

Footprints



CHRISTIAN RESOURCES

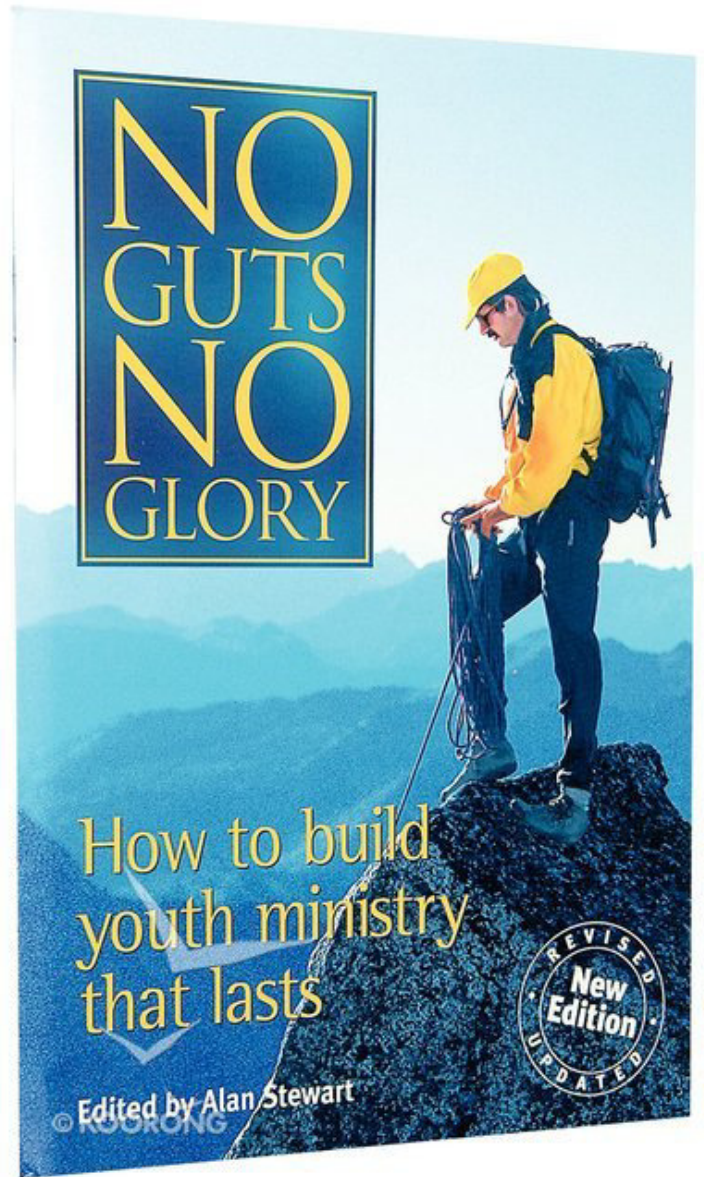


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Footprints into Africa

TEXT BOOK - NO GUTS NO GLORY

1. Where are all the young people?
2. The paradox of youth ministry:
What are we waiting for?
3. Prayerfully teaching the bible:
The youth leader's basic task
4. How to avoid punching the air:
Setting goals and achieving them
5. The when and how of youth work:
Successful programming
6. In search of the perfect haircut:
Choosing youth leaders
7. Multiplying yourself:
Growing the ministry team
8. Flat out like lizards:
A strategy for evangelism
9. Friends and foes:
Parents, discipline and games
10. Mountain-top experiences:
Making the most of camps
11. Confessions of a youth leader:
Sex in your youth group



YOUTH LEADERSHIP

STUDY 1

WHAT IS LEADERSHIP?

INTRODUCTION

Across the world today there is a crisis in Youth Ministry. In many churches the only thing that matters is numbers. If there are big numbers the youth ministry is going well, if numbers are small it is not going well.

Therefore in order to get bigger numbers, many youth groups only **entertain**, giving the young people what they want. But one or two years down the line all those young people have gone.

There is however another approach:

To choose the right leader who will seek to bring the young people to Christ, and then to disciple them into mature believers. If you go this route, you won't get big numbers, but you will have fruit forever.

It is all going to depend on the leader of the Youth Ministry.

1. THE NEED FOR LEADERSHIP

1 Col. 12:1-30 - 1 Peter 2:1-10. - Eph. 4:1-16

These verses show us that above everything else we are to choose godly leaders. Leaders who love Christ. Leaders who want their young people to get saved and who will bring the youth to maturity. The need is very, very great.

2. WHAT IS LEADERSHIP

The Leader will seek to be an example to the youth group.

1 Thes.1:6-7 - "You become imitators of us and of the Lord And so you become a model to all believers".....

1 Peter 5:3 - "Not lording it over them (those entrusted to you) but being examples to the flock."

Also the leader will seek to encourage the youth in the Christian life.

1 Thes. 5:11 - "...Encourage one another and build each other up."

Heb. 10:25 - "Let us not give up meeting together ... but let us encourage one another."

The leader will therefore desire to make disciples.

2 Cor 5:11 - "Since then we know what it is to fear the Lord, we try to persuade men."

The task is big and very demanding.

3. THE LEADER AS A SERVANT.

This is one of the great requirements needed.

Isa. 42:1-7 - Mark 10:20-28 - Phil 2:1-11

1 Peter 5:1-6.

A. **THE EXAMPLE OF JESUS AND PAUL**

Although He was King, yet the Lord Jesus washed the feet of His disciples
John 13:14-15. - **“Now that I your Lord and teacher have washed your feet, you also should wash one another’s feet. I have set you an example.**

The Apostle Paul gave himself to save his people. We need youth leaders like that. Leaders who follow Paul and Jesus, and fully identify with the young people. Sacrificing their own plans.

Mark 6:31-34 -

Being available 24 hours for the young people.

B. **MOTIVE FOR SERVICE**

The motivation for this type of leadership is a deep love for Jesus. We are servants of Christ

Col. 3:24 - **“Since you know that you will receive an inheritance from the Lord. It is the Lord Christ you are serving.”**

And we have taken upon ??????

Phil. 2:7 - **But made Himself nothing taking on the very nature of a servant.”**

The youth group will look at their leader and see a man of God, who cares not to be served, but to serve.”

4. **THE LEADER AS SHEPHERD**

Psalms 23 - **Ezekiel 34** - **John 10**

The youth leader will seek to be like a shepherd to the youth group. The shepherd gathers the sheep.

John 10:16 - **“I have other sheep that are not of this pen, I must bring them also ... and there shall be one flock and one shepherd**

Jesus looks for the lost sheep.

Luke 19:10 - **“For the Son of Man came to seek and to save what was lost.”**

Restores the sick

Matt.4:23-24 - **Jesus went throughout Galileehealing every disease and sickness among the people... and people brought to Him all who were ill.**

Protects the sheep from harm.

John 10:28 - **“....one can snatch them out of my hand.”**

Feeds the sheep.

John 6:1-58 -

Is willing to lay down His life for the sheep.

CONCLUSION

Everything will rise or fall on the leader, and in Youth Ministry it is the same.

YOUTH LEADERSHIP

STUDY 2

QUALIFICATIONS FOR LEADERSHIP

1. THE REQUIREMENTS FOR LEADERSHIP

To begin with, the person wanting to lead the youth must have an inherent (inner) ability for leadership. Over time that can be developed and encouraged, but a leader is born.

- It therefore is important that when you appoint somebody to lead your youth group they have the gift of leadership.

2. NATURAL CHARACTERISTICS.

A good leader will portray five natural characteristics.

A. GOOD CHARACTER

A leader's inherent character is of great importance.

1 Tim 3:7 - "He must also have a good reputation with outsiders, so that he will not fall into disgrace and into the devils trap."

Titus 1:6 - "An elder must be blameless, the husband of but one wife, a man whose children believe, and are not open to the charge of being wild and disobedient."

B. PERSONAL BEARING

1 Tim. 3:2 - "Now the overseer must be above reproach, the husband of but one wife, temperate, self controlled, respectable, hospitable, and able to teach! "

Eph. 5:4 - "Nor should there be any obscenity, foolish talk or course joking, which are out of place, but rather thanks giving."

This means that there is nothing in the leader's character, which will bring dishonour to the name of Jesus.

C. SEXUAL BEHAVIOUR

In today's world this is very important.

Sexually the leader is to be above reproach.

D. FAMILY LIFE.

1 Tim 3:4-5 - "If anyone does not know how to manage his own family, how can he take care of God's church?"

A well disciplined family life is critical.

E. WISDOM

Rom. 12:2 - "Do not conform any longer to the pattern of this world, but be transformed by the renewing of your minds. Then you will be able to test and approve"

1 Cor. 1:21 - "For since in the wisdom of God. The world through its wisdom did not know Him. God was pleased through the foolishness of what was preached...."

The leader must have good common sense.

These five characteristics are natural, but by the grace of God they can be developed in order for the leader to be more effective.

3. SPIRITUAL QUALITIES.

It is of top priority. If you want your youth group to last and to produce disciples of Christ - then we must make sure that the leader is a spiritual leader.

- A. **SPIRIT FILLED**
The leaders in the Old Testament e.g. “The Judges” were chosen because the Spirit of God was on them.
In **Acts 6:3** - The qualification for a deacon was to be filled with the Spirit.
The very important responsibility of running the youth should only be given to the leader, who is filled with the Spirit.
- B. **TEACHING APTITUDE**
In **Titus 1:9** and in **2 Tim. 2:2** the leader must be able to teach the young people the Bible.
- C. **NOT COVETOUS**
1.Tim. 6:10 - “For the love of money is the root of all kinds of evil. As a result people eager for money, have wandered from the faith.”
He must not love money, because that is the root of all evil.
- D. **GENTLENESS**
1 Tim 3:3 - “ ...not given to drunkenness, not violent, but gentle, not quarrelsome, not a lover of money.”
The leader deals with the young people with gentleness.
- E. **PERSONAL CONVICTION OF FAITH**
The leader of the young people is to have deep personal convictions
1 Tim. 3:9 - “They must keep hold of the deep truths of the faith with a clear conscience.
- F. **HUMILITY.**
He cannot be proud, boastful or arrogant.
Matt. 21:12 - “
- G **SELF CONTROL**
The leader is in control of his tongue, his emotions and his will.
1 Tim 2:23 “Live peaceful and quiet lives in all godliness and holiness.”
- H **SPIRITUALLY MATURE**
Eph.4:13-14 -
Spiritual maturity only comes through spending time with God in the Bible and prayer.
2 Tim 2:15 - “Do our best to present yourself to God as one approved, a workman who correctly handles the Word of Truth, who does not need to be ashamed.”
In order to do this we need discipline.
1 Cor. 9:27. - “No I beat my body and make it my slave so that after I have preached to others, I myself might not be disqualified for the prize.

CONCLUSION.

To choose the right leader for the group is very important and therefore you must look at the physical, emotional, and spiritual qualifications.

YOUTH LEADERSHIP

STUDY 3

THE EXERCISE OF LEADERSHIP

INTRODUCTION

In the previous two lectures we saw the characteristics which were required in the life of a youth leader. We must not look for natural characteristics - Youth work is too important. But now we come to how do you exercise leadership among the young people.

1. LEARNING TO BE A LEADER.

No amount of theory alone will make a leader. Leaders are made and proved in the situation of leadership, as they are placed into leadership they develop.

1 Tim. 3-6 -

Acts 20. -

Once Jesus had trained His disciples, He sent them out. He knew that the best training was on the job training.

2. PERSONAL ATTITUDES

For the leader of the youth group, this is very important

A. LOVE

Rom.1:11 - "I long to see you, so that I may impart to you some spiritual gift to make you strong."

1 Thes. 3:5 -

The leader must love the young people with 'agape' love (self giving love)
When you love your people you will do anything for them.

B. AUTHORITY AND DISCIPLINE

However it is important also to have a loving discipline.

Heb. 12:6 - "...Because the Lord disciplines those He loves and He punishes everyone He accepts as a son.

Rev. 3:19 - "Those whom I love I rebuke and discipline. So be earnest and repent."

While the leader loves, at the same time he must be firm.

C. ENTHUSIASM

It is contagious !!

D. FRIENDSHIP

The leader must tread a path between identification and separation.

John 1:14 - "

Phl. 2:5 - "Your attitude should be the same as that of Jesus Christ."

He wants to be a friend that the young people will always turn to for help.

E. THE OPPOSITE SEX.

Here the leader is to be very, very careful. He must not get involved with the young girls or boys.

F. PATIENCE.

Luke 13:36 - "O Jerusalem ...how often have I longed to gather your children together But you were not willing.

1Peter 2:23 - "When they hurled insults at Him, He did not retaliate, when He suffered He made no threats. Instead He entrusted Himself to Him who judges justly."

G. PUNCTUALITY.

A leader should be punctual and on time. It gives people the security of knowing when it starts and when it finishes.

3. LOYALTIES

The leader seeks to develop loyalty among the young.

A. TO CHRIST

1 Thes. 2:4 - “We are not trying to please men but God, who tests our hearts.”

Acts 4:19 - " Judge for yourselves whether it is right in God’s sight to obey yourself rather than God.”

B. TO OTHERS

Eph.6:5-9 - “....Serve whole heartedly, as if you were serving the Lord, not men, because you know that the Lord will reward everyone for whatever good he does, whether he is slave or free.”

Col. 3:22-25 - “.....

4. EXERCISING LEADERSHIP.

A. CORRECTION

This is never easy, sometimes we may need to rebuke or discipline one of the young people.

B. CRITICISM

This also is never easy , because you will be criticized often. It is part of the package.

C. EXHORTATION

Encourage them ! In a small way we can encourage.

D. DELEGATION

We must learn to delegate work.

Eph.4:11-12 - “It was He who gave some to be To prepare God’s people for works of service So that the body of Christ may be built up.”

E TRAINING OTHERS

2 Tim. 2:2 - “And the things you have heard me say in the presence of many witnesses entrust to reliable men, who will also be qualified to teach others.”

Always be training.

F. METHODS

We follow the example of Christ as youth leaders. To see our young ones growing into mature disciples of Jesus.

CONCLUSION Now we have seen how He leads, through love and self sacrifice.

YOUTH LEADERSHIP

STUDY 4

PRINCIPLES OF LEADERSHIP

INTRODUCTION

The Bible places great emphasis on the character of the leader

The leader of young people is above everything else to be a child of God, who loves the Lord Jesus Christ and who loves the young people. Everything depends on the leader, but the question we need to ask is, :How can we lead?" - :What are the principles of leadership?:

1. GROUP DYNAMICS AND GROUP GROWTH

Whenever a number of young people get together, begin talking and doing things together, they soon develop what is called group dynamics. They become a member of the youth group, which has life. The leader working with the youth is a very important part of this group.

The kind of group you have and the kind of dynamics which will take place, will depend on your leader.

2. ALTERNATIVE LEADERSHIP POLICIES

The leader must decide how best to lead the youth group, and in general terms there are three different ways.

A. THE AUTOCRATIC APPROACH.

The leader is the boss - he makes all the decisions and does not consult with the young people. On the surface the youth group will appear to run smoothly. The members just become puppets.

Decisions are made with no reference to the group.

In the future problems begin to arise.

- i) Discontent
- ii) Resentment
- iii) The youth group is hindered from developing, and eventually it will collapse.

B. THE LAIDBACK APPROACH

This is at the other end of the scale.

If the leader remains passive, he allows the group to do whatever they want to do. He does not prepare and lacks the courage to make decisions.

You will find with this youth group, that the young people will come only if there is nothing else to do, and very little is accomplished.

Eventually the group will die.

C. THE DEMOCRATIC APPROACH

Here the leader leads, but it is a leadership marked by servant hood. He leads as a servant. The best definition of leadership is creating an environment in which others flourish.

So the leader discusses with the young people. The talents of the young people are noted and developed. They have to care, because they feel part of the group. They work together with the leader in building up the youth group. This was the approach of Jesus.

YOUTH LEADERSHIP
STUDY 5

AIMS OF THE GROUP

INTRODUCTION

It is of great importance that the leader of the youth group has clear aims and objectives: Above all the leader will seek to teach the Bible and live the example that the young people will desire - not only to enjoy coming, but also to become a disciple of Christ.

1. THE IMPORTANCE OF SPECIFIC AIMS

Whether it is a business or a soccer team, the leader will always have goals. This is important! It will keep us focused on what we ought to do. Surveys of youth organizations have indicated a great variety of goals.

2. THE GENERAL AIM

A. ASSOCIATION

This is an important part of a young person's life. Young people love to be with their friends. It is there where they feel wanted and understood. In general therefore we will seek to create an environment in which young people can meet.

B. TRAINING

The leader will always seek to develop the skills and the interests of the young people. They will be equipped to face life.

C. CHALLENGE

Young people love a challenge. The leader will therefore seek some project which will capture their enthusiasm, and call for sacrifice and perseverance.

These are three general aims for any youth group.

3. THE AIMS OF A CHRISTIAN YOUTH GROUP

A. ASSOCIATION

For a Christian young person fellowship is critical. Where they can share, be encouraged and loved by their group. To have an environment where Christian young people can meet is very important.

They can be entertained by the world - we rather seek fellowship.

B. TRAINING.

The leader will in addition to fellowship, focus on training and discipling. There will be times of Bible Study, developing gifts, helping the young people to mature in their walk with Christ.

C. CHALLENGE

Our Christian young people will be challenged to live a life of faith, and to live for Christ at school and at home, and at the university. They will also be challenged to become missionaries.

Also as leaders we will take them on short term missionary ventures to go and visit mission stations.

D. FELLOWSHIP

As mentioned above, this is more than just association

James 5:16 - “

It will include confession of our faults to each other

Romans 12:8 - “

Living a life of love

1 John 1:3-6 - “

Loving one another with the love of the Lord.

The Christian Youth Group is different. The aims are different. It is not numbers or entertainment that we look for. Our aim is to bring our young people to Christ, and then to encourage them to grow into mature Christians.

YOUTH LEADERSHIP

UNDERSTANDING YOUNG PEOPLE TODAY

STUDY 6

A. INTRODUCTION

Psychology has been called the science of human behaviour. It is primarily concerned, not with the ethical significance of human conduct, but with the causes underlying it. Its purpose is to indicate general principles based on observation, rather than to present cut-and-dried conclusions. Like every other science, it is concerned with facts and generalizations, not with ultimate values. The truth or otherwise of any religious or moral principle is, strictly speaking, outside the realm of psychology. On the other hand, psychology has a unique contribution to make to the understanding of those problems with which religion and ethics are concerned.

Few of us can remember the time when we were babies. Yet it was a most important part of our life. Babyhood is like the root of a plant hidden beneath the surface. It is not seen, yet on it the development of the plant depends. In this period foundations of our future attitude to life and our relationships with other people are made. Where a background of love and security exists, confidence will be given to enable right development.

It is important for the Youth Leader to understand the stages of development through which a person passes. These notes cannot cover all these stages. The Leader is advised to read for himself from the book list included in Study 7.

B. DEVELOPMENT BETWEEN THE AGES OF EIGHT AND TWELVE

The stage of development between eight and twelve is known as the latency period or sleeping period. Outwardly children do not grow a great deal; but muscles grow, mind develops and emotions begin to appear. Not every child conforms to the plan of development at the same time. Girls develop or grow quicker than boys. Some girls put on a pre-adolescent spurt earlier than others, though usually this growth spurt occurs at about eleven or twelve years of age. To be at either extremity – that is, either too early or too late in developing – can often lead to unsettled behaviour.

1. Physical Development

In this eight to twelve period, muscles are developing, co-ordination between eye and hand is gradually improving, and facility in tasks involving the use of the limbs is increasing. Some children develop more slowly than others and one cannot expect all eight-year-olds to be able to throw a ball the same distance or with the same precision. Some of the children's eyes have not developed as much as one would normally expect and they may still need larger print for effective reading or must be allowed to write larger than most. If it realized that possibly a

child of ten who cannot take a simple “catch” in a ball game is functioning in this regard at a much younger level and will probably show great improvement with encouragement and sympathetic handling, the dubbing of girls as hopeless at anything in the sporting line may be obviated. Finer muscles in the extremities are the last to develop, with the result that skilled use of the fingers may be delayed some time.

Not everyone follows a normal plan and if there is any slight defect or difference in a particular child, he may be noisy or may try to do outrageous things to gain attention. Often such children become shy and nervous. If you are a leader of a junior group, watch each individual child and try to encourage each of them to do as the others do.

Between the ages of about eight and ten, children tend to be very careless, especially in regard to their personal appearance. Grubby hands and faces, untidy hair and torn clothes, are all natural at this age. They should not be scolded unduly for untidiness, but should be expected to conform to adult standards when in the company of adults, eg. for meals and at school.

2. The Emotions

How we act depends on how we feel, and this is particularly so with young children. People often become very nervous when asked to speak and children may become sick or have a headache when asked to do something. Try to make their feelings come out, and to understand the way things affect each individual child.

The main emotions or feelings are love, anger and fear. Children express their feelings – like a cork popping out of a ginger beer bottle, feelings must out. They express them either directly or indirectly or may suppress them for the time being. If they are annoyed they may kick someone in the shins – the leader or someone else, or a cat or a stone. Loud screaming and crying may give the child release of tension and wipe the slate clean, so to speak. A child who suppresses his emotions and bottles things up inside himself, planning later revenge perhaps, is a child to watch. It is very much healthier for a child to get things out of his system as long as it can be done without harm to others round about. Whenever possible, let the child do this in his own way or supply a hectic game or some other diversion to do it for him. The most difficult part very often is to control our own anger if the child is angry about something which we are stopping him doing. Don't ever reward a temper tantrum by giving in. What does the child want? If possible, let him have it as a reward for good behaviour.

It is important for the leader to know something about the emotions of fear and how it may affect the behaviour of the children. We can see at once if a child is thwarted or annoyed, but there are all sorts of things which children may be afraid of. A study made recently of the fears and worries of middle and late childhood listed the following as being the most common:

1. Failing in a test at school
2. Father or mother being sick
3. Father or mother working too hard
4. Getting a bad report card
5. Father losing his job
6. Being late for school
7. Being hurt by knives, guns, poison, fire, floods
or in an accident, burglary or fight
8. Being sick, suffering, choking, dying
9. Losing money during an errand
10. Losing one's friends

Children frequently keep their fears to themselves, and worry about them. Hidden fears are dangerous. They must be unearthed. Discuss fears frankly, and try to suggest solutions.

In early life, the avoidance of things which cause fear is usually by directly running away from them. Later, the reaction becomes more subtle and a child who may be afraid to stand in front of a group to give a speech suddenly develops toothache so that he will not have to do it. The toothache is quite real to the person, and provides a way of escaping the feared situation. Sometime a child develops an exaggeratedly non-chalant attitude to what is feared – a boy may whistle in the dark to show that he isn't frightened when really it's to keep his spirits up.

Some fears are copied from adults (eg. a fear of storms) and others are learnt if a particular situation has always had unpleasant associations. If parents impose very high ideals on their children, fear of failure can result. The best method of overcoming a fear is to deal with it directly, working out with the child some possibilities for helping overcome it. In some cases a pleasant association may have to be made (eg. always doing something pleasant during a storm if a person is afraid of lightning).

All children have a strong sense of justice, which becomes more articulate at school age. Therefore it is most important, in all dealings with children, and especially in the matter of discipline, to avoid outraging their sense of justice. When punishments are necessary, they should always, so far as possible, have some real connection with the offence. For example, if a girl tears her clothes, she should help to mend them.

Children like and need a leader who is able to keep control, and a leader with a sense of humour can often save a difficult situation.

Love or emotional attachments become very much more fully experienced in adolescence and various aspects of the experience can be agonizing in this stage of development. The basis for a sound adjustment is made in the early years and continuing through childhood. In psychological jargon, the person inspiring the love is referred to as the “love object”. In early years this love object is either or both his parents and they can be displaced partially (or perhaps wholly) by a teacher when the child goes to school. This dependence upon adults continues normally into the middle years of childhood when the adult figure is usually replaced by another child of the same sex. This is an entirely normal course of development. A certain antipathy between boys and girls is natural at this stage. By the time girls are eight they do not want to play with boys. Boys will usually play with girls until they are nine. Friends of the same sex become more important to children at this stage and they like to be in gangs and to do things away from home. The onset of adolescence is marked by an increased interest in members of the opposite sex.

Thus, during this stage of development, the children normally have an attitude of dependence towards the leader as symbolic of authority, and happy, healthy emotional relationships are usually easy. A child of the same chronological age may have already entered upon adolescence and may show a different reaction pattern. At this stage the child takes and follows the leaders example. Therefore it is of supreme importance for a leader to be diligent and at all times consistent, especially in Christian behaviour and example to the group.

As a child develops outside interests, there is a more independent attitude to the home. This is quite natural, and does not mean that the child has ceased to love his home. Parents need to understand this.

This is an age when confidence develops and children often have a very exaggerated idea of right and wrong. They often blame themselves for things that are not their fault and when they have something of this kind on their minds they sometimes develop a nervous complaint (such as stuttering) until everything is righted. They worry about a great many things and begin to discover their feelings. They may hate somebody for a short while, but will feel guilty about it. Sound teaching from the Scripture stories about where Christ can be shown to be the great helper can be of assistance and will lay the foundation of a full committal and allegiance to Christ during adolescence or later maturity.

At this time they begin to see the Church is something bigger than their own church building. They can do things to help missionaries. They begin to understand prayer and it becomes real to them at this age, and comes naturally. Children are active rather than expressive of feeling in their thoughts of God. They are ready to develop their prayers in all three directions – thanksgiving, asking for themselves, asking for others. They can see these differences of type. Children’s prayers concentrate more on doing, and teenage prayers more on feeling.

3. Mental Activity

When children reach seven and eight years, it is easier to pick on the brighter ones from those with less ability. Programs must be planned to interest children of all mental levels. At this stage of development children are still keen about learning things by heart. What implications there are here for storing a knowledge of Scripture! Such memorized Scripture may become meaningful at some later date. There is a strong desire to make collections – stamps, coins, shells, stones etc. Boys become interested in mechanical things – aeroplanes, cars, railway engines. Girls begin to take pride in looking after their own possessions. They begin to want to make things and often show great enthusiasm for creative crafts. This energy can often be directed to missionary interest. Again, each child has his own individual rate of intellectual development, which is not always a constant rate but may be interested with by illness, emotional upset of any duration or any other upset of the total personality.

Ability to concentrate on a particular activity or to give one's attention to it gradually increases with age. At this stage, most of the children may not be able to concentrate for more than ten minutes on a talk, and many of them for much less. If a talk is broken by direct questioning, the child may absorb more. Children of this age cannot understand abstract things such as greed and covetousness, and consequently stories must be simple and without double meanings.

Informal or activity methods such as teaching games, dramatization of Bible stories, holding one's own services, visiting sick folk, etc. appeal to children. At this stage they usually accept what they are taught, not questioning the manner so long as the material taught lies within their ability to understand. Leaders need to relate their stories to the activity of everyday living so that spiritual issues are seen as part of life.

4. Social Adjustment

The social adjustment of the child is a growth through from complete self-centredness to a measure of "Group Centredness". Children always crave acceptance, and want to feel that they belong. Sometimes they will select companions who are older or younger, according to their level of maturity. At this time the child will probably play up or misbehave almost continuously to ensure the attention which he feels he is not getting in any other way. Activities where all are involved together or where all co-operate in small groups in which each person has some part to play, can be effective in giving a child a feeling of "belongingness" if this seems to be missing. Games or activities indulged in at this age should for preference usually be in groups of between two or six participants.

The "gang" spirit starts to develop. As some children develop more slowly than others, the leader of juniors often finds that some of the younger ones are still at

the individualistic stage. Part of the job of the leader is to help the children find themselves, and find their place in the group. This requires great patience and understanding.

There is a growing desire for independence. This may show itself in the form of self-assertiveness. But the self-assertive child is not always the self-confident child. The child who always wants to be first may really be trying to give himself confidence by showing what he can do. The leader has many opportunities of helping the group to gain confidence and giving each of them opportunities for developing their talents and try encouraging those who tend to be less forward.

There is now less curiosity about sex, provided that earlier curiosity has been satisfied. Very young children ask. "How did I begin?". If their questions are answered without fuss or sense of mystery, they are satisfied. By the time they are seven or eight, they are no longer troubled by those questions. If, on the other hand, a child's normal curiosity is left unsatisfied, his or her interest may become fixed, so that he/she is prevented from developing the normal interests of a person of that age.

There are certain "drives" coming from within the child which compel him to action of various kinds. The normal child desired to be active. This should be varied and creative. The child is keen to please others. Often there is one person they desire to please more than anyone else. If a child likes the leader, he will go to almost any lengths to do the things which please him. Children desire to be successful. Approval for even slight improvement can often be sufficient to bring joy to the child's heart. Even if a child succeeds in a very minor job and it is his best effort, he should be praised and thus encouraged to go on to further success. Failure should not be highlighted continually (unless perhaps one wishes to help an overconfident child to rid himself of carelessness), as this is a negative approach. Best results are usually obtained from the more positive attitude of praising success (however minor) and overlooking or excusing to some extent, failure. There are cases where an exception can be made.

Children desire to overcome handicaps. Again, a positive approach emphasizing something which can be done can be used effectively.

Ideals are built up as a result of adults' attitudes to certain things, whether understood by the child or not, and/or permission for some particular things and rewards for others. Ways of behaving are the result of habit and an emphasis on the development of good habits during adolescence may be helpful. Reasons should always be given to the child but at this stage they may be a more superficial level rather than a the level of high ideals.

C. SUMMARY OF THE CHILD' NEEDS

In summing up, the needs of the child can be listed as follows:

Need for discipline of the right kind, with as much freedom as possible.

Need for order and stability. Children's lives at home, school and clubs need to have a certain regularity, so that they know where they are.

Need for activity. This should be varied and creative.

Need for God. This is the great need behind all other needs, which applies not only to children, but to all human beings everywhere, though they may not be aware of it. It is left unsatisfied, then the satisfying of other needs will be in vain.

In the relationship with God which is offered to every Christian in the fellowship of his Church, this need is both realized and completely satisfied. The real value of all our Christian work depends on our grasping and applying this great truth to everything we do.