which puts the group or any of its members in danger of physical harm must be addressed.
- SHOW RESPECT FOR LEADERS AND OTHER GROUP MEMBERS. Young people need to show consideration for the feelings and ideas of others.
- ALLOW THE GROUP TO PARTICIPATE IN ACTIVITIES. There must be enough order for the group to do what has been planned.

Any action that interferes with these three goals is unacceptable and needs to be addressed.

Types of Discipline

When a young person's behavior (and attitude) becomes unacceptable leaders must act responsibly. There are three basic styles of discipline, two of which we must beware.

COERCIVE: Coercive discipline uses physical or emotional intimidation in response to a problem. This category includes yelling at the transgressor, ridiculing them, threatening, or physically striking them. Coercive discipline results in a fear of punishment, as well as feelings of rejection and low self-esteem.

PERMISSIVE: Permissive discipline is really a lack of discipline. It does not set clear rules or follow through on punishment, resulting in a disorganized environment. It generates feelings of insecurity and the impression that no one cares.

INDUCTIVE: Inductive discipline attempts to help a young person develop self-control by clarifying why a particular action is unacceptable, explaining the consequences of that action, and pointing out possible alternatives. It results in a stronger ability to make decisions, a feeling of security, and improved self-esteem.



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Whatever our natural tendencies may be, we need to keep in mind that we represent Christ to our youth. In order to demonstrate His love we need to treat all young people with respect and help them develop self-control and a positive self-image. Those goals must remain consistent even in our discipline. Therefore, we need to develop a plan of behavior management that uses inductive discipline.

Creating a Plan

There are two factors which determine how effective any discipline plan will be: how well prepared you are as leaders and what techniques you practice.

Much of good discipline starts with us, the Adventure Corps leaders. If we are not clear about our responsibilities or are unwilling to perform our duties, then discipline is going to become more difficult, simply because there is resistance within our own emotions. We must first accept our role and the challenges that come with it. Wanting to be with the group is half the battle.

The vast majority of behaviors which we would consider inappropriate can be either avoided or minimized simply by being prepared and keeping youth actively involved in the program. When we eliminate “dead time” by having all of our materials ready to use and keeping our groups busy, we also avoid many problems that arise when someone becomes “fidgety.”

Second, we must decide on a discipline plan and communicate it clearly to our group. Keep in mind that young people are extremely adaptive.

They do have the ability to learn what is okay and what isn't in a variety of circumstances.

Regardless of what their behavior is elsewhere, we must expect them to act appropriately while they are under our direction.

In formulating our discipline plans, we should be sure to consider three things: what your procedures are, what the consequences will be for breaking those procedures, and what the rewards will be for following the procedures.

PROCEDURES should be kept to a minimum (usually no more than five). They should describe specific actions which can be easily observed and be worded in a positive way, such as in “always walk inside” rather than “no running indoors”.

CONSEQUENCES should be appropriate for the severity of misbehavior, not too extreme (remember, we want to create a place that kids want to come to). Possible consequences include verbal reminders (which are often adequate), time-outs, or a call to parents.



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REWARDS should be balanced between verbal (praise or encouragement) and tangible (treats or privileges). As leaders we tend to acknowledge poor behavior more often than positive behavior. Be sure to recognize youth when they are doing the right thing and “catch them being good.”

What is Your Strategy?

When considering discipline and behavior management in your own Adventure Corps section, it is important that you have a strategy in place for dealing with any situations that may arise. **Your strategy and actions must also have the approval of your corps officer.** “Procedures to live by” are an important starting place for discipline.

List your top five procedures for your Adventure Corps section:

What happens or should happen if one or more of these procedures are broken? What are your consequences?

Just as it is important to discipline inappropriate behavior, rewarding good and proper behavior should be a priority. There may be verbal rewards and tangible rewards. List some examples that you use (or are planning to use):

Verbal Rewards

Tangible Rewards



When Prevention Does NOT Work...

Sometimes, despite our carefully-designed discipline plans, young people will behave in ways that are troubling or disruptive. In these instances, we may need to consider using a different approach with them. Here are some ideas to help you when these situations arise. Keep in mind that each young person is an individual with a unique personality all his own. Use these ideas as guides, but take care not to attach any one label to a particular youth.

The following pages contain some ideas on dealing with young people who tend to be:

Shy/Timid
Dishonest
Socially Maladjusted
Consistently Disobedience
Restless/Nervous

Fearful
Sneaky/Quiet
Withdrawn
Emotionally Upset
Aggressive

Shy & Timid Characteristics:

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Few friends.	Improvement will be slow and growth may be gradual	Teach them skills that will bring praise from peers
Have difficulty making decisions	They need to know exactly what to do in each situation	Praise, notice, and talk with them
Avoid contact with others	Pushing them into the limelight may make the situation worse	Encourage them
perspire profusely	They should be encouraged and given many opportunities to participate, but never forced	Find occasions for errands - first with no oral message, later with a very simple message
Talk in a very soft voice	Courage follows success	Treat them as a friend

Fearful

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Panic easily or get frustrated	Fears may be imaginary	Give them a sincere love & affection
Show anxiety	It is natural for most people to fear some things	Give them a variety of creative activities to release their fears
Withdraw	Fears melt before affection	Explain that others also have fears but learn to live with them
Tremble at the slightest provocation	Fears diminish with maturity	Explain that most fears are imaginary



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Dishonest

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Take things from other children or from leaders	Reports will outnumber actual thefts. Make sure it really happened	Remove temptations
Steal even though they don't need the stolen item	Most young people steal or lie at one time or another	Show them that you still trust them, but do not condone dishonesty
Lack respect for property	Try to understand actions	Have them return anything they have stolen

Sneaky - Quiet

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Cause a disturbance for which others are blamed	Afraid to do things openly, yet wishes to draw attention to themselves	Praise them whenever possible
Seem to enjoy seeing others punished	Extra rules & punishments may drive them further "underground"	Give them duties that they can be successful at
untrustworthy	Their problem may go beyond overt behavior	Role play situations similar to what they may be involved in

Socially Maladjusted

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Have poor attendance	Improvement will be gradual	Give them opportunities to work with others in small groups
Be sullen and unhappy	They will need patience and persistent effort from leaders	Have them explain what the problem is when someone bothers them
Be indifferent and inattentive	They may become aggressive or withdrawn	Encourage them to work with others
Fail for no apparent reason	Rejection by others may slow their progress	Reassure them that they are accepted and important parts of the group



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Withdrawn

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Sullen, unhappy, worried	Afraid to do things openly, yet wishes to draw attention to themselves	Praise them whenever possible
Avert eyes or ignore questions	Extra rules & punishments may drive them further "underground"	Give them duties that they can be successful at
withdraw at one time more than another	Their problem may go beyond overt behavior	Role play situations similar to what they may be involved in

Consistently Disobedient

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Impossible or insolent	Punishment is not necessarily the answer	Separate them from their followers
Talk back	These young people often have a following	Give them special responsibilities
Pay no attention nor follow directions	They may try to rationalize their behavior by giving excuses for their actions	Let them help build group standards
"I dare you" type	Rejection will not help	Develop an understanding with them
Rebel against authority	Public reprimands may aggravate the situation	Encourage them to talk out their problems

Emotionally Upset

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Feel insecure	They need to release their tensions and express their emotions	Let them express their emotions
Worried and fearful	Suppressing emotions may further aggravate the problem	Involve them in physical activities
Emotional blocks of learning	A fight may release emotions	Provide interesting books
"Child on the shoulder" attitude	Emotional upsets have causes-physical or mental	Let them express themselves in music and rhythms



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Restless or Nervous

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Tense and easily upset	Tension in the leader can often cause tension in the group	Keep them busy
Pull or twist their hair	Embarrassing them does not help	Praise them often
Bite their pencil	Leaders and other group members should not stare at their habits	Ask them questions they would know the answer to
Cry easily	The leader must accept and like them	Be genuinely friendly

Aggressive

Young people who are shy or timid may...	THINGS TO REMEMBER:	THINGS TO TRY:
Look for trouble	Improvement will be gradual	Keep them busy
Want their own way	Be calm and patient	Give them large muscle activities
Defensive	Parents may not recognize the problem	Give them leadership responsibilities
Blame others	Overlook more than you see	Do not let disrupt the entire group

There may be times when, no matter how well-conceived our strategy is, certain youth will continue to exhibit problem behavior. In these cases it may be necessary to take a different approach toward the individual. Keep in mind that each young person is an individual with a unique personality all his own.

The key to a good discipline strategy is being consistent in enforcing rules and following up with consequences and rewards. We must treat all youth with fairness, holding them all to the same standard without dividing them into “good kids” and “bad kids”. Remember that God see them each as unique individuals, and so should we.



Leadership Forum

One key to successful Adventure Corps programs is knowing that you are not in it alone. There are many corps across your division and throughout the territory with Adventure Corps sections. The trick is to network with these sections and leaders to share ideas and common concerns.

Take a moment to write down your thoughts on what makes an Adventure Corps program successful:

What do you enjoy most about Adventure Corps?

What do you enjoy the least about Adventure Corps?

Write down your three biggest concerns for your Adventure Corps program:



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With the help (and approval) of your corps officer and Divisional Youth Secretary, contact another corps that is running Adventure Corps and share your thoughts from this section.

What did you find out from your discussion?

If we are being honest, we must admit that all of our programs have their difficult moments. It might be a problem with the materials and resources, or it may even be the attitude of a particular child. Sometimes we may even have personal problems that may enter into our leadership roles. Whatever the case may be, we cannot let these difficult situations affect our relationships with the young people that fall under our sphere of influence.

Turning Problems into Opportunities

A key element of good leadership is the ability to recognize potential problems and turn them into positive, learning experiences. Too many times we get so caught up in the problem that we get off track and lose focus on what we were doing.



Recruitment and Promotion

Fighting...arguing...crying...injuries...parent complaints. Why would anyone in their right mind volunteer for this experience week in and week out?

That's a question that will probably come to mind when an adult has been presented with a request to be an Adventure Corps leader. The person who has the responsibility for soliciting this type of assistance will need to be able to demonstrate that the positive qualities of youth leadership far outweigh the negative. To do this, you need to have a firm understanding of why you choose to work with kids. A good way to do that is to answer our first question for yourself.

Why do you put yourself through the many difficulties of working with boys every week? Why are you an Adventure Corps leader?

There are never enough leaders and we need help! But where do we go? How can we find more leaders?

When and Why Do We Recruit?

The process of recruiting in youth work tends to surface when a present youth leader can no longer perform the tasks this job requires due to relocation, retirement or any number of reasons (one of them may very well be exhaustion). Whether your corps is blessed with many leaders or you're a classic example of the proverbial "One man band", there are several reasons why the recruitment process should always be in effect.

1. You (and your fellow leaders) will not be there forever.

Even if you are quite young and energetic, sooner or later there will come a time when you will have to leave for one reason or another. An unfamiliar leader will have to start all over again with the process of becoming familiar with the boys, gaining their trust as a leader and either learning how things are done in your program or starting all over again with his/her own ideas. Someone who is already working with the boys will provide a much easier transition in these areas.



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2. The boys should witness a variety of adult Christian examples.

The Christian education of children in our church should not be the responsibility of one or two people. No person has all of the qualities needed to operate a well-rounded program. For example, younger leaders may have the stamina to keep up with the boys physically, but older leaders will have the maturity needed for decision making and understanding of basic concepts of youth programming. Having just one of these qualities would cause the leadership team to be without an important attribute.

Who (and Where) Do We Recruit?

It is quite possible that the most common method for enlisting leaders for youth work is to simply ask someone in the corps who has the patience to work with children and pray the person accepts. There are many ways to soften the blow to the one being asked by making the prospect of this use of their time look more agreeable to them. We'll begin by taking a look at ways to improve recruitment potential within the corps itself.

The soldiers of your corps will most likely have a preconceived idea of what happens during an Adventure Corps meeting. This will be based on their experiences with boys' programs they may have helped lead in the past, programs they were involved with as children, or participation of the present Adventure Corps in corps events. If we are to impress upon others that our Adventure Corps program is worth their time and effort, we should give them proof that this is so.

Looking Outside

Recruitment does not have to be limited to the people in your corps. Just as a boy who belongs to a church other than The Salvation Army may like to join the Adventure Corps, an adult previously uninvolved at the corps may wish to take part in one of our programs. Where are some places we can look to find leadership outside our corps building?

1. Local Universities and Colleges

Some colleges offer credit to students who do volunteer work with children. Even if your local university does not participate in this way, there is still the possibility that someone interested in working with children as a career would like to volunteer their time to The Salvation Army for an hour or so a week.

2. Community Volunteer Programs

In many communities The Salvation Army is associated with Rotary club, Kiwanis club, Lions' club or similar organizations that are eager to support their community. Find out what clubs your corps is familiar with and mention the need for leaders in youth work. You may have volunteers to be guest speakers or even a couple full-time leaders.



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3. Other Salvation Army Institutions

The Salvation Army is not made up of just Community Centers. There are Adult Rehabilitation Centers, Residences, Day Care Centers and many other places that are sources not often tapped into for leadership possibilities.

4. Churches Around Your Corps

There could be people in a church just down the street from your corps that would like to help in this way. You'll never find out if you don't ask!

As with any program involving kids, you will need to take precautions to avoid recruiting a leader with a history of causing harm to children in any way. The Salvation Army has a form for volunteers to fill out that should be filled out by all who work with children in any Army program, but especially for those volunteers we don't know very well. Any questions regarding this form can be answered by your Territorial Human Resources Department at Territorial Headquarters.

It is also very important that all volunteers understand our mission for the Boys Adventure Corps. It would defeat our purpose to take on a leader who works well with kids, but doesn't believe that Jesus is the Son of God. We desire good, capable leadership for our boys, but we cannot compromise our primary objective to win kids for the Kingdom of God.

Guest Instructors

Another great way to recruit leaders is through the use of guest instructors. Guest instructors can be brought in to teach certain emblems and skills. They will not only share from their expertise and experience, but they will also catch a vision for what you are doing with your program.

Where do you find guest instructors? The answer is simple: anywhere and everywhere. What you need to do is to identify people with specific skills, talents or experience that will lend it to your emblem activities. Guest instructors could be policemen, firemen, carpenters, electricians, produce managers, corps officers, school teachers, computer technicians, etc.

One area to be aware of regarding the use of guest instructors is that many times, we do not know what we are getting ourselves into. Before you invite a guest to address your group, find out as much as possible about them. Make sure they will be appropriate in their instructing, manner and conduct.



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Promote

For existing programs, the best way to solicit leadership for the Adventure Corps from our own corps is by being visible. Chances are people will not support a program that shows no evidence of activity. This could consist of participation in Sunday meetings, choosing service projects that require outside participation (such as a car wash to raise money for world services) or even making a point to publicly award emblems to the boys that they have earned on a quarterly basis.

The families of Adventure Corps members are naturally exposed to the program because of their children's participation in it. Some of the boys may come from families that do not attend The Salvation Army. For this situation, written reminders sent to the homes of the boys serve to remind their families of upcoming events as well as advertise that your program is active and is worthy of their time as volunteer youth leaders.

The age for the Adventure Corps program includes boys through 8th grade. There will be older boys who wish to continue the program after they have reached the maximum age for participation. It is quite natural to have them move directly into an acting leadership role until they become the proper age to be commissioned as assistant Adventure Corps leaders.



Camping, Knots and Compass

Camping Fundamentals

For many people in modern day America it would be quite difficult to imagine what life would be like without many of the conveniences our society has become accustomed to. Aspects of life such as travel, supplying food and shelter for our family, and even entertainment are examples of things that are often taken for granted in our day and age that were not so easily attainable for people who lived before the 20th Century.

Boys (or, for some adults, the boy in us) like the sense of adventure that camping brings by relying on their own skills to find their way in the woods, cook, provide shelter and even entertain themselves as our ancestors did with limited assistance from modern technology.

A well planned camping trip will provide a time of learning and fun for all involved. The first part of this session will involve exploring steps group leaders can take to ensure a safe and responsible adventure.

Where will you go?

A good way to decide where your camping trip will take place is to ask people that you know are experienced campers where they like to go. You can also get help from local, state, or national park officers where you live. Some camp grounds may require a small usage fee to cover the cost of supplying picnic tables, shelters and bathroom facilities. It may also be necessary to make reservations for the more popular sites. Wherever you choose to go, make sure you have permission from the public agency or private land owner to be on their grounds.

If you wish to experience camping with absolutely no modern conveniences, you'll need to make sure that you have some source of water supply nearby and that you have the necessary means to purify it. Knowing how to cook your meals and get rid of garbage in a way that won't harm the environment are some additional skills to be familiar with. A true outdoorsman will do his best to keep our forest free of garbage, not only out of a responsibility to people who may want to camp there in the future, but out of a respect for nature and a desire to keep it pure.

Nearly every division of The Salvation Army in the United States has a divisional camp. These facilities should be kept in mind for outings by your group. The camp provides all the conveniences that public camp grounds offer without the cost. If you are with an inexperienced group of boys, it will also be to your advantage to be in familiar surroundings.



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Each camp has a caretaker on the grounds all year long that may be available if you need assistance in any way. He (or she) can also tell you the boundaries of your camp's property so that you won't trespass onto someone else's property. You can contact your Divisional Youth Secretary to discuss the possibility of using your division's camp for your group's outing.

Supply Checklist

It is always difficult to remember to pack everything that you'll need for your trip, and even more difficult to make sure the boys do the same. A good way to help you to leave without forgetting something is to use a checklist.

There is no such thing as a perfect list that can be used for all camp outings. Some groups will camp for days or weeks at a time while others will go for only a weekend. The next page will give you an example of what should be on the list.

Personal Supplies

Sneakers or even regular walking shoes can be worn for outings that don't require a great deal of walking. If your destination calls for hiking a long distance, be sure that your campers wear durable shoes that will support their ankles, but are light enough to be worn all day. Waterproof footwear for rainy weather should always be included. Proper rain jackets should be included as well. A garbage bag can be used as a substitute for those who forgot to pack a jacket, but bags don't work nearly as well in high wind situations.

If you are camping in cold weather, remember to bring clothes that are made primarily of wool. Wool is less comfortable on your skin than cotton, but as an outer garment such as a sweater, hiking socks, shirts or pants, it will keep you warmer than cotton and will keep you warm even if it gets wet. Cotton is much lighter and more comfortable for warmer weather.

This is a somewhat comprehensive list of what you may need for a camping trip. Your needs will vary in accordance with where you are going, what you will be doing, as well as the age group and experience of the campers.

Individual Camp List

Hiking Shoes	Hat	Jacket	Rain Jacket	Money for Emergencies
Extra Batteries	Bug Spray	Sunscreen	Extra shirt	Extra Underwear
Wash Clothe	Towel	Soap	Comb	Sleeping Clothes
Toothpaste	Pillow	Flashlight	Sleeping Bag	Extra Pants
Toothbrush	Extra Socks	Lantern	Sunglasses	



Group Supplies

The types of food you should plan to bring depends upon how long you are camping for, what time of year it is, and what activities you will be taking part in during the day. Longer camping trips require more balanced meals than shorter trips. One day of eating less than a balanced meal will not be a problem because you will be home the next day and can supply your body with the nutrition it needs.

A heavy supper is a good idea in cold weather because your body uses more energy to keep warm during a cold night. Summer heat will call for eating less and drinking plenty of fluids. If you will be hiking for a long distance, bring along food that can be prepared easily and needs little effort for cleaning up afterwards. This will help you to rest and replenish energy used during the day while you eat.

True outdoorsman carries only what he needs for the trip and nothing more. Most of the food at the grocery stores comes in packages too bulky or in quantities far greater than you will need for your trip. You can repackage the food needed for your trip by measuring exactly how much of each ingredient you will need to prepare each meal and put them into sandwich bags. The ingredients for each meal should be kept together and labeled.

Now that your supplies and equipment are in place, you now need to draw your attention to setting up your camp.

Group Camping List

Food	Stove	Matches	Fire Starter	Washing Containers
Sewing Kit	First Aid Kit	Rope	Frying Pans	Coffee/Hot Chocolate
Can Opener	Utensils	Cups	Bowls	Table Covers
Water Containers	Flashlights	Lanterns	Money	Sanitizer
Pocket Knives	Compass	Tents	Toilet Paper	Garbage Bags
Pots & Lids	Spatula	Plates	Vegetable Peeler	Aluminum Foil

Dining Fly

After you have found a spot for your campsite, the first order of business will be to set up your dining fly.

The dining fly is where the campers will eat and where the food will be kept, if not in a tent of its own. Setting this up first will help determine how your camp as a whole will be arranged. It is usually one large nylon or canvas fabric that is waterproof and only serves as shelter from the rain or excessive sunlight during meal times. This should be put up a good distance from any of the tents in areas that have a lot of wild animals that may be attracted by the smell of food.



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The dining fly can be put up simply by tying a long piece of rope or cord between two trees with one side of the tarp staked into the ground and the other tied by its corners to two different trees (or tent poles). The part of the tarp serving as the ceiling should be at a slight downward angle to allow rain to run off.

Camp Fire

A good camp fire not only serves as a source of heat during cold weather and a way to cook food in the wilderness, but it also provides light for the night time gatherings that are a natural gathering point for campers to roast marshmallows and do group devotions.

Before you leave for your camping trip, you will want to make sure that you have permission to build a fire the people who own the land your site is on.

As always, we want to enjoy God's creation as much as possible during this adventure without causing it harm. When building a fire there are certain guidelines to follow that will help protect us as well as the environment. Some areas will have designates fire lays made of stone or grills that permit you to build a fire that will not harm the soil beneath it.

Because a camp fire can harm organic material in healthy soil, a fire made directly on top of the soil should be on soil with no organic material such as dirt or clay. In instances when you need to make your own fire lay make sure you put it in an open place that is not near overhanging tree branches or large rocks that can be blackened by smoke.

It is very important to keep tents a good distance from the fire because no tent is made with material that is fireproof. It is also wise to use electric lighting in and near tents for this reason.

When you have decided where you will make your fire, clear away enough leaves for your site and keep them to the side. DO NOT burn these leaves because you will put them back in the same place when you pack up to go so that you leave the site as it was when you arrived.

Bring some sand or dirt from another area to the center of your cleared spot with a bucket and dump it there. Shape the soil into a pad about three inches thick that will be wide and long enough for your fire.

The parts of a good fire consist of different types of wood and weed that burn at different rates. Woods and weeds that burn rapidly such as bark from cedar, birch and elm are called tinder. This will be useful in starting your fire. The middle of the road



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category is called kindling and consists of twigs and small sticks. The main part of a good, long burning fire is called fuel. Hickory, oak, birch, ash and maple are examples of larger pieces of wood that will burn for a long time.

Refer to the Ranger Handbook, pages 149-150, for more information on fires.

Make sure that all of the wood for your fire is from dead trees or branches that have fallen to the ground or dried out. This is done for two reasons. The first is that we don't want to destroy plants and trees that are still alive. The second is that trees with water still in them do not make very good fuel and do not burn nearly as well.

A popular way to arrange a fire is called the **Teepee Fire**. Put a pile of tinder in the center of your firefly and lean the kindling over the top of it just like a teepee. The fuel wood can be arranged in the same way as the kindling just on top of it.

Another popular arrangement is the **Crisscross Fire**. The kindling and tinder can be done the same way as for the Teepee fire, and the fuel logs can be stacked around and above them like a log cabin with the largest logs on the bottom.

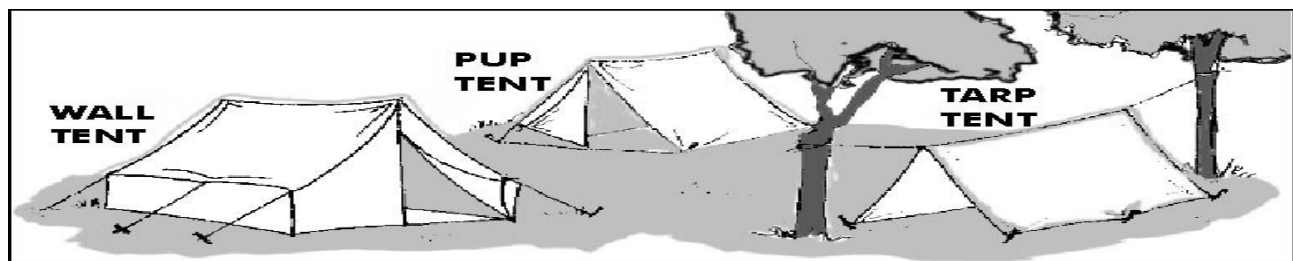
All fires are started by carefully lighting the tinder first and allowing each layer to burn in succession.

Put a fire out by sprinkling water on it and stirring the ashes. Do not leave until all the ashes are cool enough for you to run your hand through it without getting burned. Remove all pieces of tin foil or other garbage that may be in the dirt, dig up and the dirt that you took from another part of camp, and return it to where it came from.

The leaves that you took from the area for the fire lay should now be returned there to look as it was when you arrived.

Tents

Make sure there will be no tents near the camp fire. When you have chosen where your tent will be set up, clear the ground of stones or sticks that may poke through the bottom of your tent, but let leaves and pine needles remain. This will allow for better water drainage, cushion for your bed and provide some protection for the ground from harm that may be done during your camp out.





Ready for Knots, Here We Come!

Knowing how to tie many different types of knots and knowing when to use each one can be very helpful in the wilderness. It is very useful in tying bandages for first aid, wrapping packages, making clothesline, putting up tents, dragging heavy logs or even building temporary furniture for your campsite that can be disassembled when you leave. All good knots have these three characteristics: *they are easy to tie, will stay tied and are easy to untie.*

There are two main types of knots. **Joining knots** are knots that tie the ends of two ropes. **Hitches** tie the end of a rope to another object such as a tree or tent stake.

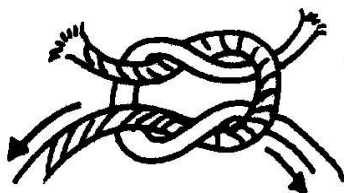
The end of your rope should be taped off or burned to keep it from unraveling or fraying. Only burn plastic or nylon because they melt under high heat where the flame is and will not continue to burn the rest of the rope. The process of burning the rope is called **fusing**.

Joining Knots

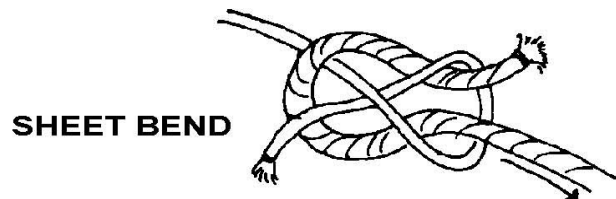
The simplest of all knots must be the **Square Knot**. This is very similar to the way you tie your shoes. Hold two ropes (each in one hand) near one end of each rope leaving about two or three inches at the end. Crisscross the ropes by taking the end of the right one and wrapping it over and under the left one as if you are starting to tie your shoe. You will now repeat this procedure except this time the left crosses over and under the right. Pull the ends together, to complete the square knot.

The square knot is easy to do, but it can be difficult to untie if it is under a large amount of strain and may slip at times. A **Sheet Bend** is a much stronger knot that is easy to unite and is great for tying together two rope of different thickness. First make a loop a the end of the thicker rope and pass the end of the smaller rope through it from back to front. Wrap the end of the smaller rope around the back of the larger rope near the base of the e loop and bring it to the front again.

Pull the end of the smaller rope under its own standing part (but not through the larger rope). The standing part of a rope is the part of the rope that is not the end. You can tighten the sheet bend knot by pulling the standing part of the smaller rope.



SQUARE KNOT



SHEET BEND



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A **Bowline** is a knot that forms a loop that will not close. This can be used to tie two ropes together or for tying a rope around your waist, something that can prove useful for lifesaving or mountain climbing. With only one rope make a loop in it standing end and bring the end of the rope through the back of the loop.

Wrap the end around the back of the standing end to the front and through the loop again adjacent to the part of the rope first put through the loop. Tighten by pulling the standing end away from the loop. Repeat this procedure with another rope intertwined with the first or try it again with the rope wrapped around your waist to show how this knot can be used in rescue situations.

Hitches

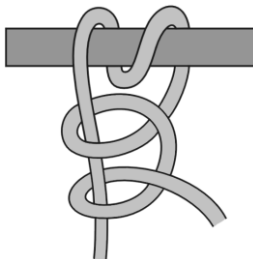
Tying ropes to other objects or using ropes to secure wooded structures can be done by using a hitch. You would use **Two Half Hitches** to make a loop that will close tight around a tree or through a tent grommet. Wrap one end of the rope around the object (tree or post), bring the end over and under the standing part moving inward toward the post and tighten. This is one half hitch. Now bring the free end over and under the standing end in the same way as before to create another half hitch and tighten.



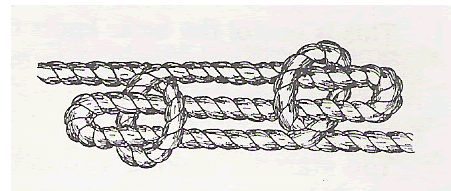
A **Clove Hitch** is one that will hold well when the standing part is pulled out from the post it is wrapped around. With the pole you will attach the clove hitch to it in a vertical position in your left hand, bring the end of the rope across the front of the pole from right to left and wrap it around from back to front again. Cross the free end of the rope on top of the standing part to make an X with the rope in the middle of the poles.

Wrap the free end around the pole a second time and pull it under its own standing part just below the center of the X (while holding the pole in a vertical position). Pull both the end and standing part to tighten the hitch.

TWO HALF HITCHES



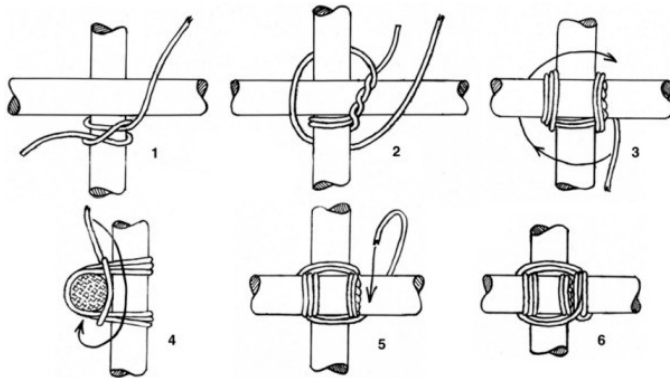
SHEEP SHANK





Lashings

Our ancestors built wooden buildings and furniture without the use of hammers or nails. A very strong structure can be constructed by using ropes and different forms of lashing to secure the frame. There are many different types such as diagonal, shear, round and floor lashings. We will strive today to make what is called a **Square Lashing**.



A **Square Lashing** is one that secures two poles that cross one over the other. The positioning of the two sticks will be perpendicular with the horizontal stick in front of the vertical one. We begin most lashings with a hitch. For this lashing make a clove hitch on the vertical stick just below the horizontal stick. Wrap the remaining part of the free end of the rope around the standing end to keep it out of the way.

Bring the standing end diagonally up and to the right (crossing over the horizontal stick) form the clove hitch, wrap it around the back of the vertical post and bring it down around the front of the horizontal pole in a straight vertical line.

Now wrap it around the back of the pole below the horizontal stick to the front and up in a straight vertical line on the horizontal stick. Continue this pattern twice more, keeping it tight and making sure that each successive wrap is to the outside of the previous one on the top pole and to the inside of the ones done before on the bottom pole.

When you have completed the third wrap, you will do what is called **Frapping**. With the standing end on the right side of the center of your cross, wrap it one more time around the back of the right side of the horizontal pole and bring it around to the front of the bottom pole below the center of the cross.

You will now be going in a clockwise direction and will bring the rope around the front of the vertical pole and the back of the horizontal pole, the opposite of when you wrapped it, thus making it more stable. Frap it only two times and finish your lashing with a clove hitch on the right side of the horizontal pole.

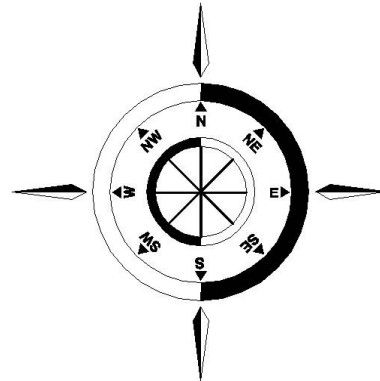


Compass (Ranger Handbook, page 170)

A compass is an instrument that is used to show you direction and is a very important orienteering tool. We subconsciously use a map and compass every day when we go to school or to the shop. We visualize where we need to go, as well as how to get there.

There are eight (8) points of a compass:

- North 0 degrees
- Northeast 45 “
- East 90 “
- Southeast 135 “
- South 180 “
- Southwest 225 “
- West 270 “
- Northwest 315 “



How to Take a Bearing

To take a compass bearing towards a landmark in a field or forest, hold the compass against your chest with the direction arrow pointing toward the mark. Face the mark directly with your body, still holding the compass against you.

Look at the compass and turn the dial until the north end of the needle is closest to the “N” on the dial. Read the bearing - the degrees of the direction - on the dial that is against the direction arrow (still facing your mark).

Demonstrate the following to another leader or your corps officer and have them sign below:

- How to tie a Square knot, Sheet Bend, Bowline and Clove Hitch
- Build and ignite one style of fire for camping
- Properly pitch a tent
- How to read a compass

Name: _____

Signature: _____



Spiritual Leadership

Leadership in Adventure Corps (as with all youth programs) is a wonderful opportunity and challenge. An opportunity to work with young people, to share the good news of Jesus Christ, to watch them grow and develop, to lead them further along in their spiritual journey and to even introduce some young people to Christ for the very first time. But what makes leadership a challenge?

Some people may feel overwhelmed with the fact that they have leadership responsibilities. They might feel “under qualified” or that they are not the right type of person, or even that they do not have the gift of leadership.

The good news is that for those of you who may feel this way, leadership skills can be learned and developed. Yes, some might have the gift of leadership, but it can also be a learned skill. The difference is how we apply ourselves in using our gifts and learning these skills.

But what about spiritual leadership? What is spiritual leadership?

Spiritual leadership is unique because its foundation is based on a solid relationship with Jesus Christ. A leader can be anyone, but a spiritual leader is one who leads through Christian love and example.

Spiritual leadership is leading how Christ would lead. According to Kenneth Gangel, author of the book “Feeding and Leading,” “Spiritual leadership as a ministry is not giving orders, but nurturing the people of God.”

Spiritual Leadership is ...

Christian Example - Showing through words and actions that you are a model of Christianity, that Christ is an active presence in your life. Young people will see this in you (or they won't).

Unconditional Love - There is nothing you can do or have done that will stop me from loving you.

Unfortunately, many young people today are missing this type of love in their lives. This is very hard to put into practice, especially when you have a few young people that are difficult to deal with.



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Read 1 Corinthians 13:1-8. **What does this reference tell us about God's love?**

Availability - Can you remember someone special to you who was always there when you needed him or her? Availability is being at the disposal of your group.
Read Acts 2:43-47.

Vulnerability and Confidentiality - This is very difficult because it requires you to be open (sharing your feelings, struggles and joys) with your group, but at the same time it requires confidentiality when young people open up to you. They need to feel secure in their relationship with you. This helps to build trust and community with your group.

When does confidentiality become a problem?

With that confidentiality comes responsibility and accountability.

Responsibility and Accountability - As a leader you are responsible in many areas. (Youth, their families, the program, your position within the corps/church body, your corps officers, your own family and personal needs, etc.) You are also accountable in all of these areas. Most importantly, we are responsible and accountable to God. These characteristics give you integrity as a leader.

Jesus as a Role Model - Obviously, Jesus is the ultimate role model for spiritual leadership. It is by and through His example that we can experience true spiritual leadership.



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What do the following references teach us about leadership?

Mark 9:33-37

Matthew 18:1-5

Luke 9:46-48

Luke 22:24-27

“Spiritual leadership is the gentle leading of a shepherd, not the round ‘em up, get ‘em out style of the cowboy.” Kenneth Gangel



Relational Ministry

Good, solid spiritual leadership is can also be experienced through relational ministry. This is the developing, cultivating and nurturing of relationships within your sphere of influence.

Take a few moments and think about someone (or a few people) who has influenced you in a positive way sometime during your life. Think about how and why they had an impact on your life.

What types of personality characteristics did they demonstrate that helped to make them a positive influence? (encouraging, funny, listener, etc.)

Now do the opposite and think of someone who had a negative influence in your life. What characteristics did they display?

You may indeed find that more often than not, it is the people that have impacted your life, not the programs. The programs become the medium, but it is the leaders that develop and cultivate relationships that really make the difference.

How do your young people, the youth you lead view you? Do you get too caught up in the program and not in the lives of your young people? What characteristics do you display? Are they Christ-like?



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Here are a few points to follow to help develop a relational ministry:

Lead	Like a shepherd.
Pray	With and for your youth, leaders and officers.
Make	The needs of those around you a priority.
Know	Your young people.
Work	With other leaders.
Love	Like Christ loves.
Live	Like Christ would like you to live.

The Power of Prayer

No one can underestimate the power of prayer and just as Jesus' ministry was steeped in prayer, your (our) roles as youth leaders should be as well.

We need to continually pray for the young people attending our corps, their families, our programs, our corps family, our officers, and ourselves.

Try to establish a weekly prayer meeting to pray for the needs at your corps. Don't just pray about what you want God to do for your Adventure Corps (although those needs are important), but ask God to lead you in ways where you and your Adventure Corps can help and minister to others.

Pray with your boys openly and encourage them to pray within the group and at the corps. Invite other corps leaders to pray with your section.

Take a few moments and pray for the following:

Yourself -asking God to guide and use you, helping you with our shortcomings and to give you the skills and courage to be the leader He wants you to be.

Your fellow leaders -Thank Him for your leaders in Adventure Corps. Bless them and keep them in the center of His will. Pray that God will see to their needs and for those that may be struggling, that God will provide them with the peace of mind that only He can give.

Your corps leaders -Lay leaders and officers, that God will give them the vision and ministry He desires and that their hearts will overflow with His love.

Your young people - That they will grow as God desires. Ask God to keep them safe and assured of His love. Pray for their families and friends. God knows their needs and desires, their hurts and joys. Thank Him for each child. Pray that they will see Christ in you.

Other Adventure Corps Programs -Pray for Adventure Corps Sections throughout your division and the territory that God will work in and through them. Pray for their leaders and families.



Games and Resources

The Importance of Games

Games can play a significant role in our programming for Adventure Corps. They can reinforce what has been taught or offer a simple break from teaching. Many times we get caught playing games just to “kill” time, which in itself is a not a bad thing, as long as it is not something that happens all time. Our game times should have structure, meaning and purpose.

Games can help us in the following ways:

1. They help to build community within the group.
2. They help to teach the fundamentals of fair play and sportsmanship.
3. They provide variety to your program.
4. They are a lot of fun.

Can you think of any others?

Choosing the Right Game

There have been quite a few books written about games, but there are a few basic things to consider when choosing a game to play:

- Safety
- Age of the Group
- Size of the Group
- Ability of the Group
- Personalities
- Purpose of the Game
- Equipment Needs
- Playing Area



What games have worked for you? Why?

Resources

Resources are an important part of any youth program. They are where we find new ideas that supplement our current programs. Resources can be found just about anywhere and on any subject. Libraries, bookstores and craft shops are usually the most common places to find good resources and get started. Resources can even be found through the computer on the internet and similar services.

In the Adventure Corps program, we have the handbooks for the leaders, Explorers and Rangers, as well as the Adventure Corps Resource Guides. These are an excellent starting point.

Here are a few other resource ideas:

- Boy Scouts of America
- Girl Guards and Sunbeam Books
- Websites
- Christian Book Stores
- Boys and Girls Clubs
- Craft Books
- Game Books
- Christian Education Materials
- DHQ and THQ
- Parents and Corps Members
- Salvation Army Yearbook
- Colleges and Universities
- Christian Conferences
- Arts and Craft Stores
- You are only limited by your imagination!



Leadership Training — Level Two 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

Circle Current

Leadership Status: **Commissioned** **Warranted** **Acting** **Volunteer**

* Complete this section if workbook is completed during an Adventure Corps Training Seminar.

Date of Training: _____

Location: _____

Instructor: _____

Official Use Only

Received at DHQ: _____

Emblem Issued: _____

Copy: _____