

MODULE 4  
PERSONALITY, CHARACTER, AND OUTDOOR ADVENTURE  
**LEADER**



AS THE FATHER HAS SENT ME, SO I AM SENDING YOU  
**AMBASSADORS**

fostering a new generation of spiritual leaders





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## **AMBASSADORS**

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# AS THE FATHER HAS SENT ME, SO I AM SENDING YOU

## AMBASSADORS



Welcome to Ambassadors.

Ambassadors is a new level of youth ministry designed to equip leaders with resources to train a new generation of youths to be the hands, feet, and voice of Jesus in their local churches and communities.

An ambassador generally represents a country or a cause. A Christian ambassador is a representative of another kind; they represent the values, principles, culture, and laws of the kingdom of God. They stand for the character and purpose of the King of this kingdom—Jesus Christ, Himself.

This Youth Department resource is based on seven foundations that are considered as essential to meet the developmental needs of our young people between the ages of 16–21. They include:

1. A Christ-centered discipleship plan
2. Leadership development
3. A personal, public, and small group based mission lifestyle
4. Character and personality development, including outdoor, high adventure programming
5. Lifestyle and vocational training
6. Nurturing godly relationships
7. Community outreach development through service projects and emergency preparedness training

Each of these seven foundations will be presented in modules, with participants gaining certification for each module completed. While each module has a specific focus, there are FOUR elements that will be common throughout the curriculum. Leaders MUST ensure that all these elements are embraced to make the experience meaningful, attractive, and challenging.

- First, the concept of a spiritual companion. At the beginning of each module, each participant will choose a friend who will be their companion for the duration of the module. They will meet during each session to encourage and support each other in their role and growth as an Ambassador. Groups of spiritual companions will also come together for specific activities. This builds the concept of interdependence and accountability into the Ambassador experience.
- Second, an Individual Discipleship Plan (IDP). At the beginning of every module, each participant will make a simple plan of how they would like to grow spiritually and acquire practical competency in the area of the upcoming module. Their spiritual companion will be there throughout the module to help and encourage them to accomplish their plan. The IDP helps to emphasize the continuing nature of discipleship and that learning is a continual part of life. By linking spiritual companions together for this work, it stresses the need for interdependence on each other as we learn, grow, and work for God. (See guidelines for creating the IDP on page 11. Participants have their IDP pages in their Guidebook.)
- Third, projects. Each module will have a project that will integrate the core concepts from the module into a service learning activity focused on helping others. This will be an opportunity for the Ambassador class to work together as a whole. You will

find INSTRUCTIONS for setting up your project in the back pages of this Leader's Guide. You might have to plan for multiple projects, depending on the size of your group.

- The main objective is to incorporate service as a way of life, rather than an occasional activity.
- Aim for projects that would call for regular involvement over a period of time.
- Make contact with your Volunteer Service organizations, the local Council, and other entities that could assist you.
- If your group settles on a particular medium/long term project, there is no need to change the project when the time comes to engage with a new module. Use your discretion.
- Fourth, social activities. Ensure that you plan for a social activity at least once a month. Make sure that you always provide opportunities for good and wholesome fun for that age group.
  - You do not have to conduct all your sessions in a building. As appropriate, conduct some in nature, in the context of a camp, in someone's home, etc.
  - In the back pages of your Leader's Guide you will find a list of websites where you can access "Ice Breakers" or brief fun activities that you can inject into all your sessions.

Of course, CONDUCT ALL YOUR ACTIVITIES PRAYERFULLY.

## RECOMMENDATION

It is highly recommended that you set aside your first meeting as a fun ORIENTATION to share the Ambassadors concept, share the Participant's Guides, give an overview of the first module, discuss the FOUR elements and their implementation, discuss the frequency of meetings, organize calendars, etc.

## Participant's Guide

A participant's guide for each module has been prepared for each participant.

- The Participant's Guide is essentially the workbook containing all the sessions of each module that the participant will engage with.
- In the back pages of each module there is a page for creating the IDP. There is also a list of the sessions for that module that the leader will date and sign upon the participant's completion.
- Each participant will be required to complete 75 percent attendance and participation to receive the certification or award at the end of each module. Participants can make-up for missed lessons to achieve the required 75 percent at the discretion of their leader.

Fostering togetherness is at the heart of a model for discipleship, which the General Conference is focusing on; it is known as "Together Growing Fruitful Disciples". This model emphasizes understanding, connecting, equipping, and ministering—but doing all of this "together". For God did not design us to grow or minister alone, but in community. Paul writes that growing in Christ is achieved as everyone uses the gifts God has given to them, "until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ" (Ephesians 4:13).

Thank you for helping to educate our young people to become Ambassadors of Jesus Christ and His kingdom.

General Conference Youth Ministries Department



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# CREATING YOUR IDP

As a human being with a nature that naturally tends to move away from God, growing to reflect Jesus as an Ambassador will rarely happen by chance or without much thought. That's why for each of the Ambassador's modules, you will be creating your own IDP. The focus of each IDP will relate to the theme of your current module and last for the duration of that module.

Here is an example of what an IDP will look like. Fill in your own IDP on the form provided.

**1. IDP Module Name:**

CHRIST-CENTERED DISCIPLESHIP

**2. Spiritual Companion:** Who is the spiritual companion who will encourage and support you in the next stage of your spiritual journey of growing as an Ambassador of Jesus? They will remain your spiritual companion throughout the current module.

JOHN WILCOX

**3. Personal vision statement:** This includes two parts: (a) What do you see in your life today that you would like to change in order to become more effective as an Ambassador for Jesus? (b) Describe how you would like to see yourself in the future. Before you start writing, take a moment to pray for God to guide your thoughts.

- CURRENTLY, I DO NOT HAVE A REGULAR OR VERY MEANINGFUL DEVOTIONAL LIFE.
- I WOULD LIKE TO DEVELOP A DEVOTIONAL LIFE THAT CAN EQUIP ME SPIRITUALLY TO BE AN EFFECTIVE AMBASSADOR FOR JESUS.

**4. Expected evidence of change:** After looking at your personal vision statement, list the evidence you might expect to see that reveals you are growing in Christ.

- I THINK AN EFFECTIVE AMBASSADOR IS SOMEONE WHO IS ALWAYS PRAYING FOR OPPORTUNITIES TO REVEAL THE CHARACTER OF JESUS WHEREVER THEY GO. THAT IS WHAT I WANT FOR MY LIFE.

**5. Next steps:** List the practical steps you will take to accomplish your personal discipleship vision. Think about how these steps will also shape your daily devotions with God.

- SET MY ALARM CLOCK FOR 7AM TO START MY DEVOTIONS
- SPEND 30 MINUTES IN PRAYER AND BIBLE READING
- REPEAT BEFORE I GO TO SLEEP
- FIND A BOOK TO READ THAT TEACHES DIFFERENT WAYS TO STUDY THE BIBLE
- PRAY EACH DAY FOR OPPORTUNITIES FOR GOD TO USE ME AS HIS AMBASSADOR

**6. Reflection: How did I do?** This is completed at the end of the module. It gives you a chance to reflect on what worked well and what you would like to improve in the future. You can compare your expected evidences of change to what actually happened.

- I REALLY ENJOYED THESE LAST FEW WEEKS. THE MORE I READ AND UNDERSTOOD, THE MORE CONFIDENT I BECAME TO PRAY FOR OPPORTUNITIES FOR GOD TO USE ME. I THINK I WILL EXPAND THE TIME FOR DEVOTIONS I HAVE IN THE EVENING, AND NOW THAT I HAVE READ A BOOK ON BIBLE STUDY, I WOULD LIKE TO READ ANOTHER ON INTERCESSORY PRAYER. I HAVE FOUND THAT I REALLY ENJOY PRAYING FOR OTHERS.

# basic template for teaching sessions

This template will be used during most in-house teaching sessions. There will be variations in the format depending on the focus for the day.

## welcome & activity

2+ min

1. General welcome and opening prayer.
2. A short icebreaker activity. As friendships continually deepen, so should the ability to encourage and support each other spiritually deepens.

## did you know?

13 minutes

An activity that introduces the theme for the day.

## mission briefing

10 minutes

A simple Bible study that gives the biblical foundation for the theme done in groups of two or three. It will be helpful for leaders to move around the room to listen in on conversations to see that participants are going in the right direction and to answer questions.

## thinking it through

20 minutes

A personal reflection time when each participant writes down what they have personally learned from the Bible study and how this applies to their own life as an Ambassador. To be shared briefly with their spiritual companion who will be a spiritual encourager during the curriculum.

An ambassador for Jesus will grow spiritually and will witness in everyday life beyond the training sessions. Therefore, participants will develop an individual discipleship plan that will help them grow as an ambassador for Jesus when they are outside of the learning environment.

At the beginning of each module in the curriculum, participants will develop an individual discipleship plan (IDP) that will guide their personal spiritual journey during that section. Each IDP will focus on the theme of that section. "Next Steps" is a time for participants to reflect on how their IDP is working and to pray for each other in what they aim to do next. This will be done with their spiritual companion. A spiritual companion is a friend who prays for and encourages their own companion over a set period of time.

## reflecting Jesus &

## His kingdom

40 minutes

An activity that expands on the main theme for the lesson. This section is called "reflecting Jesus and His kingdom" because an ambassador's main task is to represent who Jesus is to others, as well as what the kingdom of heaven stands for.

## summary

5 minutes

As a whole group, this is an opportunity to summarize what participants have learned during the session. It is a time for the leader to generally review what has been done and to ask for volunteers to briefly share what they have learned.

# SESSION 1

## human personality

leader's guide





# 1: human personality

## session overview

### leader notes

1. Lessons 1–4 in this module cover the basics of human personality, the most important traits of good character, the relationship of personality and character to Christian growth and maturity, and the opportunities for character growth in outdoor adventure pursuits.
2. The main activity in this module is a three-day camping trip. Lessons 5–14 are about the relationship between character growth and challenging outdoor activities. You should review all of the lessons now. See Lesson 5 for trip preparations you should begin to make.
3. The first step is to pick a date and a location for a wilderness camping trip. These should be researched and decided before you teach Lesson 2. Participants need at least a month of advance notice.
4. Do not announce during Lesson 1 that you are putting together a camping trip. Wait until Lesson 2, when you have tentative plans in place that you can share with the group.
5. In this lesson participants will learn about their own personalities using a simple test, and they will be able to compare their results with others.
6. Participants will learn how to define the human being as created by God to have particular characteristics and variations.
7. They will be able to evaluate the different parts of their makeup and gain a clearer picture of their value in God's eyes.

### materials

1. Participant handbook for each person
2. Personality test (page 24–25)
3. Pens or pencils
4. A Bible for each participant

### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. Growing Fruitful Disciples process: Connecting
3. Objective: Developing an identity that is complete in Christ



## learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will...	<ol style="list-style-type: none"><li>1. Know the basics of human personality.</li><li>2. Recognize their own personality profile.</li></ol>	<ol style="list-style-type: none"><li>1. “Did you know” discussion</li><li>2. Knowing the difference between an introvert and an extrovert</li></ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"><li>1. Take a personality test.</li><li>2. Apply knowledge of their personality to life challenges.</li></ol>	<ol style="list-style-type: none"><li>1. Activity: Personality test</li><li>2. Next Steps</li></ol>
<b>Heart</b> Participants will be able to...	<ol style="list-style-type: none"><li>1. Increase their appreciation for their value in God’s eyes.</li><li>2. Feel more aware and assured in their God-given identity.</li></ol>	<ol style="list-style-type: none"><li>1. “Thinking it through”</li><li>2. IDP</li></ol>

## extra resources

1. Look for a guide to wilderness survival in your region. Bookstores, camping stores, or online should be a good start. A popular book in the Western hemisphere is John Wiseman’s *SAS Survival Guide: How to Survive in the Wild, on Land or Sea*. It covers survival in a wide variety of terrain and climate zones around the world.



# 1: human personality

## teaching plan

### welcome

10 minutes

1. Welcome and prayer time. Take a few minutes to check on everyone's well-being (5 min).
2. Use a leading question to introduce the idea of human personality. Example: "When you came into this room tonight, what did you want to do first? Pick one of these four options: (1) Find a seat and wait for the session to start; (2) find a friend and do some catching up; (3) find me (the leader) and ask what we will be doing today; (4) look for food or drink in the room." Allow for answers and discuss this question: "Why do we have different responses to coming into the same meeting in the same room?" (5 min).

### did you know?

10 minutes

1. Present the following:
  - Every individual has a personality, which means they have characteristics we can identify, either by observation or by asking questions about a person's way of thinking and behaving. These characteristics are found in a unique combination in each person. However, some characteristics are common to large groups of people.
  - In the twentieth century, several different personality theories emerged. The underlying motivation of personality theorists was to identify and categorize some observable features of human nature in various groups of people. Some of these studies have culminated in a personality test that uses a theory's assumptions to create categories of human personality.
  - Examples of personality tests in North America are the Myers-Briggs Type Indicator, Keirsey Temperament Sorter, 16PF Questionnaire, Personality Assessment Inventory, and Minnesota Multiphasic Personality Inventory. There are many others.  
[You should find out if there are personality tests available in your region that reflect the culture of the region or continent. You may be able to use it in place of this lesson's personality test at the activity stage.]
2. Introduce the idea of character types. First of all, people find themselves in one of two groups: introverts or extroverts. Make sure to explain the differences in positive terms: extroverts are outgoing and sociable, while introverts prefer less social contact and keep more to themselves; extroverts gain energy from social situations, while introverts generally need some time alone or just with close friends or family after spending time in a big crowd.
3. Note that this is not a strict division. The range of introversion/extroversion lies on a spectrum and each person falls somewhere on that spectrum. Discuss the positive idea that God created each person to be exactly as He designed them to be, so there is no personality trait that makes one person more valuable than another.



## reflecting Jesus & His kingdom

30 minutes

1. Administer the “which color is your personality?” test (see page 23). Explain the procedure, then pass out the test and a writing instrument. Help participants to score their test.
2. Save some time before the end of the activity for participants to look over their profiles, evaluate the results, and share their thoughts. Participants may be curious about others’ profiles. Allow for open sharing and discussion. For some participants, this may be the first time they have considered their own personality profile and/or that of others.

## mission briefing

20 minutes

With personality test results in hand, conduct a personality study of the disciple Peter. Have participants read the following Bible passages aloud: Matthew 14:22–31; Matthew 26:31–35, 69–75.

1. Ask participants to identify and write down in the handbook as many personality traits as they think are evident from Peter’s words and behavior.
2. Set for them the task of identifying which of the four personality types in the personality test Peter might fit into. Prompt them to justify their choice by connecting his characteristics to those of the personality type they flag as the one that fits Peter.

## thinking it through

10 minutes

1. Read the quote below and ask participants to reflect on it. (The quote does appear in the participant handbook, but be sure to read it aloud.) Give participants some time to write in their workbooks what these words mean to a young Christian.

“None should consent to be mere machines, run by another man’s mind. God has given us ability, to think and to act, and it is by acting with carefulness, looking to Him for wisdom that you will become capable of bearing burdens. Stand in your God-given personality. Be no other person’s shadow. Expect that the Lord will work in and by and through you” (Ellen G. White, *The Ministry of Healing*, 498).

## next steps

15 minutes

1. Ask participants to look through the characteristics listed in their personality test under their particular personality type. Have them work on their IDP (in the back of the participant handbook), focusing in particular on the features of their own personality that they are thankful to God for and which features they will, from now on, consciously give to God for His refining and improvement.



## summary

1. A personality assessment is one useful way of finding out more about what God made when He created each one of us. The test helps us to know ourselves better, which leads to personal growth and maturity. When the apostle Paul charged his friends in Philippi, “Continue to work out your salvation with fear and trembling” (2:12), he did not mean fear that comes from ignorance. He meant that we can learn about ourselves and cooperate with God in the process of sanctification. With more knowledge and understanding of ourselves, we are better equipped to do this salvation work.





# personality test

## do you know your color?

### instructions

1. Have participants circle one word or phrase per line in the Personality Test section that best describes them.
2. When they have completed the test, have participants circle the corresponding colors on the tally sheet. For example, if a participant circled nurturing on line 5 of the test page, they would circle orange on the tally sheet.
3. After they complete the tally sheet, tell them to total the each color separately.

### after-test instructions

1. Have the group raise their hands if they are a dominant brown; then green; then blue; then orange. Explain to participants that they may have more than one dominant color.
2. Go over descriptions of the four basic personality types (see Personality Color Types section on the next page). Because most people are a blend of two dominant colors, they may see overlaps of color traits. If colors are tied, they can raise their hands two or three times.

### other ideas

1. Before discussing the results, have participants pair in groups, and test each other within the group. Let them tally the colors before sharing with the group. Leader can collect the tests from the testers and then compare with the answers that the participant got on their own test. This is a fun way to see the difference between how we perceive ourselves and how others see us.
2. If you as the instructor perceive certain participants as extra chatty and talkative, remind yourself that they are probably orange personalities and are programmed to socialize.
3. Remember to include blue personalities in discussions, as brown and orange participants may influence them to stay quiet.
4. Remember also that green participants make wonderful leader assistants.

### post-activity discussion questions

1. Why might having more than one person with brown personality type in a group lead to conflict?
2. Do you think orange personality types might need a brown or green group member to keep them on task? Why?
3. How might you identify blue personality types in a group?
4. What can green personality types contribute to groups?
5. Why might it be important to have a variety of personality types in a group?



# personality test: do you know your color?

Name \_\_\_\_\_

Circle one word or phrase per line that best describes you or what you are like:

1.	self-assured	organized	touchy feely	trusting
2.	impromptu	checks with others	dreamer	analytical
3.	likes involvement	likes organization	calls a spade a spade	likes to inquire into
4.	adamant	bossy	defiant/disobedient	easily offended
5.	challenging	nurturing	determined	quiet
6.	joiner	likes to brainstorm	resist change	takes charge
7.	people watcher	persistent	enthusiastic	sets very high standards
8.	caring/helpful	outspoken	dependable	mild mannered
9.	trustworthy	forceful	disciplined	dominating
10.	adventurous	dreamer	dutiful	fun-loving
11.	logical	contented	friendly	bold/audacious
12.	enthusiastic	imaginative	accurate/precise	well liked
13.	indirect	frank/candid	selective	strict
14.	bossy	team worker	free thinker	conservative/traditional
15.	talkative	restless	thorough	modest/unassuming
16.	leader	counselor	planner	controller
17.	meticulous	workaholic	supportive	self-directed
18.	hardworking	attentive to details	make-believe	positive thinker
19.	task-oriented	people-oriented	idea-oriented	result-oriented
20.	emotional	flexible/adaptable	likes recognition	selective
21.	bad-tempered	strict	easily slighted	easily threatened
22.	reserved	creative	charming	believing positively
23.	goal-oriented	capable	volunteers for tasks	schedule-oriented
24.	excels in emergencies	thrives on compliments	dry sense of humor	avoids causing attention
25.	careful/guarded	overgenerous	agreeable	full of life
26.	self-confident	cautiously makes friends	likes to be thorough	trendy dresser
27.	neat and tidy	looks good on outside	avoids conflicts	usually right



# tally sheet

Name \_\_\_\_\_

Circle the corresponding color for each circled word above.

1.	brown	green	blue	orange
2.	brown	orange	blue	green
3.	orange	green	brown	blue
4.	green	brown	orange	blue
5.	brown	orange	green	blue
6.	orange	blue	green	brown
7.	blue	brown	orange	blue
8.	orange	brown	green	blue
9.	orange	brown	green	blue
10.	brown	blue	green	orange
11.	green	blue	orange	brown
12.	brown	blue	green	orange
13.	orange	brown	blue	green
14.	brown	orange	blue	green
15.	orange	brown	green	blue
16.	brown	orange	blue	green
17.	green	brown	orange	blue
18.	brown	green	blue	orange
19.	green	orange	blue	brown
20.	blue	orange	brown	green
21.	brown	green	blue	orange
22.	green	blue	brown	orange
23.	brown	blue	orange	green
24.	brown	orange	blue	green
25.	green	blue	orange	brown
26.	brown	blue	green	orange
27.	green	orange	blue	brown

Totals: BROWN \_\_\_\_\_ ORANGE \_\_\_\_\_ BLUE \_\_\_\_\_ GREEN \_\_\_\_\_



# personality test: do you know your color?

## color types

### BROWN

Task and result oriented; hardworking; likes recognition; likes to be on the move; is not tardy; enjoys individual sports (body-building, badminton, track, piano, surfing, etc.); likes expensive, showy things. They are usually honest, but their moral compass might deviate during a competitive showdown.

Brown personality types tend to make good leaders. They love the leadership role and enjoy “managing” people. On the job they are usually the researchers and strategists. They can be experts at conceptualizing and seeing the big picture, as well as architecting and implementing the necessary system. They are logical, precise, independent individuals who usually are responsive to new ideas. People often appreciate their ingenuity and competence.

On the other hand, they can sometimes have little regard for most rules and procedures, discarding either whenever they find something they see as working better. However, the ability to think outside the box and their knack for giving strategic insights is always a plus in any group.

### ORANGE

People oriented; expressive; friendly; loves to talk; extravagant; optimistic; enjoys team sports (volleyball, baseball, soccer, cricket, etc.).

Orange personality types are the glue that holds groups together. They are generally outgoing and fun loving. They are classroom talkers. Oranges are usually the principal color in most groups. They like to take risks, seek thrills, and run in packs. They make friends quickly and it is easy for them to form close, intimate relationships. This personality find the company of others pleasantly stimulating and rewarding, they enjoy the excitement of crowds. You can always find them at the center of the party. If they have a cell phone they will usually rack up a lot of phone minutes. What they might say: “Ha ha ha” (they laugh a lot).

On the job they are usually positive, helpful, and people-oriented. They can be experts at dealing with the human resource concerns of an organization, whether these issues are part of their job description or not. Co-workers are prone to appreciate their authenticity and loyalty to the human side of the business, but may perceive the “oranges” as not being effective enough or even as being flaky.

If you are part of a team made up primarily of Oranges, make sure you keep in mind the goals and objectives you need to meet to be successful.



## GREEN

Detail oriented; precise; controlled; likes to do things right the first time; likes to complete jobs; tends to be thrifty as an adult.

Green personality types are very organized and like order. They make wonderful treasurers, secretaries, or committee chairs, and will keep your group organized. They enjoy “organizing” everyone, and are often perceived as “neat freaks”. Generally speaking, 1 out of every 7 participants will be green. They like to be the guide for a group. Well-organized planners who like to keep lists and follow routines and schedules, they have the ability to persist at difficult or unpleasant tasks and stay on track until they are completed, and can be experts at doing what needs to be done in the manner it must be done.

If you are part of or leading a group that is predominantly Greens, occasionally invite people of other colors to get involved. This personality type tend to stick to the tried-and-true and need for stability may cause your team to miss opportunities available by stepping out of the box.

## BLUE

Creative; imaginative; freethinking; sincere; loyal; caring; perceptive; understanding; open minded; oftentimes enjoys nature; many like the arts.

Blue personality types are often perceived as quiet, sometimes shy individuals. Oftentimes they are loners or have one or two other “blue” friends. They are innovative and tend to be idea people. They are typically quiet in a group and should be called upon to share their ideas. Generally, 1 out of every 8 or 9 participants will be blue. Blues don’t usually run with the pack. They love to play with ideas, are open-minded to new and unusual ideas, and enjoy debating intellectual issues and tend to draw energy from private, solitary activities, including reading, listening to music, and working by themselves on their latest project or favorite hobby.

Often ready to challenge authority, convention, and traditional values, a blue personality will most likely be the one to take a new route home just because it’s different. What they might say: “Hey, don’t throw away that clothes washer—I want to make it into a lamp.”





# SESSION 1

## human personality

participant's guide





# SESSION 1

## human personality



did you know...

Every human being has a personality, which means everyone has characteristics we can identify, either by observation or by asking questions about a person's way of thinking and behaving. These characteristics are found in a unique combination in each person.



# personality test

## do you know your color?

### instructions

1. On the next page, circle one word or phrase per line that best describes you.
2. When you have completed the test, circle the corresponding colors on the tally sheet. For example, if you circled nurturing on line 5 of the test page, you would circle orange on the tally sheet.
3. After you complete the tally sheet, total each color separately.
- \* Because most people are a blend of two dominant colors, you may see overlaps of color traits.

### post-activity discussion questions

1. Why might having more than one person with brown personality type in a group lead to conflict?
2. Do you think orange personality types might need a brown or green group member to keep them on task? Why?
3. How might you identify blue personality types in a group?
4. What can green personality types contribute to groups?
5. Why might it be important to have a variety of personality types in a group?

# personality test: do you know your color?

Name \_\_\_\_\_

Circle one word or phrase per line that best describes you or what you are like:

1.	self-assured	organized	touchy feely	trusting
2.	impromptu	checks with others	dreamer	analytical
3.	likes involvement	likes organization	calls a spade a spade	likes to inquire into
4.	adamant	bossy	defiant/disobedient	easily offended
5.	challenging	nurturing	determined	quiet
6.	joiner	likes to brainstorm	resist change	takes charge
7.	people watcher	persistent	enthusiastic	sets very high standards
8.	caring/helpful	outspoken	dependable	mild mannered
9.	trustworthy	forceful	disciplined	dominating
10.	adventurous	dreamer	dutiful	fun-loving
11.	logical	contented	friendly	bold/audacious
12.	enthusiastic	imaginative	accurate/precise	well liked
13.	indirect	frank/candid	selective	strict
14.	bossy	team worker	free thinker	conservative/traditional
15.	talkative	restless	thorough	modest/unassuming
16.	leader	counselor	planner	controller
17.	meticulous	workaholic	supportive	self-directed
18.	hardworking	attentive to details	make-believe	positive thinker
19.	task-oriented	people-oriented	idea-oriented	result-oriented
20.	emotional	flexible/adaptable	likes recognition	selective
21.	bad-tempered	strict	easily slighted	easily threatened
22.	reserved	creative	charming	believing positively
23.	goal-oriented	capable	volunteers for tasks	schedule-oriented
24.	excels in emergencies	thrives on compliments	dry sense of humor	avoids causing attention
25.	careful/guarded	overgenerous	agreeable	full of life
26.	self-confident	cautiously makes friends	likes to be thorough	trendy dresser
27.	neat and tidy	looks good on outside	avoids conflicts	usually right



# tally sheet

Name \_\_\_\_\_

Circle the corresponding color for each circled word above.

1.	brown	green	blue	orange
2.	brown	orange	blue	green
3.	orange	green	brown	blue
4.	green	brown	orange	blue
5.	brown	orange	green	blue
6.	orange	blue	green	brown
7.	blue	brown	orange	blue
8.	orange	brown	green	blue
9.	orange	brown	green	blue
10.	brown	blue	green	orange
11.	green	blue	orange	brown
12.	brown	blue	green	orange
13.	orange	brown	blue	green
14.	brown	orange	blue	green
15.	orange	brown	green	blue
16.	brown	orange	blue	green
17.	green	brown	orange	blue
18.	brown	green	blue	orange
19.	green	orange	blue	brown
20.	blue	orange	brown	green
21.	brown	green	blue	orange
22.	green	blue	brown	orange
23.	brown	blue	orange	green
24.	brown	orange	blue	green
25.	green	blue	orange	brown
26.	brown	blue	green	orange
27.	green	orange	blue	brown

Totals: BROWN \_\_\_\_\_ ORANGE \_\_\_\_\_ BLUE \_\_\_\_\_ GREEN \_\_\_\_\_





### reflecting Jesus & His kingdom

You will be taking a personality test. Find the test on pp. 17 of this handbook, or wait to receive a copy of the test from your group leader. Your leader may tell you that you'll be taking the test on a computer or other Internet-accessible device.

1. Follow the instructions on the test. When you have finished the test and identified your personality type, look over the characteristics listed in your type and think about how many of them apply to you. Write your first impressions of your personality results:

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2. Most people are a blend of more than one type. Are there some characteristics listed in the other types that fit you? Write them below. Be prepared to share the differences with the group.

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### mission briefing

Jesus' disciple Peter spoke out very plainly in many of the recorded conversations he had with Jesus and others of his time. Peter sometimes acted rashly and he made big promises he failed to keep. And yet Jesus chose Peter to lead His followers and the early church after He went back to heaven.

As you and your group read through the following passages, think about Peter's personality. Which of his traits stand out to you?

Matthew 14:22–31; Matthew 26:31–35, 69–75

1. Write down as many personality traits as you can identify from Peter's words and actions.

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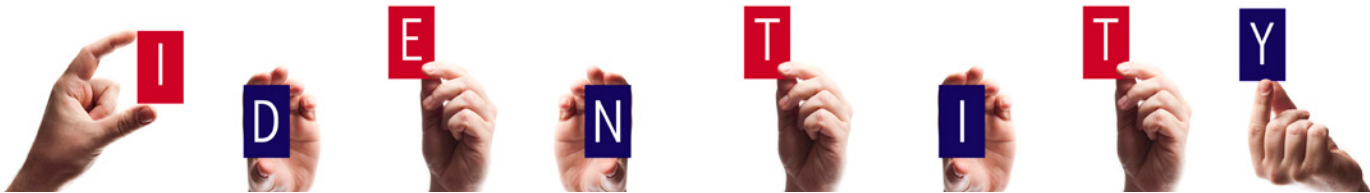
2. Which of the four personality types in your personality test do you think Peter might fit into? Prepare to share your reasons with the group.

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### thinking it through

1. Read the following quote and reflect on it. Then write your thoughts on what these words mean to a young Christian. What challenges does this passage contain for you? What might you do differently in your life?

*None should consent to be mere machines, run by another man's mind. God has given us ability, to think and to act, and it is by acting with carefulness, looking to Him for wisdom that you will become capable of bearing burdens. Stand in your God-given personality. Be no other person's shadow. Expect that the Lord will work in and by and through you. (Ellen G. White, The Ministry of Healing, 498)*

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2. Take another look at your personality test sheet. Read through the characteristics listed in your personality test under your particular or personality type. As you consider what is listed there, turn to the IDP section (in the back of your handbook) and begin to formulate this module's plan. Focus in particular on the features of your own personality that you are thankful to God for. In what ways will you consciously give the different parts of yourself to God for His refining and improvement?

# SESSION 2

## godly character

leader's guide





## 2: godly character

### session overview

#### leader notes

1. This lesson examines character in the biblical context; it is an extension of Lesson 1. It further defines character and distinguishes it from personality.
2. The lesson provides biblical examples of people showing good character to augment the discussion.
3. This lesson prepares participants for the next lesson, which will take them into a personal examination of their character and the issues God may be working on with them.

#### materials

1. Student handbook for each participant
2. Bible for each participant
3. Paper and writing instrument for up to five small groups

#### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.org](http://www.growingfruitfuldisciples.org)
2. Growing Fruitful Disciples process: Understanding
3. Objective: Learning that God has provided everything needed for the restoration of human beings into the image of God.

#### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will be able to know...	<ol style="list-style-type: none"> <li>1. How to define character.</li> <li>2. How to distinguish between personality and character.</li> <li>3. What are the character traits revealed in the Bible.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Did you know?"</li> <li>2. Main activity</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Make a list of godly character traits from Bible evidence.</li> <li>2. Articulate a God-inspired philosophy of character improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Mission briefing"</li> <li>2. "Thinking it through"</li> </ol>
<b>Heart</b> Participants will be able to understand...	<ol style="list-style-type: none"> <li>1. That God has placed before each person the goal of becoming the perfect being He designed them to be.</li> <li>2. The complete range of character traits revealed by the Bible give us a blueprint for character growth.</li> </ol>	<ol style="list-style-type: none"> <li>3. "Thinking it through"</li> </ol>

#### extra resources

In preparation for this lesson, we recommend that you consult Ellen White's, *Mind, Character, and Personality*, Volumes 1 and 2. In Volume 1, take special note of section 7, "Adolescence and Youth" Volume 2 has a number of sections that are relevant reading for this lesson, but especially section 10, "Mental Health" section 12, "Problems in Adjustment" and section 13, "Personality".



## 2: godly character teaching plan

### welcome

10 minutes

1. Welcome and prayer time. Ask participants to identify a spiritual need that they know of, especially in a family member or friend. Make a list. Pray for the specific needs with the group.
2. Visit <http://www.icebreakers.ws/small-group/lost-on-a-deserted-island.html> for ideas on playing the “Marooned” game. Use this game to introduce the idea of how character produces our decisions and actions. Instruct the participants to think about being stuck on a desert island. Have each participant spend a few minutes making a list of five things (in the participant handbook) they would want to have with them on the desert island. Keep the list to only five things. Ask for some random responses.

### did you know?

10 minutes

1. Explain the difference between personality and character. Personality is a collection of tendencies that make up who you are, while character is all of your characteristics having to do with moral/ethical choices and habits.
2. Some aspects of our personality are fairly fixed in our God-given makeup, such as how outgoing and sociable we are, and some of them, such as a tendency to be careless with money or being late to everything, are subject to some improvement if we work on them.
3. Character is defined as moral traits that can be changed. No one is stuck with the character they have now. Some examples of character traits in each person are the traits of honesty (or dishonesty), faithfulness (or unfaithfulness), humility (or pride), and courtesy (or rudeness).
4. We can think about character in two ways. First, God has identified a complete set of good character traits for us through the Scriptures. We will look at a number of these traits and think about how they affect our lives. Second, we can look at character through the process of transformation that God set in place for His people. That will be the focus of the next lesson.
5. God has given clear indication of what He means by character traits, both good and bad. Here is a table of Christian character traits.

<b>The Galatians character traits, better known as the fruits of the Spirit — Galatians 5:22, 23</b>				
Love	Joy	Peace	Patience	Kindness
Goodness	Faithfulness	Gentleness	Self-control	-----



<b>Other biblical character traits (indicators of spiritual transformation)</b>				
Forgiveness	Humility	Fairness	Courage	Friendliness
Honesty	Dependability	Gratitude	Responsibility	Contentment
Generosity	Compassion	Confidence	Availability	Encouragement
Attentiveness	Wisdom	Diligence	Enthusiasm	Initiative
Thoughtfulness	Discretion	Optimism	Efficiency	Cooperativeness
Obedience	Reverence	Commitment	Deference	Devotion
Discipline	Graciousness	Perseverance	Sincerity	Tactfulness
Discernment	Mentoring	Hospitality	Servant leadership	Longsuffering
Respectfulness	Prudence	Punctuality	Loyalty	Justice
Consistency	Conviction	Creativity	Fearlessness	Mercy
Meekness	Truthfulness	Trustworthiness	Thriftiness	Resourcefulness

### reflecting Jesus & His kingdom

40 minutes

1. Divide the entire group into about five small groups (or less if you have fewer than ten participants in the class). Provide each small group with a pen and paper. A laptop computer or tablet works well for this activity also.
2. Each group will choose a character trait from the list above (it appears on p. 24 in the participant handbook). The group members will formulate an everyday scenario that illustrates that character trait being put into practice. They should appoint a scribe and write a short script with scene setting and dialogue. The group will then present the scenario at the front of the meeting room.
3. Allow about 15 minutes for script creation. The script should be no more than two pages—the presentation should last three to four minutes.
4. Point out that there are many ways to look at this assignment, but the main requirement is that it be a situation in ordinary life. The outcome should be a positive, demonstrating the value of a good trait.
5. Each small group will take a turn going up to the front of the meeting room and presenting their scenario. They can do a dramatic reading of the dialogue, or they can go a step further and act it out.

### mission briefing

10 minutes

1. Participants can break out of their small groups and go back to their seats.
2. Jesus called the exercise of good character traits “bearing fruit” (read aloud Matthew 7:16–18 or Luke 6:43–45). Among the many parts of the Old Testament He would have studied as a young man were the Proverbs, which point to a variety of godly character traits.
3. Have one of the participants read Proverbs 1:1–5 aloud to set the stage for an exploration of the book of Proverbs for character instruction.



4. Give the participants about ten minutes to look at various chapters in Proverbs to identify specific character traits and what Solomon said about them. Instructions are given in the participant handbook. As an option, if you have attendance of fifteen or more, you can assign chapters to individual participants so that the group as a whole will examine the entire book of Proverbs.

**thinking  
it through**

10 minutes

1. Stop the participants at this point and have some of them share the traits they have found. Ask in particular about whether anyone found a trait that is not included in the table on p. 24. (see page 40 of Leaders Guide).
2. After the time of sharing, have participants answer the questions in the “thinking it through” portion of the participant lesson.

**next steps**

10 minutes

1. Direct participants to the IDP pages in the back of the handbook.
2. Recommend that each person spend some time thinking about ways to make the book of Proverbs the focus of personal devotional study and prayer, with character improvement as the goal.
3. Allow participants to pair up with their same-gender spiritual companion to discuss this devotional exercise and formulate plans.

**summary**

5 minutes

God’s character is on display in the good character traits we see in the table. The traits may seem to be self evidently good for all people to have in their own character, but the truth of our sinful state is that we are not living with all of these traits active and strong in us. At our next meeting time we will study what God’s plan is for those traits to become who we are.

NOTE: Ask participants if they are able to bring a laptop computer or other device that can connect to the Internet for use at the next meeting (Session 3). Take note of who is able to bring such a device and who is not. See Lesson 3 for the specific requirements and formulate a way to cover the needs of the lesson.

# SESSION 2

## godly character

participant's guide





# SESSION 2

## godly character



did you know...

Personality is a collection of tendencies that make up who you are, most of which are not accessible to you or subject to much change. Character is all of your characteristics having to do with moral/ethical choices and habits.





## mission briefing

The Galatians character traits, better known as the fruits of the Spirit — Galatians 5:22, 23				
Love	Joy	Peace	Patience	Kindness
Goodness	Faithfulness	Gentleness	Self-control	-----

Other biblical character traits (indicators of spiritual transformation)				
Forgiveness	Humility	Fairness	Courage	Friendliness
Honesty	Dependability	Gratitude	Responsibility	Contentment
Generosity	Compassion	Confidence	Availability	Encouragement
Attentiveness	Wisdom	Diligence	Enthusiasm	Initiative
Thoughtfulness	Discretion	Optimism	Efficiency	Cooperativeness
Obedience	Reverence	Commitment	Deference	Devotion
Discipline	Graciousness	Perseverance	Sincerity	Tactfulness
Discernment	Mentoring	Hospitality	Servant leadership	Longsuffering
Respectfulness	Prudence	Punctuality	Loyalty	Justice
Consistency	Conviction	Creativity	Fearlessness	Mercy
Meekness	Truthfulness	Trustworthiness	Thriftiness	Resourcefulness

1. Jesus called the exercise of good character traits “bearing fruit” (see Matthew 7:16–18 and Luke 6:43–45). Among the many parts of the Old Testament He would have studied as a young man were the Proverbs, which point to a variety of godly character traits.
2. Proverbs 1:1–5 sets the stage for an exploration that you will do in the book of Proverbs for character instruction. Read over the table above to familiarize yourself with the range of traits you may find in Proverbs.
3. The leader will assign chapters in Proverbs that you’ll be studying. Your mission is to identify specific character traits in the chapter(s) and what Solomon said about them. Make your list below. Be sure to include the verse reference, the trait, and a brief summary of what Solomon said about it. An example appears on line 1.

verse

trait

what Solomon said

1:33

fearlessness

learning to be wise causes fear to go away





3. Turn to the IDP pages in the back of your handbook. Spend some time thinking about ways to make the book of Proverbs and other character revelations in the Bible the focus of personal devotional study and prayer, with the goal of character improvement.
4. Pair up with your assigned spiritual companion to discuss this devotional exercise and formulate plans.



# SESSION 3

leader's guide

## God's plan — character growth





# 3: God's plan — character growth

## session overview

### leader notes

1. This lesson takes what the participants have learned so far about personality and character and applies it to their spiritual journey.
2. The participants almost certainly know that in the life of every person who has accepted salvation through Jesus, he or she is set apart to live a new life by the power of the Holy Spirit. The Bible calls this setting apart “sanctified” (1 Corinthians 6:11). An integral part of this setting apart involves a work of transformation or sanctification that God does in us through the power of His indwelling Spirit (2 Thessalonians 2:13). This life-long process involves several types of learning, but the majority of the process is character testing and growth.
3. Participants will take a character assessment test that trains them to be better students of good character. The test is only available online because the scoring method is built into the test website.
4. If you cannot get access to the Internet and/or computers at your meeting site, search for a book that contains a good character test instead.

### materials

1. If possible, laptop or desktop computer or tablet for each participant. The test may work on an Internet-connected mobile device also. (If you have access to less than one computer or other device per participant, you could create a sign-up list and allow students to take turns on the computer(s) throughout the activity time.)
2. Alternately, a character test copied from a book
3. Lined paper and writing instruments
4. Bibles for all participants

### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. Growing Fruitful Disciples process: Understanding
3. Objective: Learning that God has provided everything needed for the restoration of people into the image of God.



## learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will...	<ol style="list-style-type: none"><li>1. A person's character determines their behavior and achievements</li><li>2. God has a plan for each person's character growth</li><li>3. A person must know himself or herself in order to cooperate with God</li></ol>	<ol style="list-style-type: none"><li>1. Did you know?</li><li>2. Did you know?</li><li>3. Activity</li></ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"><li>1. Take a character assessment test</li><li>2. Formulate a plan for character development</li></ol>	<ol style="list-style-type: none"><li>1. Activity</li><li>2. Next steps</li></ol>
<b>Heart</b> Participants will...	<ol style="list-style-type: none"><li>1. God's practical plan works for our improvement</li></ol>	<ol style="list-style-type: none"><li>1. Thinking it through</li></ol>

## extra resources

*The Sanctified Life* by Ellen White contains several extended character studies that explain the work of God in the character of some of His exemplary followers, including Daniel and the disciple John.



# 3: God's plan — character growth

## teaching plan

### welcome

5 minutes

1. Welcome the participants and pray.
2. Spend some minutes reviewing the previous personality and character lessons. Ask participants what they have been thinking about in relation to both. Do they have a better understanding of their personality? What character issues have they been pondering?

### did you know?

10 minutes

The Gallup polling organization published a list in 1999 of the 18 most admired people in the 20th century. The top two were Mother Teresa and Martin Luther King, Jr. We should ask, what is it about those people that made them admired so highly? Mother Teresa was famous for spending her life helping the poorest, most helpless people she could find. (Ask participants if they know her basic story. If not, briefly describe her work with the poorest people of Kolkata [Calcutta], India.) Martin Luther King, Jr. gave his life for the basic principles of human dignity and respect. (Ask whether participants know what he did for civil rights in the United States. If not, briefly summarize his efforts.) Neither of them was a sinless human being—nor did they claim to be. Both of them, and many of the others on the Gallup list, dedicated themselves to the service of other people at great sacrifice to their own wants. Their strength of character led them to do great good.

1. God's plan of salvation begins with His applying the blood of Jesus to our sins so that we can be forgiven and receive eternal life.
2. This personal acceptance of Christ is symbolized in baptism: death to our old self and resurrection to a new way of life in the Spirit. Then begins another stage of life here on earth that will culminate when Jesus comes back. The new Christian does not become immediately transformed into the likeness of Christ, even though all their sins are covered by Jesus. Instead, in the post-conversion stage, God begins a process of character transformation that brings the Christian progressively into closer and closer resemblance of the character of God Himself.
3. The table of character traits in Lesson 2 provides a detailed picture of the character traits that God wishes to develop and strengthen in all of us. Under the Holy Spirit's direction, each one of us is on this journey of transformation during our lives on earth. In this lesson we will study the process of transforming our characters and how God has planned for it. The Bible speaks of these desirable character traits that God develops in us as fruits of the Spirit, simply because they are the outworking of God's influence in our lives as we cooperate with Him. (The table is given here and in the participant workbook.)



**The Galatians character traits, better known as the fruits of the Spirit — Galatians 5:22, 23**

Love	Joy	Peace	Patience	Kindness
Goodness	Faithfulness	Gentleness	Self-control	-----

**Other biblical character traits (indicators of spiritual transformation)**

Forgiveness	Humility	Fairness	Courage	Friendliness
Honesty	Dependability	Gratitude	Responsibility	Contentment
Generosity	Compassion	Confidence	Availability	Encouragement
Attentiveness	Wisdom	Diligence	Enthusiasm	Initiative
Thoughtfulness	Discretion	Optimism	Efficiency	Cooperativeness
Obedience	Reverence	Commitment	Deference	Devotion
Discipline	Graciousness	Perseverance	Sincerity	Tactfulness
Discernment	Mentoring	Hospitality	Servant leadership	Longsuffering
Respectfulness	Prudence	Punctuality	Loyalty	Justice
Consistency	Conviction	Creativity	Fearlessness	Mercy
Meekness	Truthfulness	Trustworthiness	Thriftiness	Resourcefulness

4. Ask, “What traits would you say were evident in the characters of Mother Teresa and Martin Luther King, Jr.? Spend a few minutes identifying character traits of each and what those traits led them to do in life.”

**mission briefing**

30 minutes

1. Split up the participants into groups of three. Hand out lined paper and writing instruments. Make sure every participant has a Bible.
2. The groups will study together the following traits with Bible verses. The verses are given in the participant handbook.

**Love** – John 13:1; 15:13; 1 Corinthians 13:3  
**Joy** – Proverbs 15:13; John 15:11; 17:13; Proverbs 15:13; John 15:11; 17:13  
**Peace** – Matthew 5:9; Colossians 3:15; Philippians 4:7  
**Patience** – Matthew 27:14; Romans 12:12; James 1:3,12  
**Kindness** – Ephesians 4:32  
**Goodness** – Matthew 19:16  
**Faithfulness** – Matthew 17:19; 25:21; 1 Corinthians 12:9; Hebrews 11:1; 1 Thessalonians 5:24  
**Gentleness** – Isaiah 40:11; Philippians 4: 5; 2 Timothy 2:24; 1 Thessalonians 2:7  
**Self-control** – 1 Thessalonians 5: 22



**thinking**  
**it through**  
20 minutes

3. The assignment for each group is to look up the verses associated with each trait, discuss their meaning, and then come up with a contemporary situation in their own lives in which they could or should exercise the trait.
4. After about 25 minutes, bring the meeting to order and have groups share examples of their contemporary situations.
1. Although participants can stay in their groups, each one will begin to formulate an individual approach to their character development. The necessary prompt is provided in the handbook.
2. Be ready to counsel with participants individually as they attempt to define their plans.

#### Activity (25 min)

1. The first step in becoming more effective in cooperating with God in the sanctification process is to be better aware of one's own character. Participants will take the Christian Character Index test at <http://www.assess-yourself.org/survey/cci/>. This requires an Internet connection and computers or other Internet-connected devices.
2. If, based on the announcement at the end of the last meeting, you were able to have every participant bring a laptop or other device, then the activity can proceed with no accompanying activity.
3. If you have participants who must wait their turn to take the Christian Character Index test, have the waiting participants work on activities 5 and 6.
4. If you do not have Internet access and/or computers, use a copied character test from a book.
5. Turn the attention of participants to the IDP section at the back of the handbook. Have them pair up with their spiritual companions.
6. Give the participants about five minutes to talk about how they will lay out a plan for daily character growth in their lives. The remaining five minutes is for silently writing out the specific plans.

**summary**  
5 minutes

Godly character is built in us through the journey of life experience. It can be tested and tried to increase strength. The next lesson will begin to connect some traits with outdoor experiences that will both measure character and help you to improve it.





# SESSION 3

participant's guide

## God's plan — character growth





# SESSION 3

## God's plan — character growth



did you know...

In this lesson we will study the transformation of our characters and how God goes about it.

### **Question to think about:**

What character traits do you recognize in Mother Teresa? What traits are evident in Martin Luther King, Jr.?

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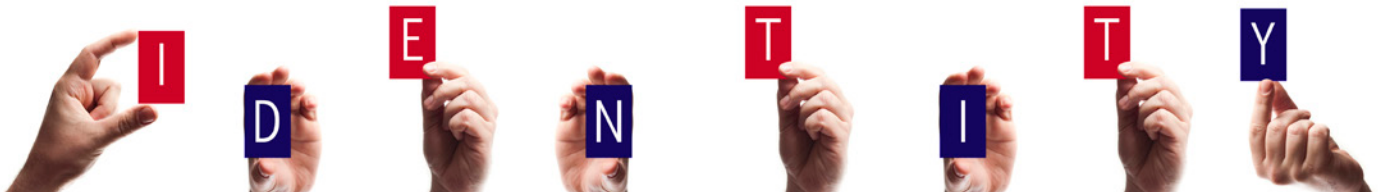
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### thinking it through

Now you have an opportunity to formulate your own plan for character improvement. Review the table from Lesson 2 as a reminder of the traits you may be examining in yourself. How are you doing in each of these areas?

The Galatians character traits, better known as the fruits of the Spirit — Galatians 5:22, 23				
Love	Joy	Peace	Patience	Kindness
Goodness	Faithfulness	Gentleness	Self-control	-----

Other biblical character traits (indicators of spiritual transformation)				
Forgiveness	Humility	Fairness	Courage	Friendliness
Honesty	Dependability	Gratitude	Responsibility	Contentment
Generosity	Compassion	Confidence	Availability	Encouragement
Attentiveness	Wisdom	Diligence	Enthusiasm	Initiative
Thoughtfulness	Discretion	Optimism	Efficiency	Cooperativeness
Obedience	Reverence	Commitment	Deference	Devotion
Discipline	Graciousness	Perseverance	Sincerity	Tactfulness
Discernment	Mentoring	Hospitality	Servant leadership	Longsuffering
Respectfulness	Prudence	Punctuality	Loyalty	Justice
Consistency	Conviction	Creativity	Fearlessness	Mercy
Meekness	Truthfulness	Trustworthiness	Thriftiness	Resourcefulness

Think about how you will come up with a character-growth plan of your own that takes into account the following needs:

- Knowing yourself well enough to diagnose what needs to be improved in your character
- Knowing the blueprint for the godly character traits revealed to us in the Bible (see the table above)
- Knowing how long the process of character growth takes (Is it a few days? Months? A lifetime?)
- Knowing the steps it takes to get going in character development



1. Begin to write out your thoughts and plans for your character growth:

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2. Find your spiritual companion and spend some time talking about how you will make an IDP for character growth. What will you need to read in the Bible? What might you ask God in prayer?
3. See the IDP pages in the back of the workbook and write out your IDP for this coming week.

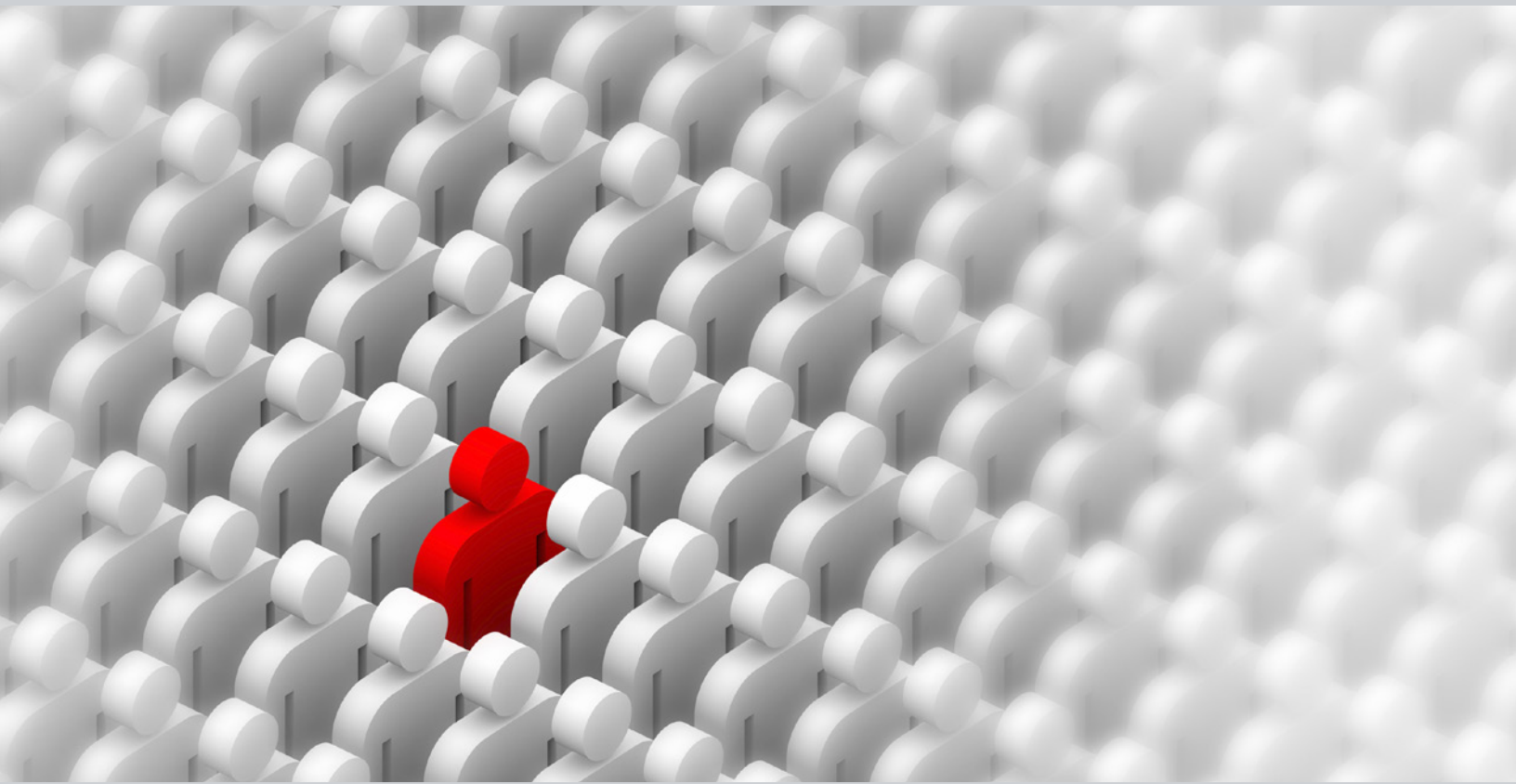
### Activity

The first step in effectively cooperating with God during your sanctification process is to be better aware of your own character. You will take the Christian Character Index test at [www.assess-yourself.org/survey/cci/](http://www.assess-yourself.org/survey/cci/). This requires an Internet connection and a computer or other Internet-connected device. Your instructor will show you how to take the test. Be sure to write down your scores and results so that you have something to take with you for reference.

# SESSION 4

leader's guide

## God's plan — character tested





# 4: God’s plan — character tested

## session overview

### leader notes

1. This lesson introduces the next phase of the module, which consists of a blend of outdoor adventure activities and character growth exercises.
2. The major event of the module is the three-day camping trip, covered extensively in lessons 5–12, during which the participants learn and practice survival skills and apply the experiences to their personal character development.
3. This lesson lays out a conceptual framework that helps participants understand how challenging outdoor experiences will help them test and grow their character. Participants gain an understanding of what they will be doing in the wilderness setting.

### materials

1. Student handbook for each participant
2. Writing instruments
3. Selected camping gear. Choose some of these to show: backpack; tent; hiking boots; stove and fuel; water bottle and filter; camping dishes; waterproof jacket or trousers/pants; headlamp, lantern, or torch/flashlight; compass; first aid kit; sunscreen lotion; etc.
4. Two handouts: (1) checklist for the camping trip and (2) liability waiver and medical information form

### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. TGF process: Connecting
3. Objective: Developing an identity that is complete in Christ.

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will be able to know...	<ol style="list-style-type: none"> <li>1. How a wilderness experience creates opportunity for character growth.</li> <li>2. How to improve their character in a challenging situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. “Next steps”</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Assess readiness for outdoor challenges.</li> <li>2. Work together as a team to make something good happen.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Did you know?”</li> <li>2. Activity</li> </ol>
<b>Heart</b> Participants will feel...	<ol style="list-style-type: none"> <li>1. The value of outdoor experience in character growth.</li> <li>2. A sense of purpose in the main outdoor activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Mission briefing”</li> <li>2. “Thinking it through”</li> </ol>



## extra resources

For Ambassador leaders in North America, the pocket field guide *Nature Bound* by Ron Dawson is extremely useful. It's available from Adventist Book Centers and [www.adventistbookcenter.com](http://www.adventistbookcenter.com).

There may be a field guide available for your region of the world. You'll find it useful to be able to identify flora and fauna, edible and poisonous plants, and other regional features.



## 4: God’s plan — character tested

### teaching plan

#### welcome

5 minutes

1. Ask how the participants are doing and say a prayer.
2. Welcome new participants. Remind everyone of the plans for a three-day camping trip, which is now two weeks away.

#### did you know?

10 minutes

Backcountry survival expert Molly Absolon tells of an easy hike she took one afternoon in the hills of a wilderness near her home. On that cloudy day, she walked down a trail that she thought would take her to a trailhead and the road home. Instead, it brought her back to a dead tree she had seen earlier. She tried again and arrived back at the same dead tree! Molly knew that the mountain ridges around her ran north and south, but now she couldn’t remember which way was north. For someone who had many years of familiarity with the wilderness, it was a new experience to feel panic. She did not know where she was! She did the only thing she knew to do, which was to walk directly down the side of the hill, knowing that somewhere in the valley below, she would meet up with a north-south road.

Molly Absolon’s tale reminds us that the wilderness tests us in several ways. We are outside of our familiar surroundings. We don’t have all of the amenities we’re accustomed to. Our characters may be tested in ways that would never happen in our daily routine.

In this lesson we will explore ways that survival skills will have an effect on various traits in our characters.

1. Direct participants to the “did you know?” questions in the handbook.
2. The questions are intended for written answers and then for discussion.
3. Here are the questions:
  - Have you been on a camping trip before? If so, what happened on the trip?
  - What is your past experience with the wilderness? Has anything tested you in specific ways?
  - What would you say is your level of confidence in outdoor activities? What would you like to achieve in this area?
4. Give participants 4–5 minutes to fill out their answers. Then ask for volunteers to share experiences.

#### mission

#### briefing

15 minutes

1. Divide the participants into groups of three to four people.
2. Direct them to follow the instructions for the group Bible study in the participant handbook. The study examines what character traits God was looking for in the men who helped Gideon to defeat the Midianite army.
3. Remind participants to keep their list in front of them for the main activity.



**thinking**  
**it through**  
5 minutes

1. Have the participants complete the responses in their handbooks.

**next steps**  
10 minutes

1. Direct participants to the IDP pages at the back of the handbook.
2. Allow them to split up into pairs with their spiritual companions.
3. Dedicate about half the time for discussion, taking notes, and prayer, and half the time for writing out their plans in silence.

### **Activity (40 min)**

1. Bring everyone back together in a group.
2. Describe what a wilderness camping trip involves. Show the gear you have brought.

In your presentation, touch on the following:

- Details of place, dates and duration, transportation
- Necessary gear and supplies
- Appropriate clothing
- Terrain and conditions
- Weather information
- Known hazards
- Schedule of activities
- Costs and fees

3. Allow time for questions.
4. Move on to the teamwork activity.

Play a game called “A-maze-ing.” Ask for a volunteer. That person goes out of the room with one of the assistant leaders. The assistant leader ties a blindfold on that person.

All of the people remaining in the room (leaders and participants) create a human maze. Lines of participants stand opposite each other, holding hands. Be creative and place people in lines that turn corners and create dead-ends. Be sure to move furniture obstacles out of the way so that no one is injured.

The person with the blindfold is brought back in and positioned at the beginning of the maze. The people in the maze call out directions. The blindfolded person must find their way through the maze to the end.

Allow other volunteers to be blindfolded and take a turn. Change the form of the human maze each time.



5. Reflect on the maze activity. The coming trip will test participants in their:
  - a. ability to contribute to and cooperate in a team
  - b. patience and perseverance
  - c. ability to follow instructions
  - d. good judgment and resourcefulness

Ask:

- When we go on a trip to the wilderness, how will you react?
- Are you ready for the challenges?
- What will you work on in your personal growth?
- Are you ready to contribute and work together?

Allow time for a number of responses and some discussion.

## summary

5 minutes

A trip into the wilderness is an opportunity to stretch ourselves and improve our characters. We must be properly equipped with both the right camping gear and the attitude of a disciple of Jesus. We will make the most of the trip and come closer to God's ideal for us.

You will receive two handouts as you leave today. One of them is a checklist of items to bring on the camping trip. Please start putting those items together so that you're ready in two weeks. The other paper is a waiver form, which you will need to sign. Please fill in the blanks on the waiver form that ask for medical referral information. Bring the waiver form to our next meeting and hand it to one of the leaders.

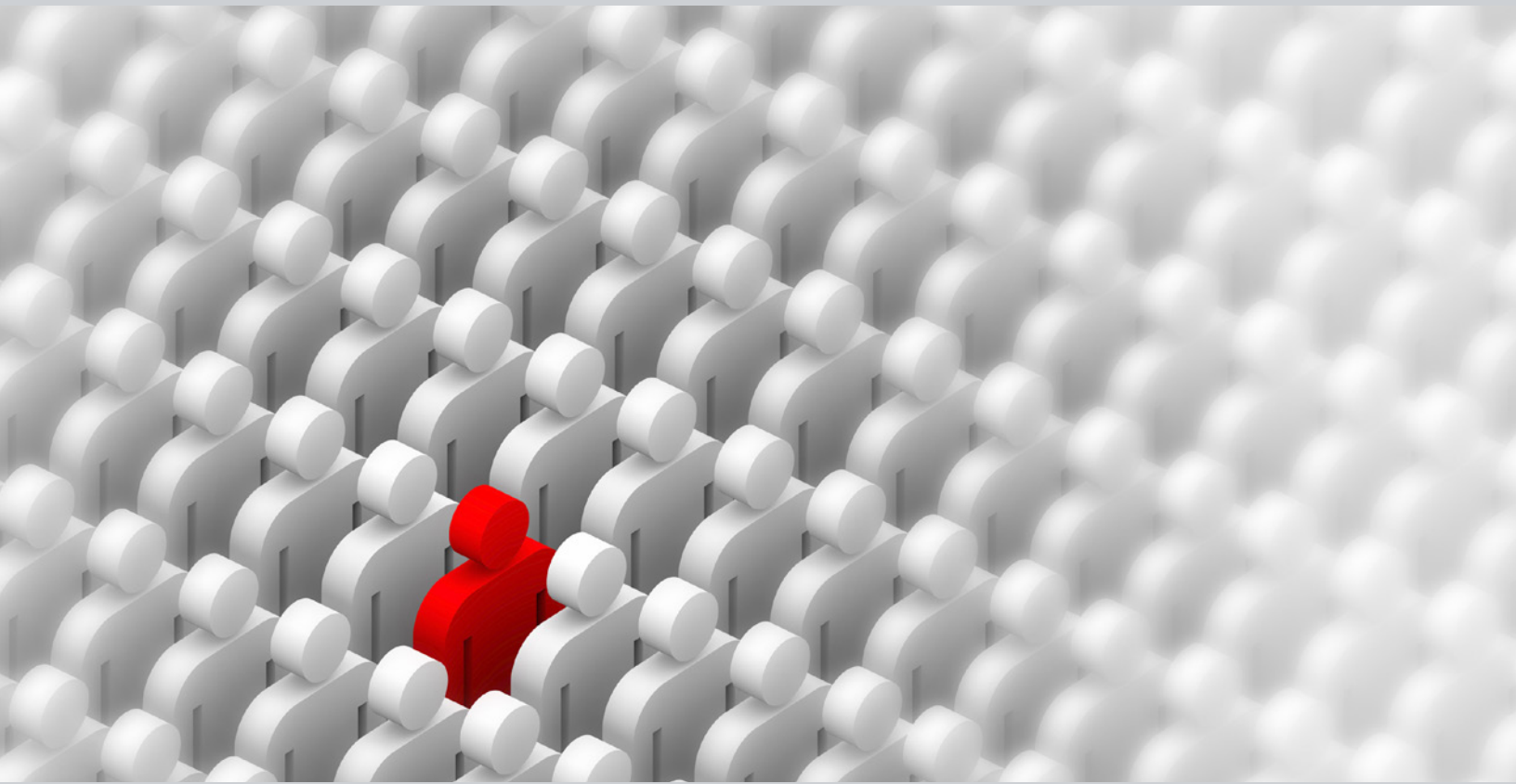




# SESSION 4

participant's guide

## God's plan — character tested





# SESSION 4

## God's plan — character tested



did you know...

In this lesson we will explore ways that survival skills have an effect on various traits in your character.

1. Have you been on a camping trip before? If so, what happened on the trip?

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2. What is your past experience with the wilderness? Has anything tested you in specific ways?

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3. What would you say is your level of confidence in outdoor activities? What would you like to achieve in this area?

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### mission briefing

Open your Bible and read Judges 7:1–24. You can read it quietly to yourself, or the members of your small group can take turns reading verses aloud. When you're finished, discuss your answers to these questions:

1. Gideon's new army was camped in the wilderness. It consisted of 32,000 men. God told Gideon that was too many men for His plan. For what reason did Gideon send 22,000 of the men home?

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2. With 10,000 men left, what was the second criterion for choosing who would stay in the wilderness and who would go home?

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3. The men chosen to stay with Gideon held their hands like a bowl and drank water without looking down. Why was that important?

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4. The 300 men in Gideon's army had an equipment list. What was on the list?

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5. God promised that these 300 warriors would triumph over 100,000 Midianite soldiers. Review what God instructed the men to do. What kind of character do you think these men had that led to their obedience to these kind of instructions? Be specific about what traits the men showed. How many can you come up with?

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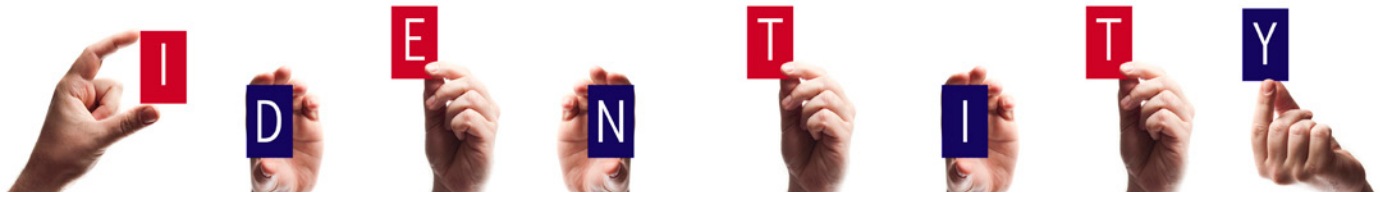
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### thinking it through

1. Review the plan you came up with in Lesson 3 for the character traits that God and you will work on. Then, in your imagination, place yourself in Gideon's army on that exciting night. How would that unfold for you? Describe your part in it:

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2. Soon you will go on a wilderness camping trip. On that trip, you will be called on to show the strength of your character and test it in various ways. Compare Gideon's expedition with the camping trip. What are you called on to do?

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3. The final phase of Gideon's operation was the follow-through. When he called for reinforcements, thousands came to chase the Midianites and finish the job. At that point, however, the hard work had been done. Is it easier to be a leader or a follower? Do you have a plan to develop your leadership traits? How? Write your thoughts here:

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4. Turn to the Individual Discipleship Plan pages in your workbook.

### Activity

Your group leader will instruct you in a game called A-Maze-Ing. Here are the basic instructions:

A volunteer goes out of the room with one of the assistant leaders. The assistant leader ties a blindfold on that person.

All who remain in the room create a human maze. Be creative and place people in lines facing each other that turn corners and create dead ends. You hold hands to make lines and dead ends. Move furniture obstacles out of the way.

The person with the blindfold is brought back in and positioned at the beginning of the maze. The people in the maze call out directions. The blindfolded person must find their way through the maze to the end.





# SESSION 5

leader's guide

wilderness survival: prioritize the seven basic needs for survival





# 5: wilderness survival: prioritize the seven basic needs for survival

## session overview

### leader notes

1. This lesson is designed to prepare participants to understand and prioritize the seven basic needs of a survivor: rescue, will to live, water, fire, shelter, food, and travel; these should be taught in your regular indoor meeting place. The next nine lessons (6–14) should be taught during the three-day camping trip, although lessons 13 and 14 can also be taught upon return from the trip.
2. You may want to enlist a survival instructor who is proficient at teaching the outdoor survival skills required for lessons 6–12 or you may decide to become proficient at them yourself. If possible, introduce any survival instructors you have enlisted during the presentation of this lesson.
3. Choose a time of year to camp when the weather is typically fair and stable and insects are less troublesome. Also, do not camp in areas where animals are a threat to human life. In most cases, you will be unable to achieve the learning outcomes during bad weather or when the bugs are biting.
4. Camping trips are often very popular and it is likely you will have new participants joining the group. You'll need to thoroughly orient all newcomers to the goals and objectives of the Ambassador program. Take care to ensure the goals and objectives are not lost in all the fun and excitement.
5. On the day that the trip is to begin, conduct a pre-departure gear and equipment inspection to ensure each Ambassador is properly equipped and prepared. This is also a good opportunity to check that no one brings items you have disallowed (i.e. games, books, electronic devices, illegal drugs, etc.).
6. Have an up-to-date First Aid kit.
7. Make sure that at least one staff member on the trip is certified to provide basic First Aid. Have all the waiver documents necessary to take any Ambassador participant to the hospital should they become sick or injured. (See pp. \_\_\_\_\_.)
8. Have evacuation protocols in place in case of an emergency.
9. In the camping area, designate a central meeting area for meals, dining, classes, campfire, and worship. Have a covered area large enough to shelter everyone from unforeseen weather.
10. Establish separate living areas for men and women that provide adequate privacy and level places to pitch tents.
11. Enlist volunteers to provide meals and clean up. Instructors and participants must avoid spending too much time on meals. Make every attempt to limit meal times to 30 minutes or less.
12. Ensure clean toilet and shower facilities are available.

### materials

1. Pens and lined paper
2. Personal survival kit: Include items local survival experts recommend for venturing outdoors in your region.



3. Satellite phone and personal locator beacon. If possible, acquire and demonstrate how to use these items. Otherwise, obtain pictures or videos to help teach proper care and use.
4. Extra copies of a wilderness survival story that is relevant to your region. You may need to do research on this. An example of a true survival story in a North American setting that you can use for discussion is on p. 85 (also included in the participant handbook).
5. Name tags
6. Colored pens
7. For the complete list of teacher materials for the camping trip, see p. 93.

**together growing  
fruitful disciples  
framework**

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. TGFD process: Ministering
3. Objective: Investing myself in the discipleship of others

**learning outcomes**

	<b>Outcomes</b>	<b>Evidence of learning</b>
<b>Head</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Know what to do if lost or stranded in the wilderness.</li> <li>2. Know how to prioritize the 7 basic needs of a survivor.</li> <li>3. Know what to bring and what not to bring on the camping trip.</li> <li>4. Know how to dress during the camping trip.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Did you know" question</li> <li>2. Activity 1</li> <li>3. Activity 2</li> <li>4. Activity 2</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Become acquainted with satellite phones and personal locator beacons.</li> <li>2. Practice drinking enough water to cause urination every hour and a half.</li> <li>3. Assemble a personal survival kit.</li> <li>4. Show up on time for the camping trip with everything you are required to bring.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity 3</li> <li>2. Assignment 1</li> <li>3. Assignment 2</li> <li>4. Assignment 3</li> </ol>
<b>Heart</b> Participants will...	<ol style="list-style-type: none"> <li>1. Believe in Jesus' promise to return and rescue us.</li> <li>2. Use their God-given gifts to seek and save the lost.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Mission briefing" Bible Study 1</li> <li>2. "Mission briefing" Bible Study 2</li> </ol>

**extra resources**

1. If you haven't done it already, inquire at local outdoor clubs or outdoor stores as to which books are best for learning wilderness survival skills in your area. Acquire the best book(s) to help teach the six specific outdoor survival lessons.

2. Visit a natural history museum that showcases local flora and fauna. As much as possible, learn which plants are edible, which ones can be used medicinally, and which ones can be used for other survival purposes (i.e. fire, shelter, tools, cordage, hunting, etc.). Local field guides are also useful for this preparation.
3. Watch survival-related YouTube videos online, especially the ones that depict survival skills that will work in your local area.
4. If possible, watch TV episodes of “I Shouldn’t Be Alive”, “Dual Survivor”, “Man, Woman, Wild”, and “Survivor Man.” Many are available online or for rent.

### Master List of Camping Trip Materials and Supplies

- Camp reservations (if they apply)
- Food for three meals per day per participant and staff member
- Cooking equipment
- Containers and rope for securing food from animals
- Large awning or tent for shelter and kitchen

NOTE: Check Lessons 6–14 for materials needed to teach the lessons and bring them along on the trip.



# 5: wilderness survival: prioritize the seven basic needs for survival

## teaching plan

**Understand and prioritize the seven basic needs of a survivor: rescue, will to live, water, fire, shelter, food, and travel.**

### welcome

5 minutes

1. Welcome and opening prayer.
2. Introduce the course.
3. Use a get-to-know-you activity if there are new people in your group. This may be a good meeting to use name tags so that all participants know each other's names. Have participants be creative with the name tags, adding designs and facts about themselves that others wouldn't know.

### did you know?

10 minutes

1. Hand out a copy of a story about people who had to survive until they were rescued. Go through the story as a group. (You can use the sample story on p. 85 or find your own.)
2. Divide students into groups of three or four.
3. Instruct each group to analyze the survival story and then discuss what they would have done in that situation.
4. Have each group share their conclusions.

### mission

### briefing

15 minutes

1. Divide students into groups of two or three. Work on both Bible studies (10 minutes).
2. Move around the room and monitor discussions. Provide guidance and answer questions as needed.
3. Summarize both Bible studies. Solicit final comments (5 minutes).

### thinking

### it through

20 minutes

1. Instruct students to write down their own answers to the Bible study questions (2 minutes).
2. Have students share their answers with their group (3 minutes).
3. Develop an Individual Discipleship Plan (IDP) for the Outdoor High Adventure section.
4. Share IDP with your spiritual companion.
5. Pray for the other students working on their IDPs.

### reflecting Jesus & His kingdom

40 minutes

1. Read or share the following paragraphs with the participants (5 min).  
Prioritizing the seven basic needs of a survivor begins before surviving is necessary. As the saying goes, "Proper prior preparation prevents poor performance." Knowing how to survive is crucial and taking survival classes is critical.



Rescue is the primary goal of a survivor. Cell phones, satellite phones, ham radios, walkie-talkies, and personal locator beacons are practically indispensable. Whistles, signal mirrors, smoke signals, firelight, and natural ground-to-air SOS pattern signals are equally necessary.

Never set out on an adventure without telling responsible friends and family members where you are going and when to expect you back. Also, never leave home without a basic survival kit. Keep survival skills current and up to date by faithfully practicing them. Before deciding to “hunker down and survive”, make sure you are truly lost or stranded. People have unwittingly slipped into “survival mode” only to discover they were within a few hundred yards of civilization.

“Get high before you lie low.” In other words, climb a tall tree or a high hill and survey the prospects. The presence of roads, power lines, railroads, buildings, chimney or campfire smoke, manmade noises, wide rivers, etc., may mean walking out is possible. If such things are absent or too far away, look for an area to survive until rescue personnel find you.

“Hug a tree” is an expression used to emphasize the importance of “staying put” until rescue arrives.

Choose a place that has a signaling area, drinking water, and material for fires and a shelter. Drinking water is key. Avoid dehydration. If possible, drink enough water to cause urination every hour and a half. Start a fire as soon as possible: the sooner, the better. It will serve as a signal and as a source of comfort. Activate your personal locator beacon immediately. Monitor radios and phones.

Maintaining the “will to live” is also key. Lost people who give up resolve within six hours to quit and die. People who have faith in a “higher power” fare better than those who do not. People who have faith in Jesus fare the best.

Many rescues occur within 72 hours. Work hard early on, while you are the strongest and most motivated, to build an SOS signal and three signal fires. Eat food and build a shelter if necessary. As time permits, do “out-‘n’-back” hikes to make doubly sure you are not unintentionally surviving close to civilization. However, do not hike so far that your signal fires go out. Remember, getting rescued is your primary task.

2. Divide students into groups of three or four. Instruct them to imagine being lost or stranded in (a) the mountains, (b) the desert, and (c) the jungle. They should prioritize the seven basic needs of a survivor for each of the three different biomes. Then they can compare notes with the other groups in the class.
3. Discuss what to bring and what not to bring on the camping trip. Make sure everyone knows how to dress—what kind of shirts, trousers/pants, shoes, hats, and gloves are best for outdoor survival training.
4. Show and discuss satellite phones and personal locator beacons. Teach how to use them effectively in the wilderness.



5. Participant assignments for the coming week:

- Acquire what you need to bring on the camping trip. See the checklist on p. 93.
- Practice drinking enough water to cause urination every hour and a half. Do it under varying circumstances. Report your findings.
- Assemble a personal survival kit.
- Complete any forms that need to be signed and turned in.
- Show up on time for the camping trip with everything you are required to bring.

**summary**

5 minutes

Next week you will be going on the three-day camping trip. Be on time when we gather at the meeting point. You must have completed and signed the waiver forms to be allowed to go. Make sure you check your gear and equipment with the checklist before you leave home. Pray for our trip and be sure to follow your IDP for this week.



## Cold night on Marcy a survivor's tale

He had a watch, but was afraid to look at it. Instead he tried to gauge time by the slow movement of the stars across the sky. Alas, he forgot that he set his watch alarm for 4 a.m.

"When it went off, I was disappointed," he said. "I knew I had to wait some more."

By then, Steve Mastaitis had been curled up inside a snow hole near the summit of Mount Marcy for more than nine hours, shivering uncontrollably, suffering from frostbite, fearing the worst. The temperature fell to near zero during the night, with a wind-chill factor of 20 below.

"I knew there were people out looking for me. I just didn't think they'd ever find me in time," Mastaitis, a 58-year-old lawyer from Saratoga Springs, New York, said in an interview at Adirondack Medical Center on Tuesday.

Hard to believe that a day hike in relatively mild conditions could turn into the night from hell.

Mastaitis had climbed 15 High Peaks, but until Monday, he had never attempted Marcy, the state's highest mountain. He did the trip at the urging of two of his sons, Evan, 30, and Benjamin, 34. Joining them was Ben's friend, Matt. The four left Adirondack Loj at 7:30 a.m. and reached Marcy's summit cone about five hours later.

When they emerged above tree line, they were exposed to fierce winds. When Matt stopped to put on his snowshoes, Steve waited for him while his two sons continued upward. Steve and Matt soon resumed their ascent and met Ben and Evan as those two were coming down.

Because of the wind, Steve and Matt did not linger at the summit. After snapping a few photos, they started down. At some point,

Matt stopped for some reason, and Steve continued hiking. He could see his sons 200 or 300 yards below.

"All of a sudden I was looking at the trail and there was no trail," he said. "It was all snow."

Steve veered to the right into an open gully, thinking it would lead to the trail. He fell into a spruce trap and sunk up to his chest in snow. As he struggled to free himself, one of his snowshoes and one of his boots came off. After 15 minutes, he extricated himself and put his boot and snowshoe back on.

Afraid of falling into another spruce trap, he started sliding down the gully on his butt. Instead of taking him to the trail, though, it led him to the edge of Panther Gorge, a wild and rugged canyon between Marcy and Mount Haystack.

"Luckily, I stopped myself just before I would have gone over the edge," he said.

Steve knew he was in trouble. He tried calling 911 and his sons, but he couldn't get a signal on his cell phone. He then tried his wife, Jane, who was at work in her job as chief financial officer for Saratoga Bridges. She picked up.

"How did he get through to me? That's the miracle," Jane said on Tuesday.

Steve told his wife to call 911 and send help. He said this might be his last call, because he didn't know how long the batteries in his phone would last. Minutes later, she texted Steve and, at the urging of authorities, asked him to call 911 again so they could determine his GPS coordinates. On his second try, Steve got through to 911.

It was not quite 2 p.m. when Steve made that last call. He had



reason to hope he would be found that night. Because of the wind, however, forest rangers could not land a helicopter on Marcy. Instead they landed at Lake Colden and hiked up the mountain. They searched until midnight without success, eventually retreating in the face of the severe weather. They evidently came within a hundred yards of Steve's snow hole, but because of the wind, their shouts went unheard.

Steve had started digging the shelter about 5 p.m. He punched through a layer of crust and scooped out the underlying snow with his hands, creating a hole three or four feet deep in the gully's slope. He tried to start a fire with pieces of bark and dead branches, but he gave up after the wind kept blowing out his matches.

He entered the hole for the night about 6:30 p.m. Scrunched up in his frigid prison, he had a view of the clear sky. The stars moved imperceptibly. He thought about his family, thought about death, and tried not to fall asleep. "I was afraid if I went to sleep I wouldn't wake up," he said.

Despite his best efforts, he occasionally nodded off, only to wake with a start, yelling for help. No one answered.

Throughout the night he flexed his fingers, kicked his feet, and thrashed his body to keep the blood flowing. Eventually, he had to pry his fingers open to keep the joints from freezing. At some point he lost all feeling in his feet.

When dawn finally came, he realized that one of his boots had come off during the night. It was still tied. Since he couldn't unlace the boot with his frozen fingers, he used a broken ski pole as a shoehorn to wedge his foot inside. He managed to get his snowshoes on, too. He clambered out of the snow hole and started trudging away from the gorge, sometimes crawling.

He estimates that it took him an hour to travel a few hundred yards. "As I got to a rock ledge, I heard voices and yelled for help," he said.

They were forest rangers who had resumed the search earlier in the morning. It was 8:30 a.m. An hour later, Steve was lifted into a helicopter and whisked away to Adirondack Medical Center in Saranac Lake. When he first arrived, his toes were purple and his fingers were ashen gray. His digits also were swollen. By Tuesday afternoon, some of the natural color had returned and the swelling had started to subside.

Jane had been waiting all night for a phone call. Upon hearing her husband had been found alive, she said, "I broke down, because I didn't know what I was going to hear."

Things might have turned out differently if Steve had not been wearing several layers of clothing: long underwear (tops and bottoms), knee-high socks, fleece pants, fleece sleeveless vest, windbreaker, shell jacket (with hood), mittens, two hats, and a face mask. On his feet he wore low-cut boots, which he now concedes wasn't a good choice for winter.

He believes his training as a triathlon competitor (both he and his wife have done the Lake Placid Ironman) helped him get through the ordeal. "I've been through pain before," he remarked. "It gives you a mental toughness."

Yet he said the biggest credit goes to the forest rangers. He came to tears at the thought that they risked their lives searching for him in the night on Marcy's summit. "I owe my life to them," he said.

### **What is the lesson from all this?**

"If you're with a group, stay with the group," he said. "None of this would have happened if we stayed together. And just be prepared."

By Phil Brown, editor of Adirondack Explorer. <http://adirondackexplorer.org/out-takes/2012/02/22/cold-night-on-marcy-a-survivors-tale/>. Used by permission of the author.



# SESSION 5

participant's guide

wilderness survival: prioritize the seven basic needs for survival





# SESSION 5

## wilderness survival: prioritize the seven basic needs for survival



did you know...

1. Get into your small groups as instructed by the leader.
2. Analyze the survival story and share what you would have done in that situation.





### mission briefing

1. Jesus said, "I will come again, and receive you unto myself" (John 14:3). Surviving life is the ultimate survival and the return of Jesus is the ultimate rescue. Take time to ask, as did others, "What must I do to be saved?" (Acts 16:30). For heartfelt answers, study the following passages: Acts 16:31-34, Mark 10:17-31, Luke 10:25-37, and Luke 18:18-30.

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2. Jesus said, "Go ye into all the world, and preach the gospel to every creature. He that believeth and is baptized shall be saved" (Mark 16:15, 16). Assisting Jesus in seeking and saving the lost serves two primary purposes: (1) It sets the captives free and builds up the kingdom of God, and (2) it keeps the Gospel new and fresh, thus motivating us to wear the armor of God daily and to faithfully imitate the kind and loving example of Jesus. Discuss different ways you and others in the class can use your God-given time, talent, and treasure to win souls for Jesus. For inspired insights, study the following passages: 1 Corinthians 12 and 13, and Galatians 5:16-26.

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### thinking it through

Write down your answers to the Bible study questions above.

1. 

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

Share your answers with your group.

3. During this time, work on an Individual Discipleship Plan (IDP) for the coming week. It should be focused on character growth you want to learn about as you do the Outdoor High Adventure section.
4. Discuss IDP ideas with your spiritual companion.
5. Spend a few minutes writing down your plan.
6. Pray together for the other students working on their IDPs.



### reflecting Jesus & His kingdom

1. The leader will present an introduction to the seven basic needs of survival. Notes on the seven basic needs:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Gather in your group as instructed by the leader.
3. Prioritize the seven basic needs of a survivor.



**Mountains:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

**Desert:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

**Jungle:**

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_

**Notes on your prioritized lists:**

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4. Complete this week's assignments.
  - a. Acquire what you need to bring on the camping trip. See the checklist on p. 93-94.
  - b. Practice drinking enough water to cause urination every hour and a half. Do it under varying circumstances. Report your findings.
  - c. Assemble a personal survival kit.
  - d. Complete any forms that still need to be signed and handed in.
  - e. Show up on time for the camping trip with everything you are required to bring.

## wilderness camping equipment checklist

Add items that are recommended for your region. Check carefully that you have included all items needed for safety and general comfort.

- |                                                                           |                                                                            |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input type="checkbox"/> Sturdy hiking boots (preferably broken in)       | <input type="checkbox"/> Extra batteries                                   |
| <input type="checkbox"/> Small backpack                                   | <input type="checkbox"/> Bug repellent/head net                            |
| <input type="checkbox"/> Backpack rain cover                              | <input type="checkbox"/> Sunscreen and lip balm                            |
| <input type="checkbox"/> Sleeping bag and stuff sack                      | <input type="checkbox"/> Unscented toilet paper                            |
| <input type="checkbox"/> Ground pad                                       | <input type="checkbox"/> Trowel or folding shovel                          |
| <input type="checkbox"/> Tent                                             | <input type="checkbox"/> Pillowcase (stuff with clothes for pillow)        |
| <input type="checkbox"/> Ground tarp                                      | <input type="checkbox"/> Socks                                             |
| <input type="checkbox"/> Water filter                                     | <input type="checkbox"/> Underwear                                         |
| <input type="checkbox"/> Two large water bottles or bladders              | <input type="checkbox"/> T-shirts (not cotton type if possible)            |
| <input type="checkbox"/> Dishes — bowl, cup, plate                        | <input type="checkbox"/> Long underwear (if weather will be cold)          |
| <input type="checkbox"/> Eating utensils                                  | <input type="checkbox"/> Shorts                                            |
| <input type="checkbox"/> Large plastic bags (for dirty laundry and trash) | <input type="checkbox"/> Hat                                               |
| <input type="checkbox"/> Non-cotton trousers/pants                        | <input type="checkbox"/> Bandanas                                          |
| <input type="checkbox"/> Non-cotton jacket                                | <input type="checkbox"/> Sandals or light shoes (minimizes impact at camp) |
| <input type="checkbox"/> Waterproof poncho                                | <input type="checkbox"/> Day pack (for day hikes out of base camp)         |
| <input type="checkbox"/> Toothbrush/toothpaste                            | <input type="checkbox"/> Bible                                             |
| <input type="checkbox"/> Biodegradable soap                               | <input type="checkbox"/> Ambassadors participant handbook                  |
| <input type="checkbox"/> Notebook & Pen/Pencil                            | <input type="checkbox"/> Clipboard                                         |
| <input type="checkbox"/> Compass                                          | <input type="checkbox"/> Pen or pencil                                     |
| <input type="checkbox"/> Headlamp and/or mini torch/flashlight            |                                                                            |



## common items in a wilderness survival kit

- Small first aid kit
- Orienteering Compass
- Pocketknife or sheath knife
- Small canister of waterproof/windproof matches
- Metal match (a.k.a. Swedish FireSteel)
- Mini torch/flashlight
- One-gallon closeable plastic bag
- Space blanket
- Parachute cord or twine
- Signaling mirror
- Performance or granola bars
- Water purification tablets
- Small magnifying glass
- Large plastic rubbish/garbage bag
- Tweezers
- Tourniquet
- Fishing hooks and line
- Whistle
- Topographical map(s) of camp/hike region

## Optional Items

- Multi-tool
- Cell phone
- GPS
- Emergency transponder/personal locator beacon
- Satellite phone
- Sewing kit

# EMERGENCY CONTACT CONSENT TO TREAT RELEASE, HOLD HARMLESS AND INDEMNIFICATION

## EMERGENCY CONTACT

The Ambassador program attempts to provide a safe, secure, and Christian environment for participants during all activities. However, even with care and supervision, participants may become ill or injured. In the event of an emergency, staff will attempt to contact the individuals listed below.

Legal name of emergency contact #1: \_\_\_\_\_  
Full home address: \_\_\_\_\_  
Phone: \_\_\_\_\_ Alternate phone: \_\_\_\_\_  
Relationship to participant: \_\_\_\_\_  
Health Insurance information: \_\_\_\_\_

## HEALTH HISTORY OF PARTICIPANT

Health problems or concerns: \_\_\_\_\_  
Allergies: \_\_\_\_\_  
Current medications: \_\_\_\_\_  
Physical restrictions: \_\_\_\_\_  
Date of last tetanus immunization: \_\_\_\_\_  
Physician's name: \_\_\_\_\_ Phone: \_\_\_\_\_

## PRIVACY POLICY

The Seventh-day Adventist Church values the privacy and personal protection of every participant. All information collected on this form is for the sole purpose of Ambassador ministry. It will not be shared with any second or third-party individuals or organizations unless an emergency situation warrants it, compliance with a court order requires it, or the participant authorizes it in writing.



## CONSENT TO TREAT THE PARTICIPANT

I, the undersigned, am aware that while participating in Ambassador group activities, I may at some point require emergency medical treatment as a result of accident or illness. In the event emergency medical treatment becomes necessary, I grant the Ambassador program and its staff authority to obtain emergency medical treatment for me. I further grant permission for medical personnel to administer emergency medical treatment to me.

Name of participant if a minor: \_\_\_\_\_

Signature: \_\_\_\_\_

Print full legal name: \_\_\_\_\_

Health Insurance Information: \_\_\_\_\_

Date: \_\_\_\_\_

## RELEASE, HOLD HARMLESS, AND INDEMNIFICATION

In consideration of the benefits derived from participation in Ambassador group activities, I voluntarily release, indemnify, and hold harmless the Ambassador program and its staff, the \_\_\_\_\_ Seventh-day Adventist Church, the \_\_\_\_\_ Conference of Seventh-day Adventists, and the foregoing entities' employees, representatives, agents, and affiliates from any claims, losses, damages, or liabilities (including reasonable attorney fees) for any occurrences or actions which result in injury, illness, accident, or harm of any kind, now or in the future, to me while I participate in Ambassador group activities, and from any act or omission of negligence in rendering or failing to render any type of emergency or medical service.

By signing this form, I declare that I have read and understand the contents of this form and agree to all terms and conditions herein. I will follow the Ambassador program's Code of Conduct. In the event of theft or property damage caused by me, I will work with the Ambassador program and its staff to ensure full restitution.

The information I have provided is truthful and accurate. If any provisions of this document should be invalid or unenforceable, the remaining provisions shall continue to be effective.

Participant signature if over age of consent: \_\_\_\_\_

Parent/Guardian signature if considered a minor: \_\_\_\_\_

Print full legal name: \_\_\_\_\_

Date: \_\_\_\_\_



## Cold night on Marcy a survivor's tale

He had a watch, but was afraid to look at it. Instead he tried to gauge time by the slow movement of the stars across the sky. Alas, he forgot that he set his watch alarm for 4 a.m.

"When it went off, I was disappointed," he said. "I knew I had to wait some more."

By then, Steve Mastaitis had been curled up inside a snow hole near the summit of Mount Marcy for more than nine hours, shivering uncontrollably, suffering from frostbite, fearing the worst. The temperature fell to near zero during the night, with a wind-chill factor of 20 below.

"I knew there were people out looking for me. I just didn't think they'd ever find me in time," Mastaitis, a 58-year-old lawyer from Saratoga Springs, New York, said in an interview at Adirondack Medical Center on Tuesday.

Hard to believe that a day hike in relatively mild conditions could turn into the night from hell.

Mastaitis had climbed fifteen High Peaks, but until Monday, he had never attempted Marcy, the state's highest mountain. He did the trip at the urging of two of his sons, Evan, 30, and Benjamin, 34. Joining them was Ben's friend, Matt. The four left Adirondack Loj at 7:30 a.m. and reached Marcy's summit cone about five hours later.

When they emerged above tree line, they were exposed to fierce winds. When Matt stopped to put on his snowshoes, Steve waited for him while his two sons continued upward. Steve and Matt soon resumed their ascent and met Ben and Evan as those two were coming down.

Because of the wind, Steve and Matt did not linger at the summit. After snapping a few photos, they started down. At some point,

Matt stopped for some reason, and Steve continued hiking. He could see his sons 200 or 300 yards below.

"All of a sudden I was looking at the trail and there was no trail," he said. "It was all snow."

Steve veered to the right into an open gully, thinking it would lead to the trail. He fell into a spruce trap and sunk up to his chest in snow. As he struggled to free himself, one of his snowshoes and one of his boots came off. After 15 minutes, he extricated himself and put his boot and snowshoe back on.

Afraid of falling into another spruce trap, he started sliding down the gully on his butt. Instead of taking him to the trail, though, it led him to the edge of Panther Gorge, a wild and rugged canyon between Marcy and Mount Haystack.

"Luckily, I stopped myself just before I would have gone over the edge," he said.

Steve knew he was in trouble. He tried calling 911 and his sons, but he couldn't get a signal on his cell phone. He then tried his wife, Jane, who was at work in her job as chief financial officer for Saratoga Bridges. She picked up.

"How did he get through to me? That's the miracle," Jane said on Tuesday.

Steve told his wife to call 911 and send help. He said this might be his last call, because he didn't know how long the batteries in his phone would last. Minutes later, she texted Steve and, at the urging of authorities, asked him to call 911 again so they could determine his GPS coordinates. On his second try, Steve got through to 911.

It was not quite 2 p.m. when Steve made that last call. He had



reason to hope he would be found that night. Because of the wind, however, forest rangers could not land a helicopter on Marcy. Instead they landed at Lake Colden and hiked up the mountain. They searched until midnight without success, eventually retreating in the face of the severe weather. They evidently came within a hundred yards of Steve's snow hole, but because of the wind, their shouts went unheard.

Steve had started digging the shelter about 5 p.m. He punched through a layer of crust and scooped out the underlying snow with his hands, creating a hole three or four feet deep in the gully's slope. He tried to start a fire with pieces of bark and dead branches, but he gave up after the wind kept blowing out his matches.

He entered the hole for the night about 6:30 p.m. Scrunched up in his frigid prison, he had a view of the clear sky. The stars moved imperceptibly. He thought about his family, thought about death, and tried not to fall asleep. "I was afraid if I went to sleep I wouldn't wake up," he said.

Despite his best efforts, he occasionally nodded off, only to wake with a start, yelling for help. No one answered.

Throughout the night he flexed his fingers, kicked his feet, and thrashed his body to keep the blood flowing. Eventually, he had to pry his fingers open to keep the joints from freezing. At some point he lost all feeling in his feet.

When dawn finally came, he realized that one of his boots had come off during the night. It was still tied. Since he couldn't unlace the boot with his frozen fingers, he used a broken ski pole as a shoehorn to wedge his foot inside. He managed to get his snowshoes on, too. He clambered out of the snow hole and started trudging away from the gorge, sometimes crawling.

He estimates that it took him an hour to travel a few hundred yards. "As I got to a rock ledge, I heard voices and yelled for help,"

he said.

They were forest rangers who had resumed the search earlier in the morning. It was 8:30 a.m. An hour later, Steve was lifted into a helicopter and whisked away to Adirondack Medical Center in Saranac Lake. When he first arrived, his toes were purple and his fingers were ashen gray. His digits also were swollen. By Tuesday afternoon, some of the natural color had returned and the swelling had started to subside.

Jane had been waiting all night for a phone call. Upon hearing her husband had been found alive, she said, "I broke down, because I didn't know what I was going to hear."

Things might have turned out differently if Steve had not been wearing several layers of clothing: long underwear (tops and bottoms), knee-high socks, fleece pants, fleece sleeveless vest, windbreaker, shell jacket (with hood), mittens, two hats, and a face mask. On his feet he wore low-cut boots, which he now concedes wasn't a good choice for winter.

He believes his training as a triathlon competitor (both he and his wife have done the Lake Placid Ironman) helped him get through the ordeal. "I've been through pain before," he remarked. "It gives you a mental toughness."

Yet he said the biggest credit goes to the forest rangers. He came to tears at the thought that they risked their lives searching for him in the night on Marcy's summit. "I owe my life to them," he said.

### **What is the lesson from all this?**

"If you're with a group, stay with the group," he said. "None of this would have happened if we stayed together. And just be prepared."

By Phil Brown, editor of Adirondack Explorer. <http://adirondackexplorer.org/out-takes/2012/02/22/cold-night-on-marcy-a-survivors-tale/>. Used by permission of the author.



# SESSION 6

## the will to survive

leader's guide





# 6: the will to survive

## session overview

### leader notes

1. Teach lessons 6–9 on day one and lessons 10–12 on day two.
2. This first lesson of the camping trip should take place immediately after camp is set up and the first meal is finished. It is the foundation of the remaining lessons. You will hold the lesson outdoors in the open.
3. The assertion of the will to survive depends on a person's state of mind. The lesson examines the principles of mental discipline required for survival in challenging situations.
4. Participants may believe what you say, but might not feel or understand the importance of it. You can remind them that before the trip is over, they will have opportunities to test their own mental capacities for survival. They should therefore take what you say to heart and prepare to put it into practice.
5. Emphasize, as always, that being prepared could mean the difference between life and death at the most unexpected times.

### materials

1. Participant handbooks and pens
2. Clipboards (participants were instructed to bring one)
3. Bibles
4. Copies of the disaster scenarios on p. 105, enough for the groups outlined in the instructions for “did you know.”

### together growing fruitful disciples framework

1. [growingfruitfuldisciples.com](http://growingfruitfuldisciples.com)
2. TGF process: Ministering
3. Objective: Investing myself in the discipleship of others

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>1. The circumstances that constitute a crisis that requires rescue.</li> <li>2. The states of mind that favor survival and successful rescue.</li> <li>3. What causes some people to give up or fail to survive.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Did you know?”</li> <li>2. Activity</li> <li>3. “Did you know?”</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Assess the crisis situation in logical steps.</li> <li>2. Remain calm and assert a positive attitude.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Activity</li> </ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"> <li>1. The paramount importance of attitude in survival situations.</li> <li>2. The states of mind that are best to focus on in a crisis.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Did you know?”</li> <li>2. Activity</li> </ol>

# 6: the will to survive

## teaching plan

### welcome

5 minutes

1. Pray for the group.
2. Formally welcome everyone to the camping trip. Ask whether anyone has encountered problems and formulate solutions.

### did you know?

15 minutes

Most survival situations arise in relatively safe wilderness conditions that go wrong unexpectedly. Few people venture into the most remote, dangerous environments of the world, but many get lost or injured in places where they expect to be safe. This carelessness that can arise has been called the “day hike syndrome.”

The chances that a person in trouble in the wilderness will survive have much more to do with their attitude and state of mind than with the challenges of their physical surroundings.

Today’s lesson prepares you for wilderness survival in two ways. It teaches the mental states that promote a positive attitude and create a strong will to survive. This will be based on your spiritual outlook and some skills of emotional maturity. Second, it gives you a step-by-step plan for assessing and responding to the crisis situation.

1. Divide the group into pairs. Don’t allow people sitting or standing next to each other to pair up. Instead, instruct the participants to find someone who has the same birth month as their own. The ones who don’t find a partner that way can pair up with the nearest month to theirs.
2. Have the participants think about a time when they were extremely afraid or panicked, particularly if they were alone and/or outdoors. What’s the most frightening experience they’ve ever had? Have each person tell the story to their partner.
3. After 5–8 minutes, bring attention back to the front and ask for volunteers to share.

### mission

### briefing

15 minutes

1. Have the participants fetch their Bibles and handbooks if they do not have them already.
2. They can stay in the same pairs for the Bible study.
3. Remind the participants that they should pick one of the three options for their study. They should not try to complete all three. The three options are:
  - Hagar and Ishmael in the desert — Genesis 21:5–21
  - The Israelites in the desert — Exodus 15:22–26; 16:1–5, 13–15
  - Paul’s shipwreck — Acts 27:14–15, 20, 33–44; 28:1–3

**thinking  
it through**

15 minutes

1. Give the participants time to reflect on their own faith experience and fill out the questions in the handbook.
2. This will be quiet time for each participant to work on their own IDP in the back of the participant handbook.

**activity**

40 minutes

1. In the activity period, you will supply information and promote interaction.
2. Have the participants get into groups of four people. Have the groups spread out until they are all 3–5 meters (three to five paces) apart from each other in all directions. They should sit down.
3. Speak the following to direct them: (20 min)

I have instructed you to sit in groups for a reason. Imagine that the four of you have become separated from the other groups by a distance of several miles. As far as you know, the four of you are alone in the wilderness. You are not sure where you are or how to return to camp.

Soon I am going to give each group some details about particular challenges that you face. Your job is to react to the situation and come up with a plan to survive the challenges. But first I will present to you the best ways to react to what may seem like a crisis that would require you to be rescued.

Open your handbook to p. 56 and use that page to keep track of the steps for assessing the situation.

First of all, you should never go into the wilderness alone. That is a fundamental rule for everyone. Some people who are very experienced in wilderness survival do go on trips by themselves, but they are taking a great risk. Those who are not experienced and attempt such a thing are using very poor judgment. The statistical chances are high that they will need rescuing or will be injured or die.

However, it's possible that you could unintentionally end up alone in the wilderness if you become separated from the group you are with. We will talk about how to handle yourself in that event. But for now, we will mainly consider what you should do if your small group of wilderness travelers becomes lost or one or more of them becomes injured far from help.

There comes a moment when someone in your group realizes that you are lost or need help. Perhaps you lose your way, or someone falls and gets hurt. It's extremely important that when the moment of realization comes, when you know there is a crisis, you handle your emotions correctly.

What do people sometimes do when they suddenly feel fear? [wait for answers]

If we let panic, fear, anxiety, or a sense of hopelessness take hold, we become ineffective. We cannot manage the situation and make the very best of it. Be prepared to do this: take hold of your emotions and immediately begin to assess your situation in a calm manner.

Keep in mind that a healthy sense of respect and concern for a crisis is appropriate. Don't substitute a cavalier, careless attitude in place of fear or panic. It's very important that, as a crisis becomes apparent, you make good decisions that increase your chances of survival.

What attitude works best in these difficult situations? Something called a "survivor's attitude". You can determine in your own mind to keep a positive outlook, push yourself to keep going, look for opportunities, and never give up. Never, ever give up!

So now your small group has to face the reality that they are lost and need help. What do you do? Here are eight steps:

1. Keep control of your voice. Speak calmly, no matter what others are saying or doing.
2. If you see signs of panic in others, such as shifting eyes or rapid, jerky movements, talk to them directly. Look in their eyes and say reassuring words such as, "We are together. We are always God's children and He can see us. We will work together to figure out what's best to do." If someone starts making negative, despairing statements and seems to be breaking down, kindly redirect them to positive thoughts.
3. Gather together as a group. When the moment seems right, offer to pray and ask God for His guidance. Then begin to talk about how you will be unified and come up with a plan.
4. Speak openly about what is in your favor as a group. Make a list of positive things. Note the supplies you have and assess what you know of the surroundings.
5. Begin to prioritize your survival needs. As you learned in our last lesson, every environment has a unique set of needs. What is the temperature and how much will it change in the near future? How much water do you have? Are there water sources nearby? You can logically sort the priorities according to what is happening around you.
6. One person in the group may be a natural leader. If you are that person, lead by example. Be active rather than pushy. Be determined, suggest directions, but stay positive and helpful.
7. Invite every person in the group to contribute ideas. Use the ideas as much as practically possible. It's important that every person has a survivor's attitude and making a positive contribution is key to gaining that mindset. Thank others for their ideas whenever you can.
8. Last, consider what to do if you become separated from a group and find yourself alone and lost or injured. The same positive attitude will determine your survival. Do not allow panic to take hold of you. Choose a fighting attitude that says, "I will go forward and never stop until I am found. God will care for me, and I will make it through. I will not give up." Repeat these statements to yourself frequently.

Wilderness survival expert Rich Johnson says that surviving is about 90 percent psychological and about 10 percent everything else. Your control of your emotions will largely determine the outcome of the crisis you

face. Your faith may be tested and you may undergo hardships, but with a positive attitude you can survive anything that is physically survivable.

Now it's time for you to put yourself in a wilderness situation and determine what you will do. I will give each group a set of problems that you'll assess and come up with a plan for. Remember that the space between your group and the other groups is a distance of several miles and that the four of you have become separated from the other groups. As far as you know, the four of you are alone in the wilderness. You are not sure where you are or how to return to camp.

[Give out the instructions, one scenario to each group. Allow for about five minutes before the end of the lesson for some groups to share a quick overview of their response.]

### **Scenario 1**

Your group has been hiking up a volcano in El Salvador on a cloudless, sunny day. In three hours of hiking, you have crossed many ridges to get near the top, seen several other trails crossing your path, and now you can't see where your trail came from. Your group has become separated from the larger group and you don't know which way to go back. There are no trees on the mountain, only a few bushes. It's about 3:00 p.m. and sunset comes about 7:00 p.m. Three of the four in the group have a small backpack with snacks for the day and a bottle of water. One person has a personal survival kit. One in the group has severe blisters on his/her feet. What do you do?

### **Scenario 2**

Your group has been hiking for two hours on a lakeside trail amongst dense trees in the Austrian Alps and made a wrong turn, and you've become separated from the larger group. The trail has become rough and then disappeared altogether, and you are walking through the trees and brush. It is late morning. One person notices how isolated your group has become, sits down on the ground, and begins crying. A thundercloud is moving into the lake valley and the wind has picked up. Three of the four in the group have a small backpack with snacks for the day and each person has a bottle of water. One person has a personal survival kit. What do you do?

### **Scenario 3**

Your group has been hiking for four hours along a trail among rocky hills in the grasslands of Tanzania. Somewhere along the way, the trail splits into several paths, and your small group has taken one that leads away from the main group. You end up next to an unfamiliar rocky hill and realize it is not where you should be. It is about 5:00 p.m. and you have two hours of daylight left. There is no threat from large wildlife during the day, but one of your group members gets bitten on the back of the leg by a non-poisonous snake. Three of the four in the group have a small backpack with snacks for the day and each person has a bottle of water. One person has a personal survival kit. What do you do?

## summary

5 minutes

We've learned today that state of mind is the most important aspect of surviving in the wilderness. It's important to be able to set priorities and come up with a plan. A positive attitude and control of our emotions raise the chances of survival and eventual rescue. Continue to trust in God and prepare yourself mentally for all possibilities on your wilderness adventures.

# SESSION 6

## the will to survive

participant's guide





# SESSION 6

## the will to survive



did you know...

Follow the leader's  
instructions for this  
part of the lesson.





### mission briefing

1. For this Bible study, stay in the same pair as the previous activity.
2. Pick one of the three options below for your study. Don't try to complete all three.
  - Hagar and Ishmael in the desert — Genesis 21:5–21
  - The Israelites in the desert — Exodus 15:22–26; 16:1–5, 13–15
  - Paul's shipwreck — Acts 27:14–15, 20, 33–44; 28:1–3
3. Read your chosen passage together. As you review it, look at these questions and come up with responses.

How did the main character(s) in the story get into the situation they were in?

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What was their response?

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How did God solve the problem?

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What does this teach you about surviving in a crisis situation in the wilderness? List as many things as you can think of.

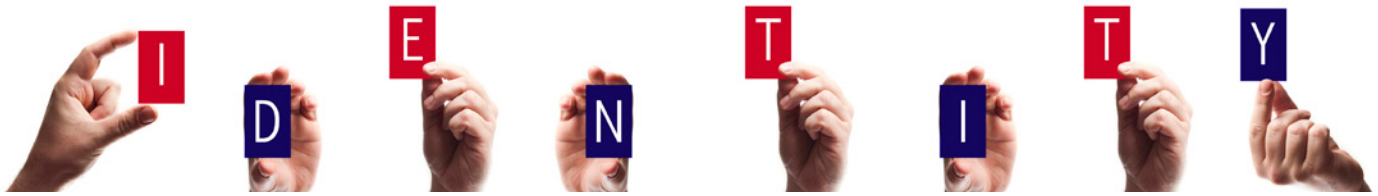
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### thinking it through

Take some time to review how you relate to God in times of crisis in your life. As you reflect on your faith and your relationship with God, answer these questions:

1. What kinds of challenging situations have come up in your life lately?

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2. How have you responded? How have you involved God in your responses?

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3. What are your expectations of God?

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4. Turn to the IDP pages at the back of the workbook. Spend some time reviewing your IDP for this week. Think especially about the character traits that God has impressed you to work on. Pray for guidance and focus. Let the Holy Spirit speak to you about the work He will do.

## Activity

Follow the leader's instructions to get into groups of four and sit at least 3–5 meters from the other groups.

Notes from the leader's presentation:

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Your crisis response plan:

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List your order of priorities for survival here:

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4. 

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5. 

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6. 

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7. 

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# SESSION 7

leader's guide

## effective signaling techniques





# 7: effective signaling techniques

## session overview

### leader notes

1. This lesson and the five that follow are shorter than previous lessons, lasting about 60–70 minutes because each one covers a wilderness survival skill studied in the field on the three-day camping trip.
2. This lesson should begin soon after Lesson 6, with a short break in between.
3. The emphasis in these lessons is on practical skills rather than study.
4. Signaling techniques require some adaptation and problem solving. Prepare the participants to think about how they would use what they have with them in the most effective way.

### materials

- |                                                                                                          |                                                     |
|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| 1. Small mirror                                                                                          | 5. Whistle                                          |
| 2. Several large branches with the small branches cut off and/or 10–12 rocks about the size of your hand | 6. Cell phone (and satellite phone if you have one) |
| 3. Brightly colored garments                                                                             | 7. Personal locator beacon                          |
| 4. Cooking pan and spoon                                                                                 | 8. Waterproof matches and/or metal fire starter     |
|                                                                                                          | 9. Bibles, handbooks, and pens                      |

### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. TGF process: Ministering
3. Objective: Investing myself in the discipleship of others

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>1. The three types of signaling.</li> <li>2. Specific actions to be taken in each of the three types.</li> <li>3. The correct ways to make signaling actions effective.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Did you know?”</li> <li>2. Activity</li> <li>3. Activity</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Choose types of signaling based on the surroundings and circumstances.</li> <li>2. Personally demonstrate the various types of signaling.</li> </ol>	<ol style="list-style-type: none"> <li>1. “Did you know?”</li> <li>2. Activity</li> </ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"> <li>1. The purpose of signaling in a wilderness crisis.</li> <li>2. The value of effective communication and the dangers of mistakes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. “Mission briefing”</li> </ol>



# 7: effective signaling techniques

## teaching plan

### welcome

2 minutes

1. Assemble the group, bring them to order, and pray.

### did you know?

10 minutes

While we should always go into the wilderness prepared for the eventuality that something goes wrong, no one can anticipate when or what will happen. At a time when it's clear that you are lost and need to be rescued, you begin to make your survival plan. With the positive attitude in your mind that you'll deal with all eventualities with faith and determination, you can use your mental energy to adapt.

When you have decided on a priority list, you will at some point begin to work on signaling for help. In this lesson we'll learn the types of signaling and how to do each one. We'll also consider the most important aspect of signaling—that it's a form of communication. Your signaling must succeed as communication to the outside world. It is a tragic mistake for someone to be missed by searchers because of poor signaling.

1. Have the participants divide into groups of three.
2. They will need their handbooks open to this lesson.
3. When they are ready, give them this instruction:

The three types of signaling are these: visual signals, audible signals, and electronic signals.

I'm going to describe for you a possible survival situation. Listen carefully to the details. After I finish describing them to you, it's your job to come up with a way to make one of each of the three types of signals. Keep in mind what you would normally have with you on a hike in the wilderness. Again, those three types are (1) visual signals, (2) audible signals, and (3) electronic signals.

You and your group have been hiking in a valley between two mountain ridges. After five hours of hiking, you are lost and not sure which direction to take back to camp. With only an hour of sunlight left, you realize that you will not have enough time to find your way out before sundown. People in camp are expecting you back and you know they will notify authorities who will begin a search for your group. What kind of signals might you try?

4. Allow a few minutes for the participants to discuss within their groups.
5. Take volunteers who will share what they came up with.

Now let's do a little study from God's Word.

## mission

### briefing

15 minutes

1. God has sent all kinds of signals to His people and in this Bible study the participants will identify the signal and the message.
2. Divide the participants into groups of three.
3. Have them read the Bible passages and answer the questions in the handbook.

## activity

40 minutes

1. Have the signaling items you brought to demonstrate laid out in front of you.
2. Present the following to introduce the main types of signaling:

Let's go over some first steps of wilderness survival before we get into the specifics of signaling.

First, as part of your planning in response to the crisis, you should determine whether you can climb to a high point nearby and find out where you are. Some people have thought they were lost when, in reality, they were close to something like a road or a known landmark. If in making that determination, you shouldn't attempt to walk more than half a mile to a mile (about 10–20 minute walk). If you can see a hill or mountain several miles away, don't consider going toward it. You may discover nothing useful and use up vital energy reserves. If possible, find a high spot that is close to you and try to make out where you are from there.

Also, do not separate from the people with you. If you're thinking about moving from your current location, come up with a plan and a reason for going, and then go together. Before deciding to leave, assess whether it would be wiser to stay where you are. Consider, for instance, if a water source, fire fuel, or materials for shelter are close by and you don't want to lose the location of those resources by moving away from them. If you are clearly in a situation where you need rescue, think about the possible ways that it could come to you. The most likely ways are by search aircraft or helicopter or a search-and-rescue team on the ground. In snow conditions, help may come by snowmobile.

Think for a moment about the perspective of someone who is searching for you. They will be looking for something that does not belong in the picture. They will be watching for unusual shapes, colors, or light; for sounds that alert them; and for electronic signals of any kind that would indicate the location of the lost. So then, as the person who is lost, do your best to make something stand out for the searchers to find.

Here are the most important kinds of signals:

### Visual signals

**Ground signals:** In an open area, use stones or brush to make a shape against a contrasting background. For instance, you can take light-colored rocks and lay them in a shape on a dark surface or on open grass. Make sure you create a shape that can be seen from high above. You could arrange several brightly colored garments, even a colored tent or reflective emergency blanket. Consider the viewing angle of an aircraft. If the arrangement can only be seen from directly above, it will fail as a signal. Place the arrangement where it can be viewed from various angles.

**Body signals (when a plane or helicopter comes near):** Don't stand and wave with one hand above your head. That is the universal sign that everything is OK. Instead, swing a bright cloth on a stick. Wave it in front of you from side to side.

**Signal mirror:** A mirror is an important part of a survival kit. If your mirror has a hole in it (as a rescue mirror should), and you see an aircraft, point the mirror toward the craft and make sure you can see the plane or helicopter through the hole. That will mean the reflective surface is pointed directly at the aircraft. If you have no hole in the mirror, hold the mirror in front of you and have your other arm outstretched with your palm facing you. When you can see the light reflecting on your palm, hold up two fingers of that outstretched hand in a V shape and locate the aircraft. Move your outstretched hand until the plane appears between the two fingers. Point the mirror's reflection at the two fingers, and the reflection will be pointed at the aircraft also. You can use other shiny metal objects in a similar way. Assess what supplies you have and improvise if you can.

**Direct light:** Fires are the best lighting signal. A triangle or a straight line of three fires is a universal sign of distress. We will learn the best ways to make fires in Lesson 8. If you have a reflective surface such as an emergency blanket, the visual effect of a fire can be increased. Keep fires burning at all times if fuel such as dead branches is available. Other possibilities include a lantern or torch/flashlight pointed toward rescuers. However, these should be saved for when you have evidence that a rescuer is in the vicinity. Using up batteries or fuel without knowing someone can see them is not advisable.

**Smoke:** A smoky fire is a good way to attract the attention of rescuers in daylight, even from very far away. It requires some wet wood or bark or moist leaves placed on top of combustible fuel. If you are in a dry environment but have an ample supply of water, you can wet down the fuel source a little while not putting out the fire. Never use precious drinking water for this purpose.

### Audible signals

Audible signals do not travel very far. Only use audible signals when you know someone is within earshot.

**Whistle:** The best audible signal is a piercing whistle. It can be heard farther away than any other sound you can make. Don't use it repeatedly unless you think someone may be able to hear it.

**Metal objects:** You can bang metal objects such as a pan and metal spoon together. Again, only do this when there's evidence that a rescuer is within hearing distance. Making a lot of noise for a long time when no one can hear it will only raise your stress level and deplete your energy.

Important! Do not yell for help. Your voice cannot carry far and the sound of your own voice may affect your emotions. Maintain a calm composure and do not shout or scream. The only exception would be when you hear a rescuer's voice calling to you. Then you know that someone is close enough to hear you and you can guide them closer.

## Electronic signals

Electronic devices are costly, but can save lives. Depending on the wilderness environment you are going into and how isolated you will be, consider taking one or more of the following devices with you:

- Two-way radios: long-range two-way radios have saved many lives.
  - Portable ham radio: a ham radio can tap into the ham radio network around the world.
  - Mobile phone: in some locations, a cell phone sends out a low-level signal that's strong enough to create a "ping" effect in a mobile network, from which authorities can triangulate the position of the phone.
  - Satellite phone: the ultimate survival gadget, a satellite phone allows for calls to be made through satellite systems in space from almost anywhere on earth.
  - Personal locator beacon: even though PLBs cost several hundred US dollars, they are the cheapest way to send a guaranteed signal of your location. Using the satellites of the world GPS system, they send a pulse signal that authorities can use to pinpoint your exact location.
3. Divide the entire group into groups of three.
  4. Assign to each group the task of demonstrating how to use one of the signaling techniques. The instructions are in the participant lesson. Have each group come up and borrow the item(s) from your demonstration that will help them to show how the signaling is done. If you have more groups than the number of signals to be made, put groups together.
  5. Coach them on the best way to create a signal.
  6. Have each group explain the signal they are showing.

### summary

5 minutes

Sending signals helps you to increase the likelihood and the speed with which you can be rescued. It's imperative that you know how to make clear signals that rescuers can pick out in the vast wilderness. You've heard of the proverbial "finding a needle in a haystack". That is the task of your rescuers. Make sure you stand out in every way possible.





# SESSION 7

participant's guide

## effective signaling techniques





# SESSION 7

## effective signaling techniques

### follow the leader's instruction



did you know...

#### Three types of signals

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

After you've heard the leader describe a crisis scenario, outline your creative ideas for signaling:

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





## mission briefing

1. God has sent many kinds of signals to His people throughout human history. He made a clear signal with a specific message in each case.
2. Read the following passages and identify the signal and the message it sent.

### Genesis 9:13

Signal

Message

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### Exodus 12:13

Signal

Message

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### Exodus 31:16, 17

Signal

Message

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### Joshua 2:17, 18

Signal

Message

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### 2 Kings 20:8–10

Signal

Message

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**Matthew 12:39 (a tricky one)**

Signal

Message

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**Matthew 24:29, 30**

Signal

Message

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**Activity**

Notes on the types and methods of signals:

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Instructions for your small group:

Write down the type of signal your group is instructed to demonstrate.

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Formulate the way you will use the signal type and how you will explain its use.

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Be prepared to present to the other groups.

# SESSION 8

## fire-building techniques

leader's guide





# 8: fire-building techniques

## session overview

### leader notes

1. This lesson presents the reasons for having a fire and the methods to make it happen. The presence of a fire makes survival and rescue much more likely than if it is absent. It is also an important component of wilderness camping in general.
2. The importance of safety precautions cannot be emphasized too much. Fire is always dangerous. It's important to instill in the participants great care and respect for it.
3. The lesson outlines four different types of fire: a cooking fire, a warming fire, a night fire, and a signal fire.
4. Teach this lesson soon after the signaling lesson (Lesson 7) with a break in between. The lesson may run longer than 60 minutes if you want to take time for demonstrations.

### materials

1. About 12–15 hand-sized stones (use the stones from Lesson 7 if available)
2. Dry logs or other wood of several sizes and shapes for burning
3. Logs for making a small platform
4. Two to three bundles of kindling
5. Two to three bundles of welfire tinder
6. Waterproof matches in a sealable container
7. Inexpensive butane lighter
8. Flint and steel set
9. Magnifying glass
10. Piece of wood with sap or pitch on it
11. A cooking pot with water in it
12. Participant handbooks
13. A Bible for each person

### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. TGF process: Understanding
3. Objective: Learning that God is the source of all life

## learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"><li>1. The four types of fires.</li><li>2. Ways to ignite a fire in varying conditions.</li><li>3. Fire safety rules.</li></ol>	<ol style="list-style-type: none"><li>1. "Did you know?"</li><li>2. "Did you know?"</li><li>3. Activity</li></ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"><li>1. Set up a fire for a specific purpose.</li><li>2. Start a fire.</li><li>3. Put out a fire properly.</li></ol>	<ol style="list-style-type: none"><li>1. Activity</li><li>2. Activity</li><li>3. Activity</li></ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"><li>1. The great value of a fire in the wilderness setting.</li><li>2. God's presence in the wilderness as comfort and warmth.</li></ol>	<ol style="list-style-type: none"><li>1. Activity</li><li>2. "Mission briefing"</li></ol>

## extra resources

A manufacturer in Florida, USA, named Ultimate Survival Technologies created a fire accelerant named WetFire Tinder. It is a small solid cube wrapped in tinfoil. The cube is nontoxic, leaves no residue, and burns without smoke. It ignites in windy and wet weather. Most interesting of all, it burns while floating on water and burns longer when wet. The cubes are available in some sporting goods stores and online at [www.ultimatesurvival.com](http://www.ultimatesurvival.com).

# 8: fire-building techniques

## teaching plan

### welcome

4 minutes

Bring the group to order and have them sit together in a large group.

### did you know?

10 minutes

Among the necessities for survival in the wilderness if you become lost, fire is perhaps the most versatile. It's possible to make fire in almost any circumstance if you know how to arrange it. Fire makes several important contributions, among them warmth, an emotional lift, protection, cooking, and a signal.

Each of these types of fire is built in a different way. In this lesson we will learn how to make four kinds of fire: a cooking fire, a fire for warmth, a signal fire, and a night fire.

The need for a fire raises the issue of keeping warm in a survival situation. You may think that a fire would be most needed if you are in a very cold place, perhaps with snow or a storm happening. However, it is possible to suffer hypothermia (your body becoming too cold) at temperatures above freezing, even to 10 degrees C (50 degrees F) or higher if you are wet or drenched in sweat, very tired, have too few clothes for sudden cooler weather, have had too little to eat, or are caught in a strong, cool wind. In any of these cases, a fire becomes a requirement for survival.

A rule of thumb in the wilderness is that a small fire is usually better than a large one. You will see why as we discuss the different kinds of fires. One of the important reasons is safety. Fire is only useful to you if it is contained and poses no threat. If it goes out of control or hurts you or someone in your group, it has become another one of your survival problems instead of one of the solutions. Be especially careful of your clothing around the fire.

1. Divide the participants into groups of three or four.
2. Instruct them to discuss the following dilemma and come up with at least two solutions:  
You are lost in the woods and a steady, light rain has started to fall. In addition, the wind is blowing. You need to light a fire. What is the first step you would take? What is the second step? Third step? Be creative.
3. Have various groups report their suggestions for preparing and lighting a fire on a rainy, windy day.

## mission

### briefing

15 minutes

1. Keep the participants in their small groups.
2. Give them time to look up and discuss the Bible passages that reveal various themes concerning fire.
3. Here are some suggested answers, although participants may have other correct answers:
  - (Exodus 3:1–5) God's holy presence
  - (Exodus 13:21–22) Comfort
  - (Leviticus 10:1–3) Cleansing
  - (Daniel 3:19–23) Punishment
  - (Isaiah 6:1–8) Holiness
  - (Revelation 20:13–15) The second death
4. A minute or two before time is up, ask for volunteers to share reflections on these passages.

### activity

40 minutes

1. Have the participants gather around you in a half circle. Keep an open area in front of you for demonstrations.
2. As you describe the different kinds of rings and fire shapes, move the stones around to show the correct formation.
3. When it's time to try lighting the fire in a couple of different ways, ask for a volunteer to help you with each one.
4. Present the following:

A fire is useful for both camping and survival. In either situation, you may need more than one type of fire. We will look at the types of fires first and then later we'll outline the ways to build and start a fire.

The first requirement of a wilderness fire is to make a ring that will contain the fire. This may be just an area of cleared ground, or, in a dry, rocky region, a ring of stones. In a place where the fire could not spread out of control, do your best to scrape away anything flammable around the fire ring, especially leaves, dry grass, and small branches.

If you have a digging equipment and the ground is soft enough, you can dig a fire pit. It should be about 15cm (6 inches) deep and 15cm (6 inches) wider than the fire you plan to build, so that air can flow under the fire. The sides of the pit will reflect heat and lower the effect of wind, creating a more intense fire.

Since you need to eat and keep up strength, a cooking fire is often a primary need. It is also the way for you to boil and purify water. We're assuming that you don't have a cooking stove. Find the flattest spot you can for a cooking fire. A small, intense fire is best. Keep the fire confined to a small area by putting wet logs around it, or a tightly packed ring of stones. The logs or stones will also support cooking pots.

Allow the wood to burn down into coals before you begin cooking. Hot coals are the ideal cooking fuel because they have a consistent heat. The flames of burning logs tend to roast foods on the outside while leaving them cold or raw on the inside. Coals will act more like an oven and cook foods through.

An ideal way to make coals is to arrange stones in the shape of a keyhole, with a circle at one end for an ongoing flaming fire that is creating coals, and a longer, narrow section next to it, in which you place coals for cooking as they become ready. As coals burn out, you'll have more coming to replace them. Move the coals with long sticks so that you keep a safe distance from them.

**A warming fire** is important when you are cold and/or wet. The ideal location for a warming fire is close to a large rock, the root wall of an uprooted tree, or a cliff face. The fire's warmth is increased because it's reflected from the vertical surface.

If you are in open country and can't find a rock surface, you can create a small reflective wall of logs next to the fire. Find a large log and lay it down near the fire. Place some shorter logs upright against the large log. Do this if you have plenty of wood and can find or make wet logs. They need to be damp so that they can reflect the warmth of the fire without burning up.

A good alternative for a warming fire in open country is to build two small fires a short distance apart and sit or stand between them.

Assuming that you're in a place where plenty of wood fuel is available, you should collect a supply of wood that will last for several hours. A good guide is to gather about twice as much as you think you'll need. Stack it near the fire so that it dries out, but keep it far enough away to maintain safety. You should not let the fire burn down and then go away to find more fuel.

We talked in the last lesson about using fire as a signal for rescue. The rule of thumb is to burn a smoky fire in the daytime and a bright, flaming fire at night. The fire should be within a ring of stones and it does not need to be large. You already know that you can add small amounts of wet fuel to make smoke. If you are in an area with limited fuel, such as a desert with only a scattering of dead plants for fuel, you should preserve the fuel by keeping only a very small fire going. Gather as much fuel as you can, but preserve it as long as possible so that, in the event you hear or see evidence of search-and-rescue people or a rescue craft, you can pile on the fuel and raise a bigger signal at just the right time.

A night fire supplies the start of a fire for the morning. You'll want to avoid having the fire die out so that you have to start it again.

One way to preserve your fire through the night is with a method called banking. With a couple of logs as tools, push hot coals together into a mound. Place a layer of medium-sized wood pieces over it. Then

carefully put some ashes over the logs and more hot coals on top of that. Finally, gather some dry soil (if available) and make a mound of it over the whole fire. In the morning, brush off the dry soil. The coals and logs at the bottom should still be hot and the logs will have begun to burn through. You have the basis for the fire for a new day.

Now let's turn to building a fire. As I mentioned at the beginning, the site of the fire should be free of flammable material. Clear the ground all the way around the ring of stones to a distance of at least one meter (three feet).

Don't situate the fire near a tree or any other plants that you might unintentionally catch on fire. If you have a shelter, check the wind direction before deciding where to build the fire.

The first requirement of a successful fire is a good base. On ground that's damp or covered with snow, you can use flat rocks or a half dozen wet logs placed tightly together inside the fire ring to create a base.

You will need dry fuel, no matter what the weather conditions are. Look for standing dead trees and for logs that are resting on top of another object and not lying on the ground. Anything lying flat on the ground will likely be damp. Try breaking off pieces of the dead wood, but don't use up your energy on large branches that won't break easily. Some types of wood splinter easily, while others break off in chunks. Try to collect both kinds. Spongy, rotten wood does not burn well.

You need three types of fuel to get a fire going: tinder, kindling, and fuel wood. Tinder is anything you can burn that is very thin and dry, such as dry thin grasses, dry pine needles or leaves, dry weeds, dried moss, thistle down, or very thin shreds of bark. Look carefully around you and see what would make good tinder.

1. Gather a bundle of tinder about 15–20 cm (6–8 inches) in diameter.
2. The tinder catches fire most easily, so it starts the fire going.
3. To keep it going, you need kindling, which is sticks and branches about the thickness of a pencil up to the thickness of your finger. Some of the pieces should be short, some long. If you're in a damp environment, you can usually find dry kindling along the protected side of a log lying on the ground. Kindling catches fire from the heat of the tinder, and it burns longer. Gather enough kindling so that you have a supply for the initial burn and some reserves to add if needed.
4. Then comes the wood fuel, which catches fire gradually from the burning of the kindling. As you gather various sizes of wood fuel, try to include a mix of thin and thick, short blocks and longer pieces. Split wood burns more easily than whole logs, so gather both kinds. If you can find it, wood saturated with dried sap burns even when wet and will catch fire better than ordinary wood.

As your fire begins, place several thinner pieces of wood on top first. When they are fully alight, add thicker pieces. Wait until some coals have formed before you add a whole log. Placing heavy logs on a new fire will possibly snuff it out.

The best structure for a fire is the shape of a tipi, or a vertical triangle. First, place the bundle of tinder on the fire base. Arrange kindling all over the tinder so that every piece will burn. Arrange three to four pieces of thin firewood over the kindling pile in the shape of a vertical triangle, making sure the wood touches the kindling but does not push down on it. This allows oxygen to flow through the fire as it grows. Do not lay heavy wood flat on the kindling because it will keep oxygen out and the kindling will not be able to burn thoroughly. A fire must always be able to breathe from the bottom.

Next comes lighting the fire. First, make sure you have extra kindling and more pieces of wood within reach. Then use whatever form of fire starter you have, such as waterproof matches, flint and steel, or a butane lighter, and carefully light the tinder in two places. Move kindling toward the flame to make the most of the initial combustion. As the fire spreads across the kindling, make sure it is supplying flames and heat to the thin pieces of wood above it. After some minutes, when those pieces catch alight, lean some pieces of split log over the top, keeping spaces under them so that oxygen is always coming in underneath. Do not snuff out the fire with large pieces of wood. Soon you should have a comforting, well-established blaze.

If you are lighting a fire in windy conditions, use your body as a windbreaker, perhaps spreading your open coat to steer the airflow away from the match. Start the flame as close to the tinder as possible. An experienced wilderness camper uses only one match.

I need a volunteer to come up and help me. I will now demonstrate the use of flint and steel to start a fire.

Now I need another volunteer. We will use a magnifying glass and the heat of the sun to light some tinder.

Finally, a few words about putting out a fire. The fundamental rule is that you never leave a fire that is even a little bit warm. Hot coals can catch new fuel alight after you leave. If you are leaving the fire to move to another location, always smother the fire with water or dirt. If you can see smoke or feel warmth, douse it some more.

**summary**  
5 minutes

A fire is very important both for physical survival and comfort in the wilderness. Because it is always dangerous, you should take great care with fire at all times. Never make a fire that you can't control. If you are lost and need rescue, stay where you have fire fuel available. Use a reflector such as a rock wall to amplify the warmth of the fire. Keep two or three fire-starting methods with you at all times such as a lighter and flint and steel.





# SESSION 8

## fire-building techniques

participant's guide





# SESSION 8

## fire-building techniques



did you know...

Follow the leader's  
instruction for this  
small-group activity





## mission briefing

What does fire represent in the following passages of the Bible?

Exodus 3:1–5

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Exodus 13:21, 22

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Leviticus 10:1–3

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Daniel 3:19–23

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Isaiah 6:1–8

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Revelation 20:13–15

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# SESSION 9

leader's guide

## food and water procurement





# 9: food and water procurement

## session overview

### leader notes

1. In a survival situation, water is critical. In most situations, a person can only go without water for a few days. Food also becomes important for strength and clear thinking.
2. In this lesson, we cover water procurement in various wilderness settings and food procurement specific to your region.
3. The lesson takes place in the afternoon of the first full day of the camping trip.
4. Like the other lessons in this section, it takes about 60 minutes, although you can take longer if you wish to extend your demonstrations.

### materials

1. Book of edible and poisonous plants for your region
2. Three types of edible plants from that region, preferably that can be eaten uncooked
3. A flying insect in a glass jar (Make sure it is a clean insect according to the biblical definition; see Leviticus 11:20–23.)
4. Portable water purification system
5. Water treatment chemicals (chlorine, iodine)
6. Digging implement

### together growing fruitful disciples framework

1. [growingfruitfuldisciples.org](http://growingfruitfuldisciples.org)
2. TGFD process: Understanding
3. Objective: Learning that God has provided everything that is needed for the redemption of human beings

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>1. How to find water sources in the wilderness.</li> <li>2. How to build a solar still.</li> <li>3. What plants are edible in their region.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity part 1</li> <li>2. Activity part 1</li> <li>3. Activity part 2</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Search for evidence of water.</li> <li>2. Set up a solar still.</li> <li>3. List several edible plants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity part 1</li> <li>2. Activity part 1</li> <li>3. Activity part 2</li> </ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"> <li>1. The importance of water source to survival.</li> <li>2. The importance of distinguishing edible from poisonous/toxic plants.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Activity</li> </ol>

# 9: food and water procurement

## teaching plan

### welcome

2 minutes

Bring the group to order.

### did you know?

10 minutes

For review: What are the seven basic needs of a survivor? [wait for answers]

(1) rescue, (2) the will to live, (3) fire, (4) water, (5) shelter, (6) travel, and (7) food.

Once a suitable survival site is located, the first thing you should do is build a fire. It provides a signal to search-and-rescue personnel as well as giving light, warmth, and comfort.

When the fire is going, you should assess your water situation. Human beings cannot go for more than a few days without water, no matter the circumstances. In a survival situation, you should invest time and energy in supplying yourself and the people with you.

The first rule is that all water in nature is contaminated except rain as it falls from the sky. If you are near a natural water source like a stream, you can focus on purifying the water for drinking. However, you may face the challenge of finding water where its presence is not obvious. It's possible to find water in almost every wilderness environment. In this lesson we will learn ways to locate water sources in several hidden places. You should assume that all sources you find are contaminated and must be purified.

Soon after you have secured your water supply, you'll begin thinking of food. In a rescue situation that lasts longer than the food you brought with you, it becomes important for you to be able to survive on what you can find to eat in the wilderness. In the latter part of this lesson, we'll look at how to handle wild edible plants.

1. It's time to play "Fear Factor". Have containers with the three types of edible plants from your region. Ask for volunteers to come up and try a taste of the foods.
2. Explain what each food is, how to identify it, what parts are good for eating, and how the plants should be prepared.
3. Now for the ultimate challenge. Show the glass jar and ask for a volunteer to come up and eat the insect.

### mission

### briefing

10 minutes

1. Participants will need their handbook, pen, and Bible.
2. The chapter for examination, Isaiah 55, is a study in the blessings of God. It begins with an invitation to drink pure water and partake of food freely, without cost.
3. Participants will reflect on the comparisons between physical and material abundance and the spiritual blessings God provides.

## activity

40 minutes

1. Present the following:

### **Necessity of water**

We've already noted that you must find a water source in order to stay alive for long. About 80 percent of your body is water, and your intake of water must equal your output in such waste as sweat and urine. When output exceeds intake, your body becomes dehydrated.

It takes only six to ten percent of body weight in water loss for you to become dehydrated. When that happens, several symptoms begin to appear: dizziness, headache, difficulty breathing, tingling in the arms and legs, and dry mouth. The body turns a bluish color, speech becomes blurred and confused, and finally the person collapses. Without water, the person will soon die. However, a person who has collapsed from dehydration can be restored quite quickly with slow intake of water. If the person is restored within a few hours of dehydration, he/she will not suffer permanent physical damage.

How much water does a person need? An adult male needs about three liters (100 fluid ounces) of water per day for a healthy balance. A good rule of thumb to assess your need is to take your body weight in kilograms and divide it by thirty. That will equal roughly the number of liters per day that you need. In imperial measures, divide your weight in pounds by two, then add five. That will give you roughly the number of fluid ounces you need.

Keep in mind that the amount of water required for good balance increases with an increase in air temperature, increase in physical activity, or the eating of food. For instance, hiking for several hours in the sun will greatly increase your rate of sweating, which is the body's way of removing excess heat. That extra evaporation means replacing more than the usual amount of water in the body.

In the event that you cannot acquire the amount of water you typically need, you can slow down the rate of loss by finding a cool, shaded place to rest and by avoiding as much physical activity as possible. A wilderness survival scenario does not usually engender overeating, but food intake is something to take into account when assessing your water situation because digestion also uses up water in your body.

When you have an ample supply of purified water for everyone in your group, drink enough water to urinate every 90 minutes. This takes some experimentation to regulate. One of your assignments that we'll begin today is that from now on, you should use the table in your handbook to keep track of your water intake and output. Yes, that means keeping track of how often you urinate as well as the frequency and amount of water you drink.

You can tell roughly how well you're doing in your balance of water input and output by the color and smell of urine. A darker color and stronger smell, usually with small amount, indicates that you're drinking too little. A light color and low smell, along with a greater amount, says that your input is more in balance with output.

You'll be required to show the completed table after you return from the solo wilderness campout.

## Contaminants and toxins

As I mentioned earlier, you should treat all water in the wilderness as contaminated. It must be purified before you drink it. The following dangers are possibly present in the water around you:

- Harmful bacteria
- Viruses
- Single-cell parasites
- Toxic minerals
- Toxic chemicals

Harmful bacteria such as *E. coli* injure and kill many people every year. One way to kill bacteria in water is with chlorine or iodine tablets. The only methods to rid the water of viruses are chemical treatment of the water or boiling.

Single-cell parasites such as *Giardia* cause diseases of the intestinal tract. They are resistant to chlorine, but can be trapped in a high-quality water filter or killed by boiling.

Toxic minerals and chemicals are harder to detect, but sometimes the smell and taste of the water gives them away. Bitter taste or chemical smell may signal danger. Unfortunately, boiling the water does not remove the problem, but a good water filter will remove them.

The methods for purifying water are as follows. First, if you are taking water from a dirty source, allow the water to stand for a while, until particulates have sunk to the bottom. Skim off anything that floats. Then separate the water from the junk and purify the water.

Filtration system: A water filter is a necessity for wilderness trips. It is made of either a porous element or a membrane. The best filters are very “tight” and take out all microorganisms and also minerals and chemicals. They are expensive, but worth the cost for saving your health.

Chemicals: You can buy small containers of chlorine, iodine, and some other mixtures. While they are useful for killing microorganisms, they can also harm people who are allergic to them. It’s very important that you follow the directions on the container and use exactly the right dose for a stated amount of water. If you can’t measure the amount of water, it’s best to skip the chemicals and use boiling.

Water boiling: The simplest and surest way to remove all threat of disease from your water is with boiling. You should boil the water for one minute for every 300 meters (1,000 feet) of elevation, plus one more minute. For example if your current location is at about 2,000 meters (6,500 feet) altitude, you should boil the water for  $(2,000/300 + 1) = 8$  minutes. This should be a hard, rolling boil over a hot fire.

Use charcoal from your fire to treat stomach disorders. Swallow an amount equivalent to the size of your thumb every twenty minutes until symptoms cease.

Never drink salt water or alkaline water.

## Water procurement

If you're not near an obvious water source such as a river or lake, how do you find water? First, you should sit very quietly and listen. You may hear sounds of moving water that you didn't notice before.

Look around the immediate area for signs of water such as lush foliage, damp earth, low-lying areas, gullies, a cluster of animal tracks, even the sound of frogs croaking. You might even be able to smell water.

Unless you can find a pool or stream, you will have to dig for the water. Examine the lie of the land and locate lower spots to which the water would flow. In a low spot where the ground is damp, there is possibly water underneath it. If you have something to dig with, try digging to a depth of 30–60cm (1–2 feet) and wait awhile. If water is present, it will begin to seep into the hole.

In a rocky environment, you may find water caught in holes and depressions in the rocks. Even though this is probably rainwater, you should treat it as contaminated. Collect it and filter or boil it.

If you have a piece of plastic sheet or something else waterproof, you can collect rainwater for future use by setting the sheet between objects such as logs or rocks and anchoring it with more heavy rocks or branches.

One last thought about water. If you have no way of purifying water and you need to stay hydrated, always drink the water. It's better to survive and be treated for an illness than to die of dehydration.

## Food sources

In a wilderness survival situation that outlasts the food you brought with you, you'll have to forage for food.

There are no reliable general rules about edible plants. Not all edible plants taste good and not all poisonous plants taste bad. Not all plants that produce milky sap are poisonous and not all blue-colored berries are edible. The old "edibility test", therefore, is unsafe and unreliable. If you cannot positively identify a plant as edible, then positively do not eat it.

It is better to memorize a handful of edible plants native to your region than to waste time learning which plants are poisonous. Some plants need cooking in order to make them palatable. Be sure to learn how to prepare some of those plants.

Broadleaf plants are more likely to taste better if collected in moist, shaded areas. Roots are more likely to taste better if harvested in sandy soil. Leaching (rinsing plants in running water) or parboiling (boiling plants in several changes of water) can make bitter plants taste better. Placing plants between two layers of clay or mud like a sandwich and letting them dry in the sun or next to the fire can also make bitter plants taste better.

The following five plant absolutes are universally safe. From root to fruit, all healthy jointed grasses are edible. Gently bite down on a wad of grass and swallow the chlorophyll, but do not swallow the fiber. The seeds and tubers are also good. All ripe, healthy aggregate berries are edible (raspberry, blackberry, thimbleberry,

mulberry, etc). Unripe berries can be baked and eaten. All healthy bulbs that look like, smell like, and taste like an onion are edible. The leaves and seeds can also be eaten. All healthy cattails (before they turn brown and dry out) are edible. All healthy sedges and rushes are edible.

There is a general rule about mushrooms. Do not eat any of them. They provide no nutritional value and it's easy to confuse the poisonous ones with the safe ones. Some poisonous mushrooms can kill you.

In a long-term survival situation, it becomes necessary to kill and eat animals. With fishhooks and some line in your survival kit, you're ready to try fishing in a pond, lake, or river. Birds and bird eggs are edible. Survival expert Rich Johnson describes a "throwing stick." Find a stick about 60 cm (2 feet) long and a few centimeters (2 inches) in diameter. Throw it sidearm at small animals or birds on the ground. If you have a piece of twine in your kit, you may be able to use your knife to craft a bow and arrow.

Be careful to cook thoroughly any animal or fish that you catch. Many wild creatures carry disease that can infect human beings. Be as careful to clean yourself and keep cooked foods separate from raw food as you would at home. If you happen to be near the coast in the tropics and find a way to catch seafood, be aware that it may be affected by toxic algae that can be fatal to humans.

## summary

5 minutes

Water is critical to your survival in the wilderness. You should make it one of your early priorities in a crisis situation to assess the availability of water, both immediately and long term. Treat all water in the wilderness as contaminated and purify it. You may have to forage for food in the wilderness, so it's imperative that you know some edible plants in your region. A lengthy stay in the wilderness will also involve killing and eating animals.

# SESSION 9

participant's guide

## food and water procurement





# SESSION 9

## food and water procurement



did you know...

Follow the leader's  
direction for this  
section





## mission briefing

Open your Bible to Isaiah 55. Read the passage with your group members. Use the following questions for discussion and add your answers below.

1. As you look over the entire chapter, what do you think are the waters in verse 1? What do they represent?

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2. What is the food that does not cost money?

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3. What do verses 6–9 have to do with the opening invitation to drink and eat?

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4. In the latter half of the chapter, God likens His Word to the rain and snow. What does His Word produce?

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5. What does this verse tell you about the water of life?

Rev. 22:17: "The Spirit and the bride say, 'Come!' And let the one who hears say, 'Come!' Let the one who is thirsty come; and let the one who wishes take the free gift of the water of life."

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# SESSION 10

## survival shelter building

leader's guide





# 10: survival shelter building

## session overview

### leader notes

1. The lesson on shelter requires some advance preparation. Find the materials you need and a suitable place to demonstrate the building of a shelter.
2. A survival shelter serves at least two purposes: protection from the elements and psychological uplift.
3. Good shelter building requires some analysis and creative application of the environment.

### materials

1. Stopwatch (now a feature of most mobile phones)
2. A piece of brightly colored clothing
3. Materials for an A-frame shelter:
  - a long, strong log
  - pieces of wood trimmed to gradually declining lengths
  - a piece of twine
  - brush or leafy branches
  - strips of bark
  - duff (organic matter on the ground in various stages of decomposition)
  - plastic sheet or tarp
4. (Optional) materials for a tipi-type construction:
  - several tall, fairly straight branches or logs
  - length of twine, cut into short pieces (20–30cm)
  - pocket knife
  - leafy branches
  - plastic sheet or tarp
5. Examples of outdoor clothing
6. A Bible and handbook for each participant
7. Writing instruments (pen or pencil)

### together growing

### fruitful disciples

### framework

1. [growingfruitfuldisciples.org](http://growingfruitfuldisciples.org)
2. TGFD process: Ministering
3. Objective: Seeking opportunities in all daily activities to minister to others

## learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>1. How to assess the need for shelter.</li> <li>2. What types of shelter work best in various environments.</li> <li>3. How to build several types of shelter in the wilderness.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Did you know?"</li> <li>2. Activity</li> <li>3. Activity</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Collect materials for a shelter.</li> <li>2. Build a basic A-frame shelter.</li> <li>3. Place a fire in the right proximity to a shelter.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Activity</li> <li>3. Activity</li> </ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"> <li>1. The importance of shelter to survival.</li> <li>2. The psychological benefit of shelter.</li> <li>3. The importance of keeping one's body temperature fairly constant.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Did you know?"</li> <li>2. "Did you know? "</li> <li>3. Activity</li> </ol>

# 10: survival shelter building

## teaching plan

### welcome

2 minutes

Call the group to order. If this is the first session of the day, begin with a season of prayer.

### did you know?

10 minutes

The human body can suffer quickly from overexposure to the elements—heat, cold, sun, humidity, and so on. In a survival situation, it's important for you to conserve energy, remain as protected as possible, and keep your temperature normal. You also need to avoid injuries such as sunburn, heat stroke, hypothermia, and frostbite.

A shelter provides several advantages in a crisis. The best shelters offer protection from the elements and secondarily from animals and insects. They provide an emotional uplift that's often needed when a person or group realizes that they need to be rescued. Building a shelter provides some welcome distraction and feels like "setting up camp".

Something else desirable is that, if at all possible, the shelter be highly visible so that it can act as a signal to search and rescue personnel.

In our lesson on shelter, we will discuss how to evaluate your surroundings, how to pick a good shelter site, and what materials to use. Most importantly, we'll look at some shapes of shelters that are easy to make and effective for protection.

1. Divide participants into groups of three or four.

2. Instruct them as follows:

You will go away from here in different directions to look for something. Don't follow another group. Every group should keep away from other groups. Find your own path.

You will be looking for at least one object that you could use as part of a shelter. You can bring two objects if you find two, but bring back at least one. You have five minutes to do this, so don't delay.

**IMPORTANT:** You cannot damage anything to obtain this object. You must not break anything. You must not destroy a living thing such as a tree or other plant.

You have exactly five minutes to find the object and come back with it. I will time you. If you come back after the five minutes, your object is disqualified.

When I say, "Go!" you will find an object that could be part of a shelter. When you get back, you can explain how you would use it for a shelter.

Go!

3. Spend time examining the items with the groups and determine what they could be used for.

## mission

## briefing

10 minutes

1. Direct participants to this lesson in the handbook.
2. The study looks at examples of shelter from threats in the Bible. The verses are:
  - Exodus 9:18–20
  - Job 24:5–8
  - Ecclesiastes 7:11, 12
  - Isaiah 32:1–3
  - Jonah 4:5–8

## activity

40 minutes

1. Gather participants near the location of your shelter-making materials.
2. Present the following:

Once you've figured out that you're in a survival situation and have a fire going, your attention turns to shelter. If you already feel too cold or too hot, then shelter is extremely critical for your immediate survival.

The first step in securing shelter for yourself and your group doesn't involve building anything. Look around you for natural features of the landscape that could keep you protected from the elements such as a boulder, cave, rock face, overhang, the roots of a large felled tree, or a dense stand of vegetation.

If you can see what looks like a shelter in the distance, such as a rocky hill that might provide options, it may be a good enough reason to move from your current location. However, don't set out on what might turn out to be a long hike unless everyone present has good body temperature, sufficient energy and food and water. It's also best to stick with a goal on which you can keep a visual sighting as you hike, so you don't get even more uncertain of your whereabouts. Assess the supply of building materials in your current location. If it is amply supplied, it may be best to stay where you are.

While you're seeking shelter, remember the need to signal your presence to rescuers. If your shelter hides you, be sure to leave a highly visible signal out in the open. Combine your signaling skills with shelter building.

If you have no tent or sleeping bag, a half or whole A-frame is the ideal shelter to construct. The backbone of an A-frame shelter is a ridge pole set down on support poles. Find a long, narrow log for this purpose and take off all branches. The best way to determine if a ridge pole is sufficiently strong to do the job is to set one end of the pole on a log and then jump up and down on it. If it doesn't break, then it is most likely strong enough. Find two sturdy sticks about 1.5m (5 feet) long as supports and lash them together at one end with a piece of twine, leaving a "v" shape above the twine for supporting the ridge pole. Place the ridge pole onto the two sticks.

Next, the support poles for the roof should be long enough to reach from the ridge pole to the ground at a 45° angle. Break off the ends of the support poles so that they do not extend beyond the ridge pole (this will prevent you from poking yourself in the face on the jagged end of the poles as you duck in and out of the shelter). The support poles should gradually become shorter as you go from head to toe, going from waist height down to very short near the end of the ridge pole that's on the ground.

The roofing material on top of the shelter should be piled up thick enough to make it waterproof (duff, bark, leafy boughs, and weeds make good roofing material). Place your fire about four feet from the entrance of the shelter.

Having a folded plastic sheet or tarp and some longer twine with you gives you a distinct advantage in windy or wet weather. The sheet can be draped over a ridge pole and tied to it, or set down at an angle on the protected side of a large downed tree or a rock. Use heavy objects to secure it.

With some twine and straight branches, you can lash together a framework in a tipi (upright triangle) shape, over which you can drape the plastic or branches with thick leaves. Logs can be leaned against the frame to create support for a layer of dead leaves or brush.

In environments where you expect a cold night, use your fire to maximum effect. Dig a layer of dirt from the floor of your shelter, about 8–15cm (3–6 inches) deep. Find some rocks that are between golf-ball size and fist size and place as many of them as possible among the coals of the fire. When they are heated well, drag them with sticks to the shelter and cover them with dirt. You now have a heated pad for sleeping.

A quick way to create a warm place to sleep is with a squirrel nest. It requires a good supply of dry leaves. Find two long logs that aren't too heavy for you to drag into place. Place them parallel to each other about three feet apart. Pile dry leaves between the logs about the length of your body. When it's time to sleep, move the leaves away from where you want to lie down, then brush them over you until they're piled all over you. NOTE: the trick to staying warm in such a nest is to sleep without moving. This can be done if you settle in a comfortable position and go right to sleep. If you're always an active sleeper, this kind of shelter won't work for you.

When heat is the biggest threat to your body temperature, the key to survival is to create shade. Find any objects that, when put together, will create a structure tall enough for you to get underneath. One survival expert tested the effect of building a shelter out of dead cactus limbs in the desert. The temperature in the open sun was about 43 degrees Celsius (110 Fahrenheit), while under the shade of the shelter it was 33 Celsius (93 Fahrenheit). Another precaution to take is to find shelter from a hot wind, which is dehydrating to the body.

Some things to check when you are deciding on a location for a shelter:

- Look for signs that running water might come through or fall from above and avoid those areas; for instance, a grassy area in a low place may indicate where water collects in a rain shower.
- Pick a place where natural resources are available close by so you don't have to carry them a long way.
- Find the flattest spot you can because sleeping on an incline causes you to end up crumpled in the lowest part of the shelter.
- Look for "widow makers" above your shelter such as dead wood or rocks that could fall on you.

It's possible that in a place with lots of snow, you need shelter. Snow is actually good insulation against subzero temperatures and bad weather. Construct a snow cave in a bank or mound of snow by tunneling into the lowest part of the drift and then upward a little bit. When you've hollowed out an area bigger than your body, use a stick to poke through the roof and create an air hole above you. Put a block of snow in the entrance, but make it smaller than the opening. The low entrance keeps warm air from escaping as you warm up the shelter, while the air hole keeps you from suffocating.

One last thing to talk about on the topic of shelter is clothing. The first layer of shelter is the clothing you bring on a wilderness trip. Some environments such as mountainous regions are subject to frequent and unpredictable weather changes; deserts have wide temperature swings from day to night. On every wilderness outing you should bring enough layers of clothing to insulate you against reasonably expected variations in the weather. If the chances are good that you'll meet up with rain, investing in a light waterproof suit is worthwhile. In snow, waterproof outerwear is also very important, so that you don't become wet and then freeze. Finally, remember to keep covered at all times, even in high heat and sun. Use thin, long, light-colored outerwear for hot days to keep water loss to a minimum and reflect the sun's rays away.

3. Take a few minutes to look at the objects that participants gathered and review them in light of your presentation.

## summary

5 minutes

Shelter is key to your survival in the wilderness because it's much easier to keep your body temperature steady in a shelter. You will have to engage your ingenuity and imagination to build something from the resources around you. In extremes of weather, get yourself sheltered as quickly as possible. While you can go for many days without food and a few days without water, your body cannot survive temperature extremes for more than a few hours. Always take clothing with you that meets the challenges of weather and environment you will encounter.

# SESSION 10

## survival shelter building

participant's guide





# SESSION 10

## survival shelter building



did you know...

The leader will give  
directions for a  
scavenging activity





### mission briefing

In a number of places, the Bible describes the need for shelter from various threats. Look at the following verses and identify the particular need for shelter. Discuss in your group what each of these passages signifies about shelter.

1. Exodus 9:18–20

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2. Job 24:5–8

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3. Ecclesiastes 7:11, 12

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4. Isaiah 32:1–3

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5. Jonah 4:5–8

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# SESSION 11

## navigation techniques

leader's guide





# 11: navigation techniques

## session overview

### leader notes

1. To teach navigation techniques, you must be familiar with them yourself. Review the lesson carefully.
2. If you have a wilderness guidebook, read the section on navigation to re-familiarize yourself with the topic.
3. This lesson will take longer than the other field lessons, possibly up to 90 minutes. It covers several aspects of navigation.

### materials

1. Orienteering compass for every participant (part of their equipment list)
2. Topographical map of the area where you are holding the three-day camping trip
3. Photocopies of the bottom section of the topo map that contains the map key and declination illustration (one for each participant)
4. GPS unit (if you have one)
5. A short stick and some pebbles
6. Participant handbooks
7. Writing instruments
8. Bibles

### together growing

### fruitful disciples

### framework

1. [growingfruitfuldisciples.com](http://growingfruitfuldisciples.com)
2. TGF process: Understanding
3. Objective: Learning that God has provided everything needed for the restoration of human beings into the image of God`

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>1. Signs of direction in the wilderness.</li> <li>2. The basics of compass-and-map navigation.</li> <li>3. Magnetic north and declination.</li> <li>4. Map-reading basics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Activity</li> <li>3. Activity</li> <li>4. Activity</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Find true north.</li> <li>2. Plot present position.</li> <li>3. Plot a route.</li> <li>4. Cross the wilderness safely.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity</li> <li>2. Activity</li> <li>3. Activity</li> <li>4. Activity</li> </ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"> <li>1. The safety of staying put.</li> <li>2. The value of identifiable landmarks.</li> <li>3. Careful navigation.</li> </ol>	<ol style="list-style-type: none"> <li>1. "Did you know?"</li> <li>2. Activity</li> <li>3. Activity</li> </ol>

# 11: survival navigation techniques

## teaching plan

### welcome

2 minutes

1. Assemble the group for this important session.
2. Begin with prayer.

### did you know?

10 minutes

1. Present the following:  
In a survival situation, you are much more likely to be rescued if you stay in one place than if you hike or move around in the wilderness.  
However, if you can reach a nearby high place from which to review your surroundings and you come to believe that you could find your way out by following a part of the landscape such as a river or canyon, you'll need to know how to navigate without getting into a worse situation. Survival lore is replete with stories of people who started on a journey toward safety and got more lost or died from the effects of the harsh elements on the way. Be very cautious about choosing the option to move from a place that you know has good shelter, water, and fire supplies.  
In this lesson we will learn how to get directions from signs in the wilderness, how to use a compass and a map, and how to travel wisely across the landscape.
2. Divide the group into small groups of four people. Give at least five minutes for this activity. Direct them as follows:  
In your group, look around you and try to decide the cardinal directions (north, south, east, west). Don't look at your compass. Just look around. Then stand up and have one person face north, one face south, one face east, and one face west.  
I will come around to each group with my compass and we will compare your assessment with what the compass tells us. Stay in position until I come to you.

### mission

### briefing

10 minutes

1. Allow participants to stay in their small groups.
2. Direct them to the Bible study in the participant handbook.
3. Make sure everyone has a Bible.

### activity

40 minutes

1. Gather the participants in one large group where they can all see you well.
2. Present the following:  
It may seem obvious, but you can reduce the chances that you get lost and need rescuing if you do some homework before going on a wilderness trip. That means taking the following steps:

- Plan your route on a map.
- Share the plan with someone who stays at home, along with the dates and times you will be gone.
- Don't deviate from that plan when you're in the wilderness.
- Study the map before you start out.
- Take the map and a compass (and, optionally, GPS) with you.

Once you've entered the wilderness, you can do some things to lower your chances of getting lost:

- Study the lie of the land as you hike, faithfully following the route you marked on the map.
- Pay attention to major features like drainages, hills, and valleys.
- Regularly turn around and look back where you came from.
- If you have a GPS unit, keep it turned on and mark "waypoints" on it as you hike.
- If you're using a compass, trust it completely.

Everyone is subject to getting lost in the wilderness. Even seasoned guides and outdoors-people occasionally can't figure out where they are on their map, which means they're lost. What if you get lost? We talked in Lesson 6 about getting hold of your emotions and choosing a positive attitude. Among the ways you can contribute to that good state of mind are:

- Think about what you do know. You know the region you're in, the type of area (e.g., a national park, forest), and the approximate location within that territory. You are not as lost as you might think.
- Look around for major landmarks and signs of human presence that you could locate on your map such as:
  - Sight or sound of rivers
  - Roads or tracks
  - Lights (at night—possibly town lights reflected on clouds)
  - Tall peaks or other high landmarks
  - Sounds of human presence

If you become lost, you are much more likely to be rescued if you stay in one place. Consider all of the assets in your current location. If they are plentiful, consider staying put. There are only a few reasons you might move from your current location. Among them are:

- That location is dangerous (danger of landslide, avalanche, storms, etc.)
- There are not enough resources close by to sustain a temporary camp
- You don't expect rescue because no one knows where you are
- You have an injured person with you
- You're familiar with the general area and think you can find your way out
- You identify nearby landmarks on the map and think you can plot your way out

If you decide that you do have enough reason to move from your current location, prepare before you move. Even if you find one or more landmarks that might show the way, you need to figure out two things:

1. Your present location on the map
2. The direction (north/south/east/west) you need to go toward camp or another known destination

### **Find direction without a compass**

Let's say you have a map and no compass. How do you find direction? Use one of these methods:

On a sunny day, push a short stick upright into the ground where it will cast a shadow for at least an hour. It must be as close to perfectly upright as possible. Mark with a pebble where the end of the stick's shadow lies. Wait an hour and then mark where the end of the shadow has moved to. Draw a line in the ground between the two pebbles. That line will point directly east and west, with the pebble at the end of the shadow marking west and the pebble from an hour ago marking east. A line perpendicular to this line marks north and south. In the Northern Hemisphere, if west is to your right, north is behind you and south in front of you. In the Southern Hemisphere, if west is to your right, north is in front of you and south behind.

At the beginning and end of the day, you can look at shadows made by the sun. In the Northern Hemisphere, they point northeast in the early morning and near the end of the day, they point northwest; in the Southern Hemisphere, they go from southeast to southwest. During the day, the sun itself can give you a vague sense of direction, since in the Northern Hemisphere it goes from east to west via the south. At noon, it would be due south of you. In the Southern Hemisphere, it goes east to west via the north, so at noon it would be due north of you.

In the Northern Hemisphere, if you're wearing an analog watch (with hour and minute hands), hold it level and point the hour hand at the sun. Imagine a line that is half way between the hour hand and the "12" on your watch face. That imaginary line points south. In the Southern Hemisphere, point the "12" at the sun and draw an imaginary line half way between the "12" and the hour hand. That line points north.

At night in the Northern Hemisphere, you may be able to locate Polaris, also known as the North Star. If you can see any landmarks in the dark such as a mountain shape on the horizon or a tree nearby that is below the North Star, remember that association. In the morning, you will know which way is north.

In the Southern Hemisphere, you have a more difficult option. Try to locate the Southern Cross, which is actually two bright stars and two lesser stars that make a square. The cross is the intersecting point between them. Every night, the Southern Cross seems to rotate as the night progresses (although the earth is rotating, not the stars). If you can check the constellation several times during the night, you'll see that it seems to go from upright to sideways to upside down. The point around which it seems to

rotate is called the Southern Celestial Pole. When you think you've located the Southern Celestial Pole, draw an imaginary perpendicular line from there to the horizon. This marks due south.

Sometimes people attempt to rely on their own internal sense of direction. This does not work in most cases because a sense of direction must be educated by landmarks and knowledge of the terrain. No one has an internal compass that always tells you which way is north, south, east or west. If you are one of those people who seem to have a good sense of direction in the city, it comes about because you are very observant and remember what you've seen before. When you're lost in the wilderness, that talent is not helpful. Don't trust your instincts in this case.

### **Find your way with a map**

If you can identify a landmark on the map or study the lie of the land and match it to what you see on the map, you can possibly pinpoint your approximate location on the map. Remember that the map is a picture of the area from directly above, so you'll have to translate that into what you can see from the "side", i.e., the ground. Assuming you've identified which way is north, point the "North" arrow on the map toward the north, then find on the map the landmark that you see somewhere around you. In a few minutes we will study a method for finding your approximate location on the map.

First, a reminder about a very important aspect of the topographic map: the sets of squiggly lines. You recall that those lines are contours that show altitude. Each line represents an increase in altitude of a certain number of meters (or feet). To find out how many meters (or feet) each line represents, look at the bottom of your handout. It says [something like], "Contour interval XX meters" (or "Contour interval XX feet"). Where the lines are close together, the terrain is steep. The closer they are, the steeper the incline. In areas where the contours are far apart, the terrain is relatively flat. If you're going to hike out from your present location, the best path to plot on the map is across flat ground as much as possible.

Nowhere in the wilderness except open desert or grassland would you be able to walk in an uninterrupted straight line, so as soon as you begin walking toward a landmark in the distance, you will likely experience lateral drift. This is the sideways movement you make when you walk around obstacles, whether you're stepping around a tree or walking some distance to find a safe water crossing. When you're trying to maintain a particular direction, (called a bearing), and you veer from it without noticing, you're affected by lateral drift and will not arrive where you thought you would. It doesn't help to count your sideways steps. No matter how carefully you count, you cannot take equal steps all the time.

How do we get around that?

The surest way to keep going in the right direction is to find intermediate landmarks up ahead and keep them in a straight line in front of you. For instance, you might see some distance away an odd-shaped

tree. Beyond the odd-shaped tree, you see a rock that's a lighter color than the others around it. You keep those two landmarks in line with each other in your vision. Every time you have to go around an obstacle, you find those two landmarks again and line them up. Farther on, you'll need to find more intermediate landmarks to keep your direction.

### **Map and compass**

The rule to follow in the wilderness is to always take a map and compass with you. Always have your route planned and marked on the map. That way, even if you get lost, you have the tools to find the way again. Let's go over the use of a map and compass together.

First we'll talk about the compass. You are probably familiar with the orienteering compass from Pathfinders, but we'll review the basics. The numbers in the circle are degrees and minutes. Those numbers represent the number of degrees of direction; 360 degrees in all.

The arrow on the plastic base of the compass is called the bearing arrow. It will ultimately show you the direction, or bearing, that you want to go. First you must find true north.

The magnetic arrow that spins within the circle points to magnetic north. Magnetic north is the horizontal magnetic line under the earth that attracts your compass's magnetic arrow, but that is not true north.

True north is the point on the globe where all lines of longitude meet on top of the earth, i.e., the North Pole. Your map is oriented roughly to true north, although it is actually pointing to something called grid north, which is a few degrees off true north. Your compass points to magnetic north, but magnetic north is slowly moving all the time. How do you find true north if your compass is pointing to magnetic north? You need to know the magnetic declination that applies to the region where you are.

Declination, sometimes called variation, is the angle between true north and magnetic north. Declination will be a positive number of degrees and minutes if magnetic north is east of true north; it will be a negative number of degrees and minutes if magnetic north is west of true north in your location.

Be sure that your map is current because magnetic north moves several kilometers each year, which changes the declination by a small amount. You don't want to be using a declination guide that's many years out of date.

This map [also shown in the participant handbook] shows how much the lines of magnetic declination vary across the world. Remember, though, that the magnetic fields on earth are moving slowly all the time, so this image is probably already out of date.

Look at the photocopy I gave you of part of the topographic map. At the bottom, you can see the illustration that shows three lines, one upright with a star above it (showing true north), another to its

left that's marked "GN" (grid north), and one to the right of it that's marked "MN" (for magnetic north). Underneath it, the words say something like "UTM Grid and Magnetic North Declination". The number of degrees and minutes next to MN shows you the average difference on this map between true north and magnetic north. The number of degrees next to GN shows the slight difference between north on the map (grid north) and true north. Our map shows the declination from MN to be [x] degrees and [x] minutes and the declination from GN to be [x] degrees and [x] minutes.

As part of your homework before you go on a wilderness trip, you can check the current magnetic north declination of the area with a calculator such as the one at the U.S. National Geographic Data Center ([ngdc.noaa.gov/geomag-web/#declination](http://ngdc.noaa.gov/geomag-web/#declination)).

To find true north in our area, let's place the map on the ground and the compass on top of the map. First allow the spinning magnetic arrow to come to a stop. Then move the circle of numbers, called the bezel or compass housing, until zero degrees is at the magnetic arrow. Your compass also has a red arrow printed underneath the magnetic arrow that points toward zero degrees. That red arrow should now be directly underneath the magnetic arrow.

We know from the map that our declination is [x] degrees and [x] minutes [east or west], so we turn the bezel until the magnetic arrow points to that many degrees and minutes to the [left or right]. The red arrow now points to true north. Some compasses have a declination scale printed on the inside of the bezel, which makes adjusting for declination very easy.

Now, keeping your red arrow pointing to true north, rotate the map under the compass until the vertical lines on the map align with the red arrow. Now your map is pointed to true north. The features on the map (hills, rivers, etc.) are now oriented to the terrain around you. Look around for prominent features of the landscape and try to match them to the map.

### **Find your position**

If you can see landmarks like a mountain or river and can locate at least two of them on the map, you can plot your approximate position on the map with triangulation. Pick up the compass and turn the bezel so that the magnetic arrow again points to zero degrees. Let's say the first landmark is a mountain to your right. Point the compass at magnetic north, then aim your eye across the compass at the mountain. When you look down at the compass, how many degrees from north are you seeing? If it looks like 50 degrees, then the mountain has a bearing of 50 degrees. The line in the opposite direction, called the back azimuth, is 230 degrees ( $50 + 180$ ). You can put the compass on the map at that mountain, line up the compass with north, then move the bezel until the magnetic arrow is pointing at 230 degrees. Draw a line on the map that runs from the mountain at the angle of 230 degrees. That is, a line that points toward you.

So far, you only know that you are somewhere along that line, but not at what point along the line. You need to fix a bearing on a second landmark to your left whose back azimuth will intersect the first line you drew. Let's say you can see a cliff face to your left. Again you move the bezel of the compass to make the magnetic arrow point at zero degrees. Again you look across the compass and see how many degrees from north is that cliff face. Let's say it's at 290 degrees. The back azimuth from there would be 110 degrees ( $290 - 180$ ). Place the compass on the cliff face on the map, line up the compass with north, then move the bezel until the magnetic arrow is pointing at 110 degrees. Draw a line that runs from the cliff in the direction of 110 degrees. The point where this line crosses the line from the mountain to your right marks on the map approximately where you are right now.

Now you know roughly where you are on the map; you are no longer lost. You need to plot a new course forward.

You will most likely want to return to your camp or starting place. In the same way that you plotted a course on the map for your original route, you now need to plot a way back to camp. You will possibly plot a path from your current location to a trail or river that runs by your camp, or use the altitude contours to plot a route that keeps you on relatively flat terrain, going around mountains or steep climbs, toward your destination.

However, you must account for lateral drift. If you have to walk off course to cross a stream, for example, your bearing to your destination is no longer what you originally measured from true north. You have two options. You can either try to find where you are on the map when you stop moving laterally and take a new bearing from true north to the destination, or you can use the sighting method we outlined earlier, using intermediate landmarks to keep you on a relatively steady bearing.

## GPS

A GPS unit is a positioning device that uses the Global Positioning System satellites in the sky, which are always available anywhere on earth.

In the wilderness, a GPS device is a backup option. You should always carry your compass and a paper topographical map of the area. The GPS device depends on batteries that can die out and spare batteries may not work either. All electronics can malfunction at any time. It should never be your only navigational tool.

A GPS unit that is turned on while you walk will track your progress. Make a habit of taking out the GPS at significant points along the trail such as a fork in a stream or a major change of direction on your trail and create a waypoint on the GPS. Save the waypoint with a name. The first waypoint could be right at your camp and you'd name it "camp". The next waypoint might be named "left fork Cold Creek", and so on.

For the GPS unit to present coordinates that match your topographic map, you must program the GPS with the correct datum set. Look on the topographical map for a notation that says something like “World Geodatum Set of 1984”. In the setup menu of the GPS, look at the datum sets available and try to locate the one listed on your map. Once you program your GPS with that datum set, the unit’s readout will be accurate for your map.

### **Navigating the land and water**

Outdoor expert Rich Johnson gives some helpful guidelines for safely crossing the wilderness when you get lost and are perhaps off the trail.

His first rule is: never step on anything you can step over.

The second is like it: never step over anything you can step around.

The third rule is don’t go upward if you can stay on level ground. You expend less energy walking a longer distance around something on level ground than walking down an incline and hiking up the other side.

The fourth rule is always watch where you’re walking. Don’t unthinkingly step into a hole or onto loose gravel or on a slippery rock.

“Look up often” is the fifth rule. While watching your feet, don’t hit a branch or rock overhang with your head.

The sixth rule says you should beware of shadows. Wherever you can’t see clearly to put your foot or hand, assume that a snake is there, or something else that bites. Also watch where you sit down.

When it comes to crossing water, caution is the watchword. If you must cross a stream or river to get where you’re going, first check the water temperature. Very cold water is paralyzing to human beings, and if you fall in, you will likely not be able to get out. Also check the current. A smooth-looking river can be deceptively fast and strong. Scout up and down the body of water for a safe place to cross such as a narrow spot where you can jump, a fallen log that makes a bridge, or where the water is shallow all the way across.

A good rule of thumb is to turn back if the water goes above knee height, especially if the current is strong and trying to push you over. Return to the bank and try somewhere else. Don’t cross where there are rapids or deep pools. Never, ever try to swim across. Look across the body of water at where you will get out. You don’t want to find a slippery rock face on the other side that you didn’t take into consideration.

When you’re ready to cross the water, consider taking off clothes that you don’t want to get wet and carrying them. At least take off socks and then put your boots back on. The boots will dry as you hike, but the socks will not. If you’re carrying a backpack, undo the waistband and loosen the shoulder straps so you

can shrug off the pack if you fall into the water. Wading is safer with a long stick to steady your progress. If there is a current, walk diagonally into the current as you cross, with the stick held on the upstream side.

Crossing moving water always carries the threat that you will fall in and be carried by the current. If this happens, shrug off your pack and turn yourself around as quickly as possible so that your feet are facing downstream to protect you from rocks and other hazards. Don't panic and thrash around, wasting precious energy. Let the water take you and as quickly as you can, steer yourself toward the closest side.

## summary

5 minutes

Preparing your route ahead of time reduces the chances that you'll get lost. Always take a map and compass with you into the wilderness, with your route marked on the map. If you get lost, assess what you know and look around for prominent landmarks that you may be able to locate on the map. Before you go on a wilderness trip, practice finding direction with and without a compass; practice following a route with your compass; practice triangulating your position on a map. Review the safe ways to cross both land and water off the trail. Above all, if you get lost and cannot find your way and you're in a safe spot where there are ample supplies for fire, shelter, food, and water, stay where you are. Your chances of being rescued are much higher if you don't move.

# SESSION 11

## navigation techniques

participant's guide





# SESSION 11

## navigation techniques



did you know...

Follow the instructor's directions for getting into small groups for an activity.





### mission briefing

This is a different kind of Bible study. It is a chance for you to explore your Bible knowledge.

In Psalm 119, King David wrote, "Your word is a lamp to my feet and a light to my path" (verse 105, NIV). He was speaking of God's Word as a system of navigation, a set of directions for the lost.

Here is the challenge for you: Think about different parts of the Bible and find the best passage of Scripture to answer these questions:

1. When an entire nation is lost, what passage of the Bible tells how they can get back on track?

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2. What are God's indicators or guides for finding the way out of the wilderness of sin?

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3. What part of Scripture would you show to someone who is lost and doesn't know what to do?

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Remember, you must answer these questions with Scripture passages. Be prepared to share the ones you found.

### Activity

Make sure you have your compass with you.

Notes on the presentation:

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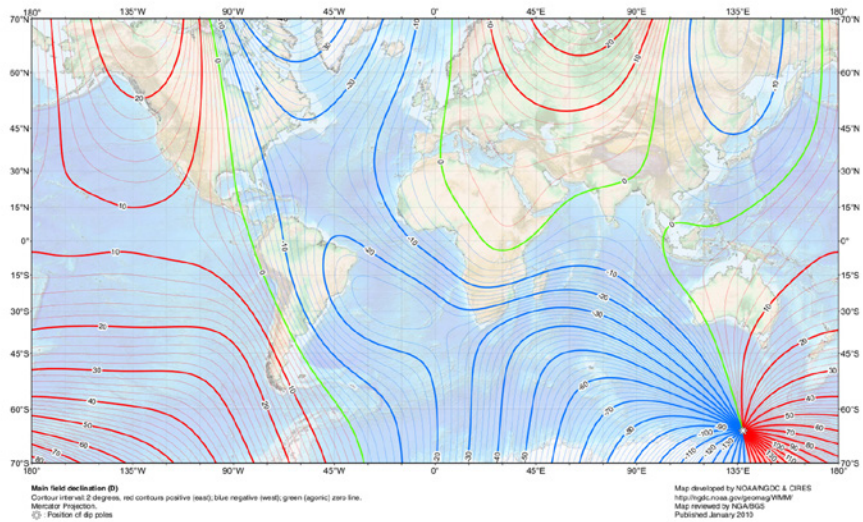
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US/UK World Magnetic Model -- Epoch 2010.0  
Main Field Declination (D)



The lines in this picture show the horizontal magnetic lines under the earth's surface that point toward magnetic north and south.

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# SESSION 12

leader's guide

## solo supervised overnight camping trip





# 12: solo supervised overnight camping trip

## session overview

### leader notes

1. This lesson should be taught on the second day of the camping trip.
2. It presents the culmination of the trip—a solo night in the wilderness. The solo trip tests the participants' learning and their state of mind in relation to the wilderness.
3. All participants must have a place to camp alone for the night.
4. The sites should be along a trail a short distance from the main camp so that the participant is alone, out of sight and earshot, but not far enough away to get lost.
5. The participant's site should be off the trail a short distance so that you can pass by without being seen.
6. Each participant will be truly alone for the night, so prepare them mentally for this assignment.
7. There are two types of overnight trips that you can offer: endurance or skills-based. Use only one type or the other for all participants. Don't try to do both types on one camping trip.

### materials

1. Participant handbooks
2. Bibles
3. Writing instruments
4. Overnight equipment list (if applicable)
5. Tape measure (3 meters or more) (if applicable)
6. Small stakes (three per participant) (if applicable)

### together growing fruitful disciples framework

1. [growingfruitfuldisciples.com](http://growingfruitfuldisciples.com)
2. TGFD process: Understanding
3. Objective: Learning that God is the source of life

## learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>How to prepare mentally to spend time alone in the wilderness.</li> <li>How to dress appropriately for a night in the wilderness.</li> </ol>	<ol style="list-style-type: none"> <li>“Did you know?”</li> <li>Activity</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>Spend a night alone in the wilderness.</li> <li>Conduct assigned activities alone.</li> </ol>	<ol style="list-style-type: none"> <li>Activity</li> <li>Activity</li> </ol>
<b>Heart</b> Participants will understand...	<ol style="list-style-type: none"> <li>The presence of mind to spend a night alone in the wilderness.</li> <li>Faith and trust in God’s provision and protection in the wilderness.</li> </ol>	<ol style="list-style-type: none"> <li>Activity</li> <li>Activity</li> </ol>

# 12: solo supervised overnight camping trip

## teaching plan

### welcome

2 minutes

1. Gather the participants and bring them to order. Pray for the group.

### did you know?

10 minutes

1. Present the following:  
The best way to ensure that you have learned a new set of skills is to practice them in a real-life situation. For the final stage of our three-day camping trip, you will prepare to go out and spend a night alone in the wilderness.  
You will have an opportunity to test some of the skills we've learned and also have a chance to put on your positive attitude in the wilderness.  
You won't be going far away from here. Rest assured that you will be safe and won't get lost. The solo overnight trip places you in the wilderness to get the full experience of it, but it will not put you in harm's way.
2. Divide the participants into groups of three or four. Direct them to the discussion questions under "did you know?" in the handbook.  
Have them get into small groups and discuss the questions listed under "did you know" in the lesson. Have them write their ideas/thoughts in the space provided. In a few minutes, ask for volunteers to share their thoughts.

### mission

### briefing

10 minutes

1. Direct the participants to the Bible study in the handbook.
2. The study examines the wilderness experience of four people in the Bible: Jacob, Elijah, Jonah, and Jesus.
3. After the allotted time, ask for a few volunteers to share their thoughts on one of the Bible characters.

### thinking

### it through

10 minutes

1. Instruct participants to read Deuteronomy 31:6 and answer the thought questions.

### activity

40 minutes

1. You will have to choose one of the two types of overnight trips for your group.
2. Present the instructions for the type of overnight trip you have chosen. Both are given below.

#### Solo endurance trip

The type of overnight experience we will be doing involves your staying alone in one spot for 18 hours. I will take you to a place by a tree where you will spend the night. You can move around in a 3-meter (10

feet) radius around the tree, but you cannot go outside of that area for the full 18 hours. I will mark the radius for you with three small stakes so that you know where to go and not go.

This is an endurance test. It simulates a situation in which you are taking a day hike and get separated from your group, causing you to have to spend the night alone without basic supplies. This means you'll have no food, water, light, or bedding with you. It's just you and the tree for the night.

Here is a list of important guidelines:

I will assign a place for you sometime between X:00 p.m. and Y:00 p.m. this afternoon. Tomorrow morning I'll return between A:00 a.m. and B:00 a.m. and bring you back to camp.

Stay in your assigned spot for the entire 18 hours, no matter what happens. You cannot be found if you move away from it. This is a serious point.

Remember to keep a positive frame of mind at all times. Pray and meditate and think through character issues in your mind.

Finally, be sure to wear adequate clothing and shoes for the lowest nighttime temperature.

### **Solo skills-based trip**

For the solo supervised overnight trip, you will spend 24 hours in one location. You will be responsible for three activities and for sleeping in the wilderness.

First I will lead you to the spot where you will be based for the night.

Your first activity will be to make a fire from scratch. Using the techniques from Lesson 8, you'll start and maintain a fire. When I come and inspect the fire, I will be looking for evidence that you found kindling, small pieces and large pieces of wood, and created a well-built fire.

You'll be able to notify me that you have completed the activity using a mailbox system. You will receive three cards like this. I will leave a container attached to a tree on the trail near your campsite. When you have made your fire, for example, bring the fire card and place it in the container. Then go away from your campsite and wait. You must remain alone and not meet me. I will check on your campsite and check the quality of the fire. I will blow a whistle when I'm finished. When you hear the whistle, return to your campsite.

The second activity is a shelter at your campsite. You can make any one of the types of shelters we learned in Lesson 10. Again, when you have completed the shelter, take the shelter card to the container on the trail, then go away from your campsite and wait out of sight. You must remain alone and not meet me there. I will blow the whistle to signal that you can come back.

The third activity is a signal. You can choose the option of creating a visible signal on the ground with rocks and/or colored clothing. Do not use clothing that you need to wear! Alternatively, you can choose the option to create three fires that indicate your location. For your safety and the safety of others, it is extremely important that you create a barrier of open ground around your fires so that they do not spread.

You will be doing all three of these activities from memory. Please review the lessons before you go.

After 24 hours, I will come by and meet you at your campsite. Don't leave the site before I get there. You cannot be found if you are not at your campsite.

Here is the equipment list for the overnight solo trip:

- Adequate clothing and shoes for the lowest nighttime temperature
  - Fire-starting tools
  - Clean water in two large water bottles
3. Spend the remaining time taking questions and discussing the overnight trip.
  4. Send the participants to find the equipment they need (if applicable) and to find the correct clothing for the overnight trip.
  5. Check every participant for the correct gear.
  6. Take the participants to the locations where each of them will spend the night.



# SESSION 12

participant's guide

## solo supervised overnight camping trip





# SESSION 12

## solo supervised overnight camping trip



did you know...

Discuss the following questions in your small group. Write down the ideas you come up with.

1. What situations might cause you to spend a night alone in the wilderness? Come up with at least four ideas.

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2. What is the list of the seven survival priorities you should set in this area where we are having our camping trip? What order should they be in? Write them here:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_



### mission briefing

All of these men in the Bible came into a situation where they were alone in the wilderness. Look up each of the passages and identify the following:

- a. What caused the person to enter the wilderness?
- b. How did the person react to the situation?
- c. What do you take from the person's experience?

Jacob (Genesis 28:10–12)

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Elijah (1 Kings 17:2–6)

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Jonah (Jonah 1:17)

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Jesus (Luke 6:12)

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### thinking it through

“Do not fear, for I am with you; do not be dismayed, for I am your God. I will strengthen you and help you; I will uphold you with my righteous right hand” (Isaiah 41:10).

1. What does this verse mean to you? How would you apply it to yourself and your situation?

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### Activity

You will receive instructions from the leader for an overnight solo wilderness trip.

Write down the equipment you will need:

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# SESSION 13

leader's guide

## simple faith and trust-building activities





# 13: simple faith and trust-building activities

## session overview

### leader notes

1. This lesson and Lesson 14 return to the full-length format lasting approximately 90 minutes each.
2. After spending a night in the wilderness, the participants will almost certainly feel a new measure of self-confidence.
3. To capitalize on their character improvement, participants will, in this lesson, test and strengthen their faith and trust in each other.
4. These lessons can be taught either in the field at the campsite or back home in the customary Ambassador group meeting place.
5. Several of these activities use blindfolds, which raises safety issues. Stay alert at all times for what participants may do when blindfolded.

### materials

1. One blindfold per two participants
2. A wide-open outdoor space, preferably with soft grass
3. An indoor open space is acceptable, but only if it has a soft floor (i.e., gym mats, carpet, etc.)
4. Two inflated balls such as beach balls, basketballs, volleyballs, footballs, child's plastic play balls
5. A stopwatch (most mobile phones and tablets have this feature)

### together growing fruitful disciples framework

1. [www.growingfruitfuldisciples.com](http://www.growingfruitfuldisciples.com)
2. TGFD process: Connecting
3. Objective: Developing Christ-centered relationships in the local church as a member of the body of Christ

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"> <li>1. More about trusting each other.</li> <li>2. What are their limits for faith and trust.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity 1</li> <li>2. Activity 2</li> </ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"> <li>1. Take turns exercising trust in fellow participants.</li> <li>2. Expand their trust limit.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activities</li> <li>2. Activities</li> </ol>
<b>Heart</b> Participants will feel...	<ol style="list-style-type: none"> <li>1. A sense of security when placing themselves in the hands of trusted companions.</li> <li>2. A heightened appreciation for God's care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Activities</li> <li>2. Activities</li> </ol>

## extra resources

Explore your options for book resources. For example, Group Publishing in the United States publishes *GroupBuilder Games and Activities for Youth Ministry*, which has a section on trust-building activities. Some general and business-related books contain helpful team-building and trust exercises suitable for young-adult ministry such as *The Big Book of Team-Building Games* by John Newstrom and Edward Scannell (McGraw Hill, 1997).

# 13: simple faith and trust-building activities

## teaching plan

### welcome

2 minutes

1. If you do this lesson before the trip is over, bring the group to order. If you are meeting back home in the Ambassador meeting place, welcome participants back from the camping trip. Pray for the group, especially mentioning the guidance and wisdom of God in what the participants learned.

### did you know?

15 minutes

1. Start the lesson with a brief discussion of the camping trip. Use these suggestions to get started, adding your own questions and comments as they come to you:
  - What were the highlights of the trip for you?
  - Who detected changes in their character from the beginning of the camping trip to the end? What were they?
  - Did you face fears and challenges? What were they?
  - Do you feel stronger in your trust in God? In what ways?
2. You will need an open space for the first activity, large enough for the participants to divide into two groups away from each other.
3. Play “Keep the Ball in the Air”. Don’t mention the name of the game out loud. Simply explain what to do: First, you must all line up in order of your birthdays. Make one long line, starting on the left with January 1 and going to the right in chronological order up to December 31. Then I will number you using “ones” and “twos.” [Do the numbering.] Now all the people who are “ones” come to the left side of the room. Everyone who is a “two” come over to the right side of the room. I will give one ball to a person in the “ones” group and one to a person in the “twos” group. When I say “Go!” that person hits the ball up in the air. As a group, you must keep the ball bouncing up into the air and not let it fall to the ground. You cannot hold the ball still. It must keep moving. I will use my stopwatch to time the team that goes the longest. That means that if your team lets the ball fall to the ground first, you must be quiet and let the other team continue. If you are the team that still has the ball in the air, keep going as long as you can.
4. If the teams drop the ball quickly, say, after 3–4 minutes, have them try again.
5. Optionally, you can redistribute the teams and have them play again.

### mission

### briefing

10 minutes

1. Divide the participants into groups of three.
2. Direct them to the “mission briefing” for this lesson in the participant handbook.

**thinking**  
**it through**  
15 minutes

1. Direct participants to the passage from *Prophets and Kings* and allow them to think quietly and respond to it.
2. Allow participants some time to work on ideas for their IDP.
3. Pair up the participants with their spiritual companions to discuss possibilities for their IDP.

**activity**  
40 minutes

1. The main activities of the lesson are active trust-building games.
2. Each game is followed by a few minutes of debriefing to help the participants apply their actions to character building.
3. Have a brief safety talk to remind participants to be careful with each other at all times.

### **Lean Walk (5–10 min)**

This simple exercise helps pairs of participants develop trust as they help each other along. Two people lean on each other's shoulders as they walk together. Be sure to do this activity on a non-slippery surface with non-slippery shoes. Outdoors on grass works well.

Instruct each participant to find a partner. You can make this interesting by requiring them to find, for example, someone who has the same number of brothers or the same color eyes, and so on. Be creative with the requirements.

Pick an item that the pairs will walk toward, such as a dropped jacket or a chair. Place the object at least 15 meters (50 feet) away.

Ask for a volunteer to help you demonstrate the activity. The volunteer stands beside you, and you lean against each others' shoulders. You should make your leaning bodies as straight as possible, so that the two of you look like an upside-down "V." Don't make the angle so wide that either of you slips and gets hurt. Leaning on each other, you walk together toward the objective, leaning all the way. A short demonstration should be sufficient.

Then instruct the pairs to lean in and begin their own walk toward the object. Send pairs one after another, putting some pressure on them to cooperate but also to keep moving.

#### *Variation*

Have partners swap sides after the first effort so that they lean on the other shoulder.

### **Willow in the Wind (10–15 min)**

This trust-building exercise requires maturity and care on the part of the participants. It is a fairly gentle activity, but requires a degree of trust. If you suspect that some participants are unable to sustain this kind of supportive atmosphere, then try a less serious activity.

First you must teach good spotting technique. Show participants how to take this stance:

- one foot in front of another
- arms outstretched, elbows locked, fingers loose
- ready and alert

Divide the participants into groups of about eight. One person volunteers to be the “willow” in the middle.

With one of the groups, you should now demonstrate the “willow”:

- feet together
- closed eyes
- arms crossed and hands on shoulders
- keep body straight and tensed
- establish a contract with your group (see below)
- do a “trust lean” and allow yourself to be “passed around” the group

The final step before leaning is to create a contract between the “willow” and the group. It can go like this:

Willow: “I am ready to fall. Are you ready to catch me?”

Group: “We are ready to catch you. Fall away.”

Willow: “Falling.”

Group: “OK.”

Now assemble the remainder of the groups and get them into correct position: the group is tight together in a circle, shoulder to shoulder, arms outstretched—in other words, in spotting position close together. In this position, outstretched hands should almost touch the person standing in the middle. This ensures that the initial fall will be very gentle. Gradually the group can ease back to allow a more extensive lean. Distribute large and small people evenly to avoid weak points in the circle.

The “willow” should allow him/herself to be passed around by the group as long as she/he likes (usually a couple of minutes). When he/she has had enough, he/she can simply stand up straight, open eyes, and thank the group.

Have the group select a new “willow” and try again for a few minutes.

Debriefing: Ask the “willow” volunteers to describe how they felt. Did they feel supported and secure?

### **Pairs Compass Walk (10 min)** by Mark Collard

This closing activity contributes to an individual’s sense of dependence on God and fellow Christians for help. A blindfolded person attempts to walk directly in a straight line toward an objective about 50 meters (55 yards) away. This is best conducted outside, but if you are in a gymnasium or other large indoor space, you can set up objectives there.

First, divide the participants into pairs. Use creative ways to divide them. Have one person identify an objective about 50 meters away, such as a tree (outdoors) or a table (indoors). If you are in a room with limited space, set up an objective as far away as possible.

The other partner then looks at the objective and puts on a blindfold. The person will then proceed toward the objective, never peeking to get reoriented. The seeing partner follows behind and remains completely silent. While not helping the blindfolded partner with pushing or other directional help, the seeing partner acts as a spotter, stopping the blindfolded partner if they come to an obstacle that could hurt them by, for instance, pulling on their shirt from behind to stop them. (If there are concerns about clothing and touching, create same-gender pairs.)

If the blindfolded person reaches the objective, the spotter can take off the blindfold. If the blindfolded person gets lost, which is almost guaranteed to happen, after 3–4 minutes the spotter can take off the blindfold and show where the person ended up in relation to the objective.

Debriefing: Ask the blindfolded person what he/she thought about while trying to reach the objective. Ask the spotter how it felt to not be able to help with spoken commands.

## summary

5 minutes

The camping trip gave us a heightened sense of our capabilities and also what we can expect from our own characters may have identified areas where each of us needs God's help to improve our character strength. Today we applied the quality of our character to helping and trusting each other. This week, during your private devotional times, work from your IDP and pray for God to inspire you and instruct you concerning your character. Listen for His responses. Think about how to implement them and expect the help of the Holy Spirit to do so.

# SESSION 13

participant's guide

## simple faith and trust-building activities





# SESSION 13

## simple faith and trust-building activities



did you know...

Follow the group leader's instructions for this activity



## mission briefing

Turn in your Bible to Nehemiah 2. Read verses 1–10. As you think about what you've read, answer the following questions:

1. What was Nehemiah's job? (See Nehemiah 2:10.)

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2. In what ways did King Artaxerxes trust Nehemiah?

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3. In what ways did Nehemiah trust King Artaxerxes?

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4. How did Nehemiah show his trust in God?

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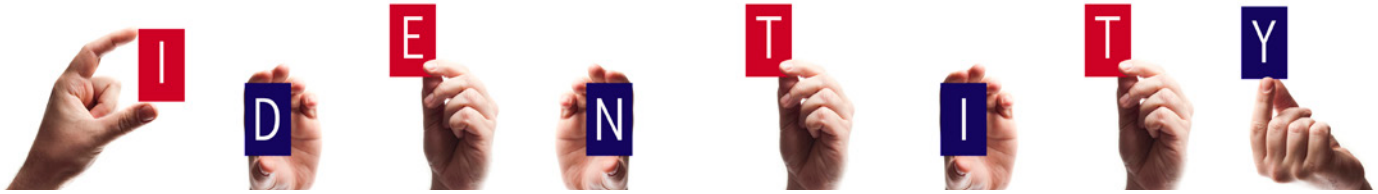
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5. What do you learn from Nehemiah's attitude of trust?

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### thinking it through

1. Nehemiah had heard about the dismal state of Jerusalem and its inhabitants and it grieved him. He asked God to give him an opportunity to change those conditions. Four months after he had heard news from Jerusalem, he got the chance to pop the question.

Read the following passage and ponder this question: “What situation have you faced in which you had only your trust in God to carry you through?”

*The recital of the condition of Jerusalem awakened the sympathy of the monarch [Artaxerxes] without arousing his prejudices. Another question gave the opportunity for which Nehemiah had long waited: “For what dost thou make request?” But the man of God did not venture to reply till he had sought direction from One higher than Artaxerxes. He had a sacred trust to fulfill, in which he required help from the king; and he realized that much depended upon his presenting the matter in such a way as to win his approval and enlist his aid. “I prayed,” he said, “to the God of heaven.” In that brief prayer Nehemiah pressed into the presence of the King of kings and won to his side a power that can turn hearts as the rivers of waters are turned (Prophets and Kings, 631).*

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2. This is an opportunity for you to plan ahead for your Individual Discipleship Plan. Reflecting on what the camping trip taught you about yourself, prepare a plan for working on parts of your character, especially newly identified areas, that need strengthening.

### Activity

Follow the group leader’s instructions for trust-building activities.



# SESSION 14

leader's guide

## advanced faith and trust-building activities





# 14: advanced faith and trust-building activities

## session overview

### leader notes

1. This lesson concludes the outdoor adventure/character development module.
2. The character-building activities are similar to those in Lesson 13, but push the participants a little more.
3. The activities again require an open outdoor space, this time with trees nearby and with enough room for running. The first activity of the lesson must be done outside. The other activities can be conducted inside if necessary.

### materials

1. One blindfold per two participants
2. Several obstacles of your choosing: chairs, rocks, boxes, traffic cones, etc.
3. Several chairs
4. At least one table

### together growing

### fruitful disciples

### framework

1. [growingfruitfuldisciples.com](http://growingfruitfuldisciples.com)
2. TGFD process: Ministering
3. Objective: Seeking opportunities in all daily activities to minister to others

### learning outcomes

	Outcomes	Evidence of learning
<b>Head</b> Participants will know...	<ol style="list-style-type: none"><li>1. How to work cooperatively in a trust situation.</li><li>2. How to push the boundaries of their comfort zone.</li></ol>	<ol style="list-style-type: none"><li>1. Activity 1</li><li>2. Activity 3</li></ol>
<b>Hands</b> Participants will be able to...	<ol style="list-style-type: none"><li>1. Think quickly and assess the needs of a situation.</li><li>2. Place their trust in caring companions.</li></ol>	<ol style="list-style-type: none"><li>1. Activity 2</li><li>2. Activity 3, 4</li></ol>
<b>Heart</b> Participants will feel...	<ol style="list-style-type: none"><li>1. The value of maintaining integrity.</li><li>2. God's eternal reliability.</li></ol>	<ol style="list-style-type: none"><li>1. Activity 2</li><li>2. Activity 4</li></ol>

# 14: advanced faith and trust-building activities

## teaching plan

### welcome

5 minutes

1. Take extra time to pray at the beginning of this lesson.

### did you know?

10 minutes

1. Introduce the lesson as one that will build on the previous lesson.
2. In an outdoor setting where there are a number of trees growing fairly close together, divide the group into pairs. Same-gender pairs may be best for this activity.
3. Give each pair a blindfold. One partner puts on the blindfold.
4. Give these instructions:

The person with a blindfold must be guided at all times by the person who can see. You must keep contact with the arm or hand until I tell you to let go.

You will lead your blindfolded partners to a tree of your choosing. When they have come close enough to touch the tree, guide their hands to the tree and allow them to examine it with touch only. When they say that they've gotten a good feel for what the tree is like by touch, carefully lead them back here to me.

Take off the blindfold and the person who was blindfolded must now try to identify which tree they were touching.

Debriefing: This exercise combines a helping role with a sensory test. If you were the blindfolded partner, how sure were you at the time you were touching the tree that you would be able to identify it? Were you successful?

Optionally, you can redistribute the teams and have them do the exercise again.

### mission

### briefing

10 minutes

1. Bring participants to a place where they can sit and discuss, read, and write.
2. Direct participants to this lesson's Bible study in the handbook.
3. It is Part 2 of an assessment of the trust issues in Nehemiah's rebuilding project.

### thinking it through

15 minutes

1. Ask for silence and indicate that it is time for participants to respond to the thought question in the handbook.
2. Instruct participants to pair up with the same-gender discipleship partner they have had in the past (if the same person is available).
3. Create new pairs for those who have not had a partner before.
4. If one person is a spare, allow a group of three.
5. Allow time for discussion (5 min) and time for making plans in the IDP section of the handbook (5 min).

## activity

40 minutes

1. Bring the group to order.
2. Return to the open space for some energetic activities.

### #1 Make a team with... (10 min)

This short exercise builds cooperation.

Explain to the group that when you shout out an instruction, the participants must build a team as quickly as possible.

Instruct them that as soon as the team is formed, they should shout, "Done!" or a similar word of your choosing. Caution them against calling "Done" before they are really together as a team and disqualify those who try to cut corners. You may need referees from among your staff.

Even though one team will finish first, allow time for all the other teams to form before giving the next instruction. However, as soon as you see that all the teams are formed, immediately give the next instruction. Keep things moving quickly.

Here are some examples of instructions to give.

"Get into a team of five."

"Form a team of three people with the same shoe size."

"Create a team of four who have the same number of brothers and sisters."

"Collect everyone who goes to your church."

"Form a team of people who are vegan, vegetarian, or meat-eating." (This one will generate comments.)

"Create teams according to your favorite book of the Bible."

And so on. Come up with several more instructions of your own, based on what you think is fitting in your culture and region.

### #2 Obstacle Course (20 min)

This game emphasizes communication and trust.

Create new pairs of participants. Be creative in how you ask them to pair up. Give a blindfold to each pair and have one person put on the blindfold.

In the outdoor area (or large indoor area), scatter the obstacles around, leaving some space between them. Be conscious as you place the objects that you are creating an obstacle course. Don't make it easy. Do this after the blindfolds have been put on.

The people that are blindfolded cannot speak as they go through the obstacle course. The partner who can see is allowed to speak but cannot enter the obstacle area and must remain outside the field of obstacles. The objective is for the seeing partner to guide the blindfolded partner through the course using only spoken directions.

Give the pairs a few moments to discuss their approach. The blindfolded person needs to hear some conversation to get used to the seeing partner's voice. They will decide on what commands they'll use.

Before starting them off, give your safety reminder again. Emphasize that the seeing persons must not only keep their partners from bumping into the obstacles, but also away from other blindfolded participants. No collisions are allowed.

You may need referees to float through the course, keeping order.

Optional: You could keep count of people hitting obstacles and assess a penalty for each hit—anything from a complete restart to a time penalty or a “points against” system. Also you can make it more fun and require them to do something difficult (e.g. a handstand) as a penalty. Be as creative as you like.

At the conclusion of the first round, allow partners to swap roles and renegotiate the course. You could rearrange the obstacles once the second partner has put on the blindfold.

*Variants:*

- Depending on your assessment of the level of maturity and cooperation in the group, you could start with only two or three pairs crossing the course simultaneously, or if the group seems ready for it, send all the pairs out at once.
- Possibly add more obstacles to the second round.
- If some pairs are not communicating well, give them suggested commands that they can use for the second round such as “Forward one pace” or “Stop and wait.”
- Another option is to have half the group put on a blindfold and then have each of them find a volunteer to help them cross the obstacle course—someone they were not previously paired with and have not been able to look at.

*Debriefing “On a scale of 1–10”:*

How much did you trust your partner (out of 10) at the start?	10	9	8	7	6	5	4	3	2	1	0
How much did you trust your partner (out of 10) at the end?	10	9	8	7	6	5	4	3	2	1	0
What thoughts were going through your mind as you were guided?	10	9	8	7	6	5	4	3	2	1	0
Did anything that your partner said make you feel secure? What was it?	10	9	8	7	6	5	4	3	2	1	0
What thoughts went through your mind as you guided your partner?	10	9	8	7	6	5	4	3	2	1	0
What communication system worked best?	10	9	8	7	6	5	4	3	2	1	0

Did you observe anything from other pairs around you?	10	9	8	7	6	5	4	3	2	1	0
Did you learn anything about yourself?	10	9	8	7	6	5	4	3	2	1	0
Will you do anything differently after this experience?	10	9	8	7	6	5	4	3	2	1	0

### #3 Trust Falls and Dives

This exercise will require more trust than the participants have previously had to give or receive.

The main objective is for individuals to fall into the waiting arms of a group. For every person who does the falling, you need ten people to catch them.

Begin by asking for a volunteer, and then make a group of ten participants. You could be the first to try the activity, demonstrating how it is done. NOTE: every fall should be done with the person falling backward.

The first round is done on ground level. The volunteers stand with their backs to the group. The ten catchers stand facing each other in a line with their arms out to catch people when they fall backward. The catchers' arms should be bent and fingers outstretched beside the elbows of the person opposite them.

Look at the line-up of the ten catchers. The heaviest load is with the torso of the volunteer, so make sure you have some strong catchers around positions 5–7.

The catchers must watch the person carefully and make sure the volunteer's head does not hit their face or head. Also, the catchers must not hold hands with the person opposite them. They must remain upright as they catch the person, otherwise the catchers might hit their heads together.

The volunteers should tense their bodies to keep them straight and fall backward into the arms of the waiting group.

Take the time and allow anyone who wants to be the volunteer to give it a try. You will have fewer volunteers at the next stage.

Next, set up a chair and ask for a volunteer to try falling backward off the chair.

NOTE: It is extremely important that the chair is solid and not likely to slip when the person falls. Use a pair of spotters if necessary to hold the chair and check that the volunteer is lined up to fall into the arms of the catchers.

The persons falling must hold their hands tight together in front of them to avoid flinging out their arms and hitting someone. Remind them to keep their bodies rigid as they fall.

The volunteers are putting their safety in the hands of the catchers. This must be taken seriously at all times.

If there are any takers, try using a taller surface such as a steady, strong table for a higher fall.

One last thought: if anyone takes a hit, don't stop the activity. Make sure the person is medically OK and then continue. The group must not close the activity with the thought that any mishap shuts down trust.

*Variation: Trust Dive*

Once the participants are comfortable with falling and wish for a new challenge, they can try a trust dive. The set-up is the same as for trust falls, except that the volunteer will face the catchers and dive forward into their arms.

For trust dives, it is even more important that they fall from a stable object that will not move at all when they push off. Begin with a floor-level dive and have volunteers practice it. Then they can work up to a chair or other low, solid object.

For the trust dive to work properly, the volunteer must perform a dive that is slightly at an upwardly inclined angle. They should not fall flat or downward, as this is a difficult catch for the team in the group. It is also important that they keep their hands clasped in front of them.

An even greater challenge for an accomplished diver is for them to try it blindfolded. Make sure that everyone is perfectly lined up and that the diver is secure and is perfectly pointed in the right direction.

Debriefing:

- How do you feel now that we've gone through these exercises?
- Is your level of trust any different than at the beginning of our lesson?
- Have you made any connections between what we are doing and what we have learned in our lessons about character and personal improvement? [Allow some time for thoughtful answers.]

**summary**

5 minutes

**We build trust through experience.** Today we shared responsibility for each other and worked together to make something happen that you've probably never participated in before. As you go forward in your walk with God, remember that you can trust Him even more than you trust each other. Imagine that you are going to fall into the arms of God whenever you need to. He will catch you in every circumstance. Give Him the desires you have for character improvement and cooperate with Him to bring about surprising results. He is able to help you grow far beyond what you can imagine.

# SESSION 14

participant's guide

## advanced faith and trust-building activities





# SESSION 14

## advanced faith and trust-building activities



did you know...

Follow the group leader's instructions for an outdoor activity



### mission briefing

Turn in your Bible to Nehemiah and read 2:11-3:2. The scene has changed, and Nehemiah is in Jerusalem. Let's consider the trust issues in play here.

1. What kind of confidence did Nehemiah have in himself?

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2. How did the Jewish people living in the ruins of Jerusalem respond to Nehemiah's proposal? (See 2:18.)

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3. A challenge arose immediately. How did Nehemiah respond? In whom does he trust? (See 2:20.)

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4. In spite of threats, what did the priests begin to do? (See 3:1, 2) What does this say about trust?

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### thinking it through

1. Quote from *Can God Be Trusted*.
2. Turn to the IDP pages in the back of your handbook. Spend some time on the planning questions.

### Activity

Follow the directions of the group leader for three activities.



# icebreakers

The following icebreakers can be found at: [http://www.bc.edu/bc\\_org/prs/campus-ministry/saltandlight/Retreat%20Resource%20Manual/Fun%20Small%20Group%20Ice%20Breakers.html](http://www.bc.edu/bc_org/prs/campus-ministry/saltandlight/Retreat%20Resource%20Manual/Fun%20Small%20Group%20Ice%20Breakers.html)

## Hula Hoop Passing

This is a good small group activity that is enjoyable for all ages. Have the group hold hands with the hula-hoop hooked inside. Now pass the hula-hoop around the small group. This is a fun game that should help break any tensions in the group.

## Human Knot

You get everyone in a tightly packed circle and the people in the group grab the hands of people across from them. They cannot grab the hand of the person next to them. They also cannot grab both hands of the same person. This way, everyone's arms are tangled up. They must try to form a circle without letting go of each other's hands by climbing over and under each other. You can revise this by placing a person in the middle and have them tell the others how to get out of the knot while he/she is standing in the middle.

The following icebreakers can be found at: <http://lessonplans.btskinner.com/iceteam.html>

## Remember My Name

This is a fun activity for learning names. Put group members in a circle. The first group member introduces himself, gives himself a nickname that starts with the same letter, and explains why he chose that name. Then, the group works their way around, repeating each nickname along the way. If they mess up, they must start back at the beginning. Example:

- Jeff--Jumpy Jeff (he gets frightened easily)
- Paula--Pretty Paula (her mom always tells her she is pretty)
- Carlos--Caring Carlos (he always lends others a helping hand)

## The Great Wind Blows

This is a fast paced icebreaker that gets students moving and laughing. Arrange a circle of chairs. Ask each student to sit in one of the chairs (have an exact number). Tell students that if they agree with your next statement, they should stand up and move to another chair. Stand in the center of the circle and say: "My name is \_\_\_\_\_ and the great wind blows for everybody who...." (choose an ending that would likely apply to nearly everyone in the class, such as "likes chocolate ice cream." At this point, everyone who likes chocolate ice cream gets up and runs to another empty chair. As the students move, make sure you occupy one of the empty seats. If you do, then one student will have no seat to occupy and will replace you in the center. Have the new person in the center finish the same incomplete sentence.

- \* This can be adapted by using the phrase "I've got mail for...anyone who likes chocolate ice cream" instead of "The great wind blows."

## I'm Going on a Trip

For this activity, the students line up in a circle. Someone starts by saying "I'm going on a trip. My name is \_\_\_\_\_ and I'm taking \_\_\_\_\_." (My name is Liz and I'm taking luggage.) You must use your name and an item you are taking that starts with the same letter. Then, the next person adds on: "I'm going on a trip. My name is Frank and I'm taking a flashlight. This is Liz and she is taking luggage." The game continues around the circle or as long as needed.

# community service project planning

## module 4: OUTDOOR

### introduction

The goal is to identify a needy cause and devise a medium/long-term plan to meet that need in the community. The emphasis is on the project being local and the participation being sustained over a period of time.

1. Introduce the idea of an Ambassadors' community service project. Describe it as an integral part of the Ambassadors' experience that begins now.
2. It would be advisable to do some prior research before approaching your group with the following tasks or you can choose to begin the process with the participants.
  - a. Identify a needy cause in the community that would benefit from the Ambassadors' help. You might come prepared with a list of services offered in your community that need volunteer help or start brainstorming with the group. At some stage, this will require some research and consultation with volunteer services and the city/village council. Examples might include:
    - Health services
    - Mentoring
    - Community clean-up
    - Vulnerable citizen help (e.g. children of prison inmates)
    - Vulnerable families support
    - Food services
    - Seminars and classes
    - Community events
    - Fundraising
  - b. Explore as many options as possible and do a realistic evaluation of each one on the basis of your resources, time, and personnel.
3. Choosing the Project
  - a. Vote/decide on a short list of three or four for closer evaluation.
  - b. It would be advisable to do a site visit of the short list.
  - c. Have a feed-back session after the visit.
  - d. Prayerfully, choose the final project.
4. Get ready to participate in the community service project.
  - a. Present the idea that serving others with a loving heart and without any conditions requires some self-assessment and re-consecration to God.

- b. Take some minutes to lead the participants in the following: In the participant guide, write down your reaction to the idea that you will give away your time and effort for free. Write down what you really feel about it, not what you think you should feel. If you find any objections in your mind to giving time and effort to others, write those down, too. Apply the Golden Rule to the plans the group has made. Write down your reaction to giving to others what you'd like to receive if you were in their "shoes" (their situation). Write a commitment statement that expresses what you pledge to do for God through serving the chosen group in the community.
5. Plan a field trip to the final project site.
  - a. Sign up participants so that all have a commitment to a time and place for the visit.
  - b. Make the visit a combination of learning the details of the organization's work and some time that the participants spend doing a sample of the work.
  - c. At the visit itself, ask participants to think about their experience and prepare to debrief at the next session when you will ask them to share their reactions to the community service visit.
6. Assuming that the response is positive and the group seems ready to proceed, ask participants to assist you in planning the following:
  - a. Decide on overall goal
  - b. Define tasks involved
  - c. Determine time commitment and schedule
  - d. Assign volunteer positions and duties (a mix of leaders and participants)
  - e. Seek permissions if needed
  - f. Work on budget if applicable
  - g. Obtain insurance if applicable
  - h. Plan for equipment and supplies if applicable
  - i. Plan for regular evaluation of goals
7. Arrange the bi-weekly or monthly project schedule and duration.
  - a. Get a clear list from the organization's representative that states expectations and requirements.
  - b. In situations that require background clearance, arrange for background checks.
  - c. Take time to coordinate participants and sign them up for particular times and dates of service.
  - d. Create and show a record in which you will log the main activities of the group.
  - e. Record the plans; share aspects of it and progress at each session.

**mid-way through the  
module**

1. It's time for a formal review of the initial community service efforts.
2. You can prepare a formal review form or simply record in the log the responses given by participants.
3. Take a careful look at how the activity is developing. Is the group truly meeting the needs identified at the beginning of the module? Does the activity seem to fit the group? What is God telling you about what has happened so far?
4. Take the participants through some minutes of free-flowing discussion of their experience.
5. Steer them toward the goals of serving the community without condition and for no reason but to give.

**at the end of the  
module**

1. Celebrate what has been accomplished thus far.
2. Decide if the group will continue with the same project or choose a new one for the next module.
3. The designers of the Ambassador program encourage continuity as much as possible.





AS THE FATHER HAS SENT ME, SO I AM SENDING YOU  
**AMBASSADORS**