

PATHFINDER

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Achievement Class

Curriculum, Requirements and Resources

2004 Revision

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OBJECTIVES

- ❖ To provide opportunities for the juniors to learn that God loves and cares for all people.
- ❖ To help them to realize that Christ is the greatest revelation of God.
- ❖ To encourage an awareness within the juniors that the church is interested in them as individuals.
- ❖ To allow for personal growth and development through interpersonal relationships within selected activities.
- ❖ To enlarge their vision of the needs of their community and to help them find ways of attending to these needs.
- ❖ To assist them in developing a desire for achievement in all their work, and to stimulate a desire to continue through the entire class program.

AIM

The Advent Message to All the World in My Generation.

MOTTO

"The love of Christ constrains me."

PLEDGE

By the grace of God,
I will be pure and kind and true.
I will keep the Pathfinder Law.
I will be a servant of God
and a friend to man.

PATHFINDER LAW

The Pathfinder Law is for me to:

1. Keep the morning watch.
2. Do my honest part.
3. Care for my body.
4. Keep a level eye.
5. Be courteous and obedient.
6. Walk softly in the sanctuary.
7. Keep a song in my heart.
8. Go on God's errands.

How to Use the Instruction Plans

To assist class instructors in the work of organizing the curriculum into an instruction plan, you will find included a comprehensive **suggestion** on how to go about designing and completing this work in one year using 30 to 35 minute class periods. When organizing your plan, remember that the Pathfinder year generally follows the school year. In some countries this means that only part of the year is available for meetings while other countries are not restricted this way but to accommodate all schedules this plan is based on a minimum of a 20 week schedule. Those clubs with more time are encouraged to adjust the following plan accordingly.

Most conference youth departments conduct three combined events such as rallies, fairs, and camporees each Pathfinder year. While the instruction plans are organized so that there is no work for the Pathfinder to complete on days that they are on campouts, or at conference events, several requirements do lend themselves to these actions and may be completed at those times.

Bi-monthly outings are often encouraged by the conference and Instructors should try to maximize the use of these times. For further details on bi-monthly outings see the Pathfinder Staff Manual.

PLEASE NOTE: These plans are **suggestions** only. By all means modify or adapt them to suit your own situation, resources, and capabilities.

PROGRAM

or

WEEK	SAMPLE SCHEDULE	REFERENCE PAGE
1	Pledge - explain & start learning	11
	Introduce <i>The Happy Path</i>	16
	Introduce Book Club Certificate	16
	Membership & dues	11
2	Review and hear Pledge.	11
	Explain Law, Pathfinder Song, & National Anthem	42, 16
	Introduction to rope and knots	61
	Introduction to Memory Gems	18, 19
3	O.T. books - explain history and start learning	18
	Knots continue	62
	Encourage bringing of two visitors	38
4	O.T. books	18
	Review and complete knots	62
	Introduce Nature Honor - to be completed at home	50
	How to pitch tent and make camp bed.	72
5	Camp out — overnight	64
	Review O.T. books	18
	Pitch and strike tent and make camp bed	72
	2 km track and trail	80
6	Test on finding O.T. books	18
	Check on <i>The Happy Path</i> readers	16
	Check on Book Club reading	16
	Principles of healthful diet and start project on food groups (to be completed at home)	44
7	Start Craft Honor	88
	10 flower/10 insects	60
8	Daniel 1:8 - explain, memorize, activity	43
	Honor - arts and crafts (This will continue for several sessions)	
9	Camp out Explain and learn Ps. 23 or Ps. 46	24
	Start fires - keep going	81

	8 Things to do when lost	77
	Purify water. Discuss Jesus as Water of Life	53
10	Choose and discuss O.T. characters	31
	Hiking rules	77
	Start Vocational Honor	88
11	Review and hear Ps. 23 or Ps. 46	24
	Review O.T. books	18
	General Safety	66
12	Assign Early Writings Worships	26
	Three hour hike	48
13	General safety exam	66
	Review Knots, Five speed knots	61, 84
14	Qualities of a good Friend	39
	Plan 2 hours of service	35
	Discuss good citizenship at home and at school	37
15	Camp out	
	Review O.T. books	18, 19
	Review Ps. 23 and Ps. 46	24
	Review Daniel 1:8	43
	Build camp shelter, discuss Jesus as our Shelter	54
	Bake, boil, fry, camp food	86
16	Complete Assignment Early Writings Events	26
	Reports on results of 2 hours service	35
17	Memory Gem exam	22
18	Beginner's Swimming Honor	45
	(Caution: this may require several special sessions)	
19	Early Writings Crossword	30
	Check Honors and see work is complete	50, 46, 88
	Check on <i>The Happy Path</i> reading – complete	16
	Check on Book Club reading – complete	16
20	10 Safety rules - knife and axe	83
	Table Manners	40

Friend

REQUIREMENTS

General

1. Be 10 years old and/or in Grade 5 or its equivalent.
2. Be an active member of the AJY Society or Pathfinder Club
3. Memorize and explain the Pathfinder Pledge and Law.
4. Read the book *The Happy Path* (or similar book on the Pledge and Law).
5. Have a current Book Club Certificate.

Advanced

1. Know, sing or play, and explain the meaning of the Pathfinder Song.

Spiritual Discovery

1. Memorize the Old Testament books of the Bible and know the five areas into which the books are grouped. Demonstrate your ability to find any given book.
2. Have a current memory gem certificate.
3. Know and explain Psalm 23 or Psalm 46.
4. During several worship periods, read with your parents the historical prologue to the book *Early Writings* and list the main events of the SDA church or fulfill other options as mentioned on page 26.

Advanced

1. Complete the crossword puzzle based on the prologue to *Early Writings*.
2. In consultation with your leader choose one of the following Old Testament characters: Joseph, Jonah, Esther or Ruth. And discuss with your group, Christ's loving care and deliverance as shown in the story.

Serving Others

1. By consultation with your leader, work out ways to spend at least two hours expressing your friendship to someone in need in your community by doing any two of the following:
 - a. Visit someone who needs friendship.
 - b. Help someone in need.
 - c. With the help of others spend a half day on a community, school, or church project.
2. Prove yourself a good citizen at home and at school.

Advanced

1. Bring at least two visitors to Sabbath School or Pathfinder meetings.

Friendship Development

1. List ten qualities of being a good friend, and discuss four everyday situations where you have practiced the "Golden Rule."
2. Know your National Anthem and explain its meaning.

Advanced

1. Demonstrate good table manners with a group of persons of various ages.

Health and Fitness

1. Complete the following:
 - a. Discuss the temperance principles in the life of Daniel, or participate in a presentation or role play on Daniel 1.
 - b. Memorize and explain Daniel 1:8, and either sign the appropriate pledge card or design your own pledge card showing why you choose a life style in harmony with the true principles of temperance.
2. Learn the principles of a healthful diet and engage in a project preparing a chart of basic food groups.
3. Complete the honor in Beginner's Swimming.

Advanced

1. HIV/AIDS curriculum

Organization and Leadership Development

1. Plan and take a three hour or 8 km Hike. Plan to complete a requirement under the Nature Study or Outdoor Life sections or a Nature Honor.

Nature Study

1. Complete one of the following honors: Cats, Dogs, Mammals, Seeds, Bird Pets.
2. Know different methods of purifying water and demonstrate your ability to build a camp shelter. Consider the significance of Jesus as the water of life and as our refuge place.

Advanced

1. Know and identify ten wild flowers and ten insects in your area.

Outdoor life

1. Know how ropes are made and demonstrate how to care for rope in the correct manner. Tie and know the practical use of the following knots: Overhand, Granny, Square, Slip, Double Bow, Two Half Hitches, Clove Hitch, Bowline.
2. Participate in an overnight CAMPOUT.
3. Pass a test in general safety.
4. Pitch and strike a tent and make a camp bed.
5. Know ten hiking rules, and know what to do when lost.
6. Learn the signs for track and trail. Be able to lay a 2 km. trail that others can follow and be able to track a 2 km. trail.

Advanced

1. Start a fire with one match, using natural materials, and keep that fire going.
2. Properly use the knife and axe, and know ten safety rules in their use.
3. Tie five speed knots.
4. Demonstrate baking, boiling and frying camp food.

Lifestyle Enrichment

1. Complete one Honor in Arts and Crafts.

Advanced

1. Complete one Honor in Vocational or Outdoor Industries.

GENERAL

Requirement 1

Be 10 years old and/or in grade 5 or its equivalent.

Explanation

This course is designed for the average 10 year old child and is structured in keeping with their physical and mental abilities. Beginning this course before the ideal time of 10 years may cause some hardship and will, most likely, detract from the child's interest in future courses during the important teen years. A junior 9 years of age may only begin the course:

1. When they are in Grade 5 or its equivalent.
2. At the beginning of the semester in which their 10th birthday falls.

Note: Some Divisions/Unions utilize the grade level exclusively. Where this is the case, Friend is for 5th grade regardless of age.

Requirement 2

Be an active member of the AJY Society or Pathfinder Club.

Explanation

To be an active member the junior should:

- a. Be a financial member of Pathfinders.
- b. Participate in at least 75% of club activities.

The junior should support Pathfinders with his influence and accept his share of responsibility as opportunity is given to him.

Requirement 3

Memorize and explain the Pathfinder Pledge and Law.

Class Periods: One

This period is allocated to introduce and explain the Pathfinder Pledge and Law. The memory work is usually done outside of the class.

Explanation

Every boy and girl should have a code by which to shape his life. For the Adventist junior youth, the Pledge and Law is that code. These must be learned and their principles put into practice. Just like any nation that has a constitution, the Pathfinder Pledge and Law is the constitution of our Pathfinder program around the world. All Pathfinders should abide by this constitution which regulates all activities. Every boy

and girl should live their Pledge and Law. Pathfinders in uniform should raise their right hand to shoulder height as a salute when reciting the pledge.

The Pathfinder Pledge

By the grace of God,
I will be pure and kind and true.
I will keep the Pathfinder Law.
I will be a servant of God and a friend to man.

Note: Where the Pledge is used in an AJY Society, the word Pathfinder may be substituted by Junior or AJY.

Meaning of the Pledge

"By the grace of God" means that I will rely on Him, realizing that His strength is made perfect in my weakness. It means that only as I rely on God can I do His will. It means that only through grace are we saved from our sins through the power of Jesus Christ our Savior and Redeemer.

- ❖ "I will be pure" means I will rise above the wicked world in which I live and keep my life clean with words and actions that will make others happy.
- ❖ "I will be kind" means that I will be considerate and kind not only to my fellow men but to all of God's creation as well.
- ❖ "I will be true" means that I will be honest and upright in study, work and play and can always be counted on to do my very best.
- ❖ "I will keep the Pathfinder Law" means that I will seek to understand the meaning of the Pathfinder Law and will strive to live up to its spirit, realizing that obedience to law is essential in any organization.
- ❖ "I will be a servant of God" means that I pledge myself to serve God first, last and best in everything I am called upon to be or do.
- ❖ "I will be a friend to man" means that I will live to bless others and do unto them as I would have them do unto me.

The Pathfinder Law is for me to. . . .

1. Keep the Morning Watch.
2. Do my honest part.
3. Care for my body.
4. Keep a level eye.
5. Be courteous and obedient.
6. Walk softly in the sanctuary.
7. Keep a song in my heart.
8. Go on God's errands.

Meaning of the Law

Keep the Morning Watch. Every boy and girl should have prayer and Bible study every day. The best way to start the day is by studying the Morning Watch which has been prepared as a daily devotional for every Seventh-day Adventist junior boy and girl.

The first food I need is the Word of God. I will study and meditate upon it and make it part of my daily devotions.

I will pray, thanking God for His blessings and asking Him for the things I and others need. God has promised to hear me.

I will share what I have learned in the Word of God with my family and others. I want Jesus to come soon, and I want others to know Him personally as I do.

I will keep the Morning Watch because it is the plan of God to enrich my life and prepare me for His kingdom.

Do My Honest Part. "The world does not so much need men of great intellect as of noble character." *Education*, page 225.

"A character formed according to the divine likeness is the only treasure that we can take from this world to the next. Those who are under the instruction of Christ in this world will take every divine attainment with them to the heavenly mansions. And in heaven we are continually to improve. How important then, is the development of character in this life." *Messages to Young People*, pages 100, 101.

Recognizing this great need in the world and in my life I will not be afraid of anything that is my duty. I will cheerfully carry all my responsibilities at home, in school, and in the church. I will show good sportsmanship in play and always strive to do my best.

I will do my honest part by keeping out of trouble, taking care of my money, respecting that which is not mine and faithfully carrying out all my responsibilities.

Care for My Body. "One of the greatest aids in perfecting pure and noble characters

in the young, strengthening them to control appetite and refrain from debasing excesses, is sound physical health." *Messages to Young People*, page 233.

I recognize that the time to establish good habits, to learn self-control and to keep a healthy body is in my youth. I also recognize that my body is the temple of the Holy Spirit and that I have been entrusted with its care. It is my responsibility to learn principles and norms which will help me live happily and free from the vices and corruptions of the world.

I will endeavor to keep my body strong by deep breathing, exercise, proper diet and dress, and by refraining from the use of alcohol, tobacco, tea, coffee and drugs.

Keep a Level Eye. At Fort Lincoln, Washington, D.C., there is a statue of Christ which appears to look in all directions. No matter where you stand the eyes of the Lord are upon you. The Bible says: "The eyes of the Lord are in every place beholding the evil and the good." Proverbs 15:3.

Keeping a level eye means that no matter where we are, out in the open or in the dark alleys of life, we can look at Jesus straight in the eye and not be afraid. Adam and Eve ran from the presence of God. They could not face Him because they had sinned. In order to keep a level eye, I must not lie or deceive. I will tell the truth even if it hurts. I will despise filthy thinking and dirty talk. I will think more of others than of myself.

Be Courteous and Obedient. "The golden rule is the principle of true courtesy, and its truest illustration is seen in the life and character of Jesus. Oh, what rays of softness and beauty shone forth in the daily life of our Saviour! What sweetness flowed from His very presence! The same spirit will be revealed in His children." *Messages to Young People*, page 420.

I want to be courteous because courtesy is love shining out of a heart that reflects the love of Jesus. I will always give a kindly greeting and ever be ready to help the stranger, the aged, the sick, the poor, and the little ones.

I realize that obedience to God must come first, obedience to parents next and obedience to teachers and other persons in authority follow. I want to follow the example of Jesus, who was obedient even unto death on the cross. He came to fulfill a mission and was obedient to His heavenly Father.

Walk Softly in the Sanctuary. When Moses went into the presence of God to receive the Ten Commandments the people were told to sanctify themselves and to wash their clothes. They were to be reverent before the God of the universe. "Children and youth should never feel that it is something to be proud of to be indifferent and careless in meetings where God is worshiped." *Messages to Young People*, page 266.

I will walk softly in the sanctuary, making my feet, my hands, and my heart fit the time and place. God is in the church building, because it is dedicated to His

service. In the church I will be quiet, careful and reverent in all I do and say.

I will be reverent in prayer; I will close my eyes and have a proper posture as I talk to God.

I will respect the sanctuary, its buildings, its furniture; I will not talk to my peers; I will remember that the angels cover themselves in humility as they approach the throne of God.

Keep a Song in My Heart. "The melody of praise is the atmosphere of heaven; and when heaven comes in touch with the earth there is music and song- 'thanksgiving and the voice of melody.'" *Messages to Young People*, page 291.

We know that music is as much an act of worship as is prayer. Many times youth do not understand this and songs are sung without meaning. We must learn to praise God here on earth, for this will be one of the themes of eternity. There should be joy in our hearts because Jesus came and died on the cross for all of us.

I will keep a song in my heart because I am happy, because I've been redeemed. I will sing while I am alone and while I am with others. I want them to feel the joy of salvation with me, the joy of a Christian, the happiness one experiences with Christ. I will sing when things are right and I will sing when things are wrong. I know that trials and tribulations are God's way of teaching and molding me.

"Let there be singing in the home, of songs that are sweet and pure, and there will be fewer words of censure, and more of cheerfulness and hope and joy. Let there be singing in the school, and the pupils will be drawn closer to God, to their teachers, and to one another." *Messages to Young People*, page 292.

Go On God's Errands. The supreme purpose of every Adventist Junior Youth is to do God's work. "Children can be acceptable missionary workers in the home and in the church. God desires them to be taught that they are in this world for useful service, not merely for play. In the home they can be trained to do missionary work that will prepare them for wider spheres of usefulness. Parents, help your children to fulfill God's purpose for them." *Messages to Young People*, page 225.

What a tremendous opportunity to have a part in the finishing of God's work on earth! Angels would be happy to have this work. But it was given to mankind, to youth, to boys and girls.

I will accept the daily duties of my home and school to prepare me for greater duties. I will plant a garden for the aged lady next door so that someday I might be able to help in an agricultural school in a foreign country. I will help my little brother tie his shoes so that someday I might operate on a patient in a hospital in a mission field. I will clean my father's garage today so that I can help clean heathenism from the hearts of thousands around me and in distant lands.

I will be more than glad to do God's errands now because I want to keep doing

His work forever. I want to dedicate my life to the preaching of this message and reach millions who are still waiting for salvation in Jesus Christ.

Method of Testing

Memorization.

Requirement 4

Read the book *the Happy Path*.

Explanation

This volume is written by Lawrence Maxwell, and may be ordered from the local Adventist Book Center. It may be read individually or as a class project. It is a detailed explanation of the Pledge and Law in story form. There may be another book on this subject available in your area.

Requirement 5

Have a current book club certificate.

Explanation

The Book Club selections are chosen to give the juniors a well-rounded reading program of adventure, nature, biography, and inspirational stories. A list is provided by the Adventist Book Center or Conference Youth Department each year. A "current" certificate for the Achievement Classes means for the church year in which one completes his work for investiture. A Book Club Certificate reported for this class may not be used a second time for any other class. When a junior has completed reading the Book Club selections, his name should be forwarded by the leader to the local Conference Youth Department, which will issue a Book Club Certificate.

Advanced

Requirement 1

Know, sing, or play, and explain the meaning of the Pathfinder song.

Class Periods: One

Explanation

This requirement could be worked into the opening exercises of each meeting. Sing the song then have a junior share some thoughts explaining a portion of it.

If your group is small, have them give only part of the song at one time. Example, "Oh, we are the Pathfinders strong." Then would follow an explanation of two minutes on how a Pathfinder is interested in and tries to develop a strong body, good health habits, good food, clean clear minds, etc.

Pathfinders

H. T. B.

HENRY T. BERGH

Oh, we are the Path-finders strong, The serv-ants of God are we—

The first system of musical notation for the song 'Pathfinders'. It consists of a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The key signature has two flats (B-flat and E-flat), and the time signature is 4/4. The lyrics are: 'Oh, we are the Path-finders strong, The serv-ants of God are we—'

Faith-ful as we march a - long, In kind-ness, truth and pur - i - ty.

The second system of musical notation. The vocal line continues with the lyrics: 'Faith-ful as we march a - long, In kind-ness, truth and pur - i - ty.'

A mes-sage to tell to the world, A truth that will set us free,

The third system of musical notation. The vocal line continues with the lyrics: 'A mes-sage to tell to the world, A truth that will set us free,'

King Je - sus the Sav-iour's com - ing back for you and me.

The fourth system of musical notation. The vocal line concludes with the lyrics: 'King Je - sus the Sav-iour's com - ing back for you and me.'

Copyright, 1962, in "Chorus Melodies", Henry T. Bergh, owner

SPIRITUAL DISCOVERY

The purpose of the Bible Study section is twofold: to familiarize the junior with the Old Testament and to recognize the Savior in its stories; and introduce the Juniors to the beginnings of their church.

Five half-hour class periods have been allocated for this section.

Requirement 1

Memorize the Old Testament books of the Bible and know the five areas in which the books are grouped. Demonstrate your ability to find any given book.

Class Periods: Two

Plus out of class time to do memory work.

Objective

To help the Friend become acquainted with the location of the Old Testament books.

Teaching Methods

Repetition and association are among the best methods of memorization. Following, are five ways to assist you in teaching this requirement.

1. Memory Chart
2. What's In a Name?
3. Bible Sword Drill
4. Learn the Books of the Bible to Music
5. Book Shelves

1. Memory Chart

Copy the memory chart on a blackboard or duplicate the material and give it to the class. After discussion, the books of the Old Testament can be learned in their various sections.

Memory Chart

M	Genesis		
O	Exodus		
S	Leviticus	5	Books of Moses
E	Numbers		
S	Deuteronomy		

L	Joshua		
I	Judges		
F	Ruth		
E	I Samuel		
I	II Samuel		
N	I Kings	12	Books of History
C	II Kings		
A	I Chronicles		
N	II Chronicles		
A	Ezra		
A	Nehemiah		
N	Esther		

P	Job		
O	Psalms		
E	Proverbs	5	Poets
T	Ecclesiastes		
S	Song of Solomon		

M	Isaiah		
A	Jeremiah		
J	Lamentations	5	Major Prophets
O	Ezekiel		
R	Daniel		

AND	Hosea		
T	Joel		
W	Amos		
E	Obadiah		
L	Jonah		
V	Micah		
E	Nahum	12	Minor Prophets

M	Habakkuk		
I	Zephaniah		
N	Haggai		
O	Zechariah		
R	Malachi		

2. What's in a Name?

Every part of the Old Testament tells us something about Jesus, and the plan of Salvation. The juniors will have fun finding the characteristics of Jesus in the books of the Bible.

Have them look up the following names, preferably in the SDA Bible Dictionary, to discover the meaning of the names, and how these names reflect how God cares for His people. Have them use pictures and drawings to illustrate what they have found.

The meanings are given here for the teacher's guidance.

Joshua	(Yahweh is deliverance)	Samuel	(God is heard)
Ezra	(God has helped)	Nehemiah	(God has comforted)
Isaiah	(God will strengthen)	Daniel	(God is my judge)
Haggai	(Born on a special day)	Amos	(Burden bearer)
Malachi	(My messenger)	Zephaniah	(Yahweh had protected)
Zechariah	(Yahweh has remembered)	Hosea	(Yahweh saves)

3. Bible Sword Drill

This is a group activity to give the Friends practice in locating the books of the Old Testament quickly. Ephesians 6:13-17 describes the Christian 'armor' of which the Sword is the Word of God (verse 17).

Operation

1. Select participants:
 - a. Two Friends to hold the rope
 - b. As many participants as desired
2. Participants will form one straight line behind a rope held immediately in front of them approximately 50 cm from the floor. Their Bible is to be held (sheathed) under their left arm.
3. Leader will give the commands: "ATTEN-TION" "DRAW SWORDS"
Friends quickly bring their right hand across their body - draw their sword (Bible) and hold it in front of them, closed, waist high, ready to find the reference.
4. Leader announces the reference, e.g. "The Book of Psalms" (begin with the large well known books), or ask for a book from one of the sections, e.g. history, Poets. The exercise becomes more difficult as you call the Minor Prophets or ask for specific chapter and verse.
5. No Friend moves until the order is given: "CHARGE". The rope is dropped to their feet while the Friends quickly find the reference, Immediately the reference is found, take one pace forward, keeping one hand on the open page of the Bible.
6. A ten second time limit is given from the command "CHARGE" to find the reference and step one pace forward. (Vary the time limit to suit the experience of your group.)
7. The time keeper will call "TIME" as the time limit expires. The rope will immediately be raised perhaps catching some Friends part way across.

- They should return behind the line.
8. Each participant who steps across the line before the time limit is reached is a winner.
 9. An appointed judge will inspect the references.
 10. An award of two points can be given to each winner. See who is the first to get to twenty.
 11. Leader shall call "ONE PACE BACKWARD MARCH:" Rope keeper shall lower the rope and raise it again after the Friends have crossed it.
 12. Leader shall call "SHEATH SWORDS". Friends quickly tuck their Bibles under their left arm and return right hand to their side.
 13. Ready now to repeat activity from "DRAW SWORDS".

Personnel

1. Leader - who gives commands; prepare references before the meeting.
2. Two people to hold and drop the rope.
3. Two judges. One judge to watch the crossing of the rope, especially those who only get halfway when "TIME" is called. Second judge to check accuracy of references.
4. Time keeper, who with stop watch, or second hand on wrist watch, calls "TIME".
5. Score keeper to keep track of scores.

4. Learn the Books of the Bible to Music

Happy Songs for Boys and Girls No. 115, available from ABC. Or the following Books of the Bible can be sung to the melody of "Battle Hymn of the Republic".

Verse 1 Gen-es-is & Ex-od-us, Le-vit-ic-us & Num-bers,
 Deut-er-on-omy, Josh-ua, Jud-ges, Ruth & Samuel.
 Kings, Chronicles, Ez-ra, Neh-em-i-ah, Es-ther, Job, Psalms.
 Pro-verbs, Ec-clesi-as-tes.

Verse 2 Song of Solomon, I-sai-ah, Jer-e-mi-ah, Lam-en-ta-tion,
 Ezek-iel, Dan-iel, Hose-a, Jo-el, Am-os, Oba-diah.
 Jo-nah, Mi-cah, Na-hum, Hab-ak-kuk & Zeph-an-I-ah,
 Hag-gai, Zech-ariah, Mal-a-chi.

Verse 3 Matthew, Mark, Luke, John, Acts, Ro-mans, Cor-in-thi-ans,
 Gal-atians, Ephesians, Phil-ippians, Col-oss-ians, Thes-sa-lo-ni-ans,
 Tim-othy, Ti-tus, Phil-emon, He-bre-ws, James & Pe-ter.
 John, Jude, Rev-e-la-tion.

5. Book Shelves

Have cartons or blocks of wood with names of the books of the Bible printed clearly on the narrow edges. If possible, place them on book shelves.

- a) Mix them up and have juniors sort them into correct order.
- b) Empty shelves completely, and have juniors put them in the shelves in order.
- c) Do either of the above, using a stop watch to time them.

Resources

"Bible Books" by Zondervan. Available from Adventist Book Centers

Method of Testing

1. Be able to repeat the Books in order, OR 2. The leader conducts a Bible Drill game in which Friends are required to find 15 Old Testament Books in two minutes.

☐ Requirement 2

Have a current memory gem certificate. Below is provided a suggested list to choose from should your local youth department not have a recommended list.

One text from each of the seven categories may be selected to memorize.

1. Doctrine

- a. John 10: 10
- b. 2 Tim. 3: 15
- c. Ex. 20:3-17
- d. Option

5. Relationships

- a. Luke 2:52
- b. Luke 4:16
- c. Eph.6:1
- d. Ps.51:10
- e. Ps. 16:8
- f. Option-

2. Great Passages

- a. Ps. 23
- b. Ex. 20:3-17
- c. Matt. 5:3-12
- d. ,Ps.8:5-9
- e. Option

6. Behavior

- a. Prov. 17: 22
- b. Provo 12:22
- c. Phil. 4:4
- d. Prov.6:6
- e. Provo 28:14
- f. Option-

3. Salvation

- a. Eccl. 12:1
- b. John 3:16
- c. 1 John 1:9
- d. Eze. 33: 11
- e. John 17:15
- f. Option

7. Promises/Praise

- a. Ps. 107:1
- b. Ps. 103:13
- c. Phil. 4: 19
- d. Isa. 58:9,10
- e. Ps.84:1,2
- f. Option

4. Prayer

- a. Matt. 6:9-13
- b. Mark 1:35
- c. 1 Sam. 12: 23
- d. 1 Thess. 3:10
- e. Option

Class Periods: One

Of the total class periods allocated for the Friend Course, one is set aside for the Memory Gem examinations.

Objective

To provide opportunity for text memorization leading to spiritual growth through personal application of the memory gem.

Teaching Methods

1. Each child can make up an art folder with the texts recorded and illustrated with pictures from magazines, etc. To be done during the week as a regular project at home.
2. In addition to learning the memory gem each child can bring a picture that illustrates the text so that a poster can be made up from the group collection each week. Posters can then be used to decorate the meeting place.
3. Encourage the junior to learn the memory gem as part of his daily worship.
4. Recite memory gems as a voice choir.

Suggestions for the Weekly Review of the Memory Gems:

1. *Repetition Review:* After having a few juniors say the verse for the day, call on all to say it together, then all the girls, then the boys, then perhaps the teachers. Close by having all say it together, and see if all can take part. If possible, continue until they can. (Always have reference repeated each time the verse is said.)
2. *Missing Word Review:* Write text clearly on board before meeting, and rub out about every second word, particularly any catch ones, and usually the first one, which is not always easy to remember. Ask different ones to supply the missing words, requesting that only the one asked should respond. In small groups members might be asked sometimes to come out and write in the word.
3. *Competition Review:* When there are about equal numbers of girls and boys a line down the center of the blackboard, heading sides respectively GIRLS - BOYS. Then put a mark for each one that correctly recites the verse for the day, under the proper heading, and see which side will win.
4. *Word Review:* Have text repeated by two or three, or by all together once or twice, then ask for each one in rows to repeat the following word without hesitancy. Then move about from one to another, pointing to the one you wish to supply the word. Only the one to whom you point should respond but pass on fairly quickly, so that the review will be brisk and interesting.
5. *Question Review:* Ask as many questions as you can on the texts under study. In some instances two or three questions can be asked on one text, but mix them among questions on other texts. Request that answers be given if possible in the exact words of Scripture.
6. *Text Bee Review:* Divide the group in about half. Then have members of one side call for a text or ask a question of a member on the other side. If answered, that side does the asking, if not, same side asks again. (Conduct something after the style of a Spelling Bee.)
7. *Surprise Reviews:* Have references to date written clearly on different slips of

folded paper. Give one to each member before meeting, asking them not to open until asked to do so. For review call names one by one, ask them to rise, open slip, and say the verse called for. The reference should be read aloud so that all can determine if the right text is quoted.

8. During another period write out the texts on slips of paper, as in No.7 and have the references given in same way.

9. *Reference Test*: Put on blackboard something like the following:

_____ 29:11	Psalm ____:8
Isaiah __:12	Timothy 5:__
_____ 11: __	_____ __:58

Ask different ones to fill in as for "Missing Word" review.

10. *Written Test*: Before the meeting put two or three questions on the board in clear script, and hand out paper and pencil. Reveal questions on the board and ask all to try and answer them. Tell them it is not an examination, and that each person will correct his or her own answers.

11. *Thought Review*: Put a thought from each verse on board, and ask members to tell which texts contain these thoughts or statements.

12. *Bible Study Review*: Devote a meeting to full Bible Study review. This could be worked up in the form of a dialogue, or delivered as a study by one or more members of the society, the remaining members, or a few specially chosen ones, to form the audience. These could be encouraged to ask questions which it would be possible to answer with the texts learned.

Resource

"Remembering Bible Texts for Children" Publisher: Scripture Union.
Available from Christian Book Shops.

Method of Testing

Pass Memory Gem test provided by the Conference Youth Department.

Requirement 3

Know and explain Psalm 23 or Psalm 46.

Class Periods: Two

Objective

To know Jesus as Friend and Protector, and to discover personal meaning in the Scriptures.

Explanation

Psalm 23: Probably the best known and best loved of all the psalms is Psalm 23, universally known as The Shepherd Psalm. It is at once the delight of childhood and the consolation of old age. It has been variously called The Pearl of Psalms, The Nightingale Psalm, The Shepherd's Song About His Shepherd, etc. Augustine noted that this psalm was the hymn of the martyrs. Undoubtedly more books and articles

have been written on this psalm and more poems and hymns composed on its theme than on any other of the psalms. It has a message for people of every age.

But it is more than The Shepherd Psalm. It paints not only the picture of the tender Shepherd, leading His flock to rest and feed "in green pastures" "beside the still waters" and protecting them from the perils of the wilderness, but also the picture of the gracious Host, providing super-abundance of food and solicitous care for His guest. The psalm closes with a profession of absolute confidence in Jehovah to lead His child lovingly through this life and to entertain him as His guest to the end of his days.

The poem falls into three stanzas. The first two (vs. 1-3 and vA) present the ideas of loving guidance and protection; the third (vs. 5,6) presents the idea of hospitality provided by a host.

Psalm 23 has no touch of nationalism. It is universal in its appeal. The experiences of David as a shepherd in the ruggedness of the Judean hills, the later as a royal host in the opulence of the Oriental court in the capital city, surely fitted him for writing this sweetest of sacred lyrics.

Psalm 46: Has been designated Luther's Psalm because the greater reformer, who was accustomed to singing it in time of trouble, paraphrased it in his hymn, "A Mighty Fortress," No. 506 in *The SDA Hymnal*. The psalm is a glorious hymn on the theme that, in the midst of the upheavals of nations, God's people are safe. To express this theme, so pertinent also to the last days, the psalmist chose a form of verse unusually regular for Hebrew poetry. Three stanzas practically equal in length, with refrain and Selah appropriately placed, present pictures involving striking contrasts: roaring waters and rocking mountains, and a quiet river; nations in turmoil, and the earth melting at the voice of the Lord; the desolation of war, and God ruling quietly above the nations. After a notable victory in the days of Jehoshaphat, the Israelites sang this hymn (PK 201 and 203). Ps. 46, 47, 48 are closely related in thought and probably share the same background. That David was the author of Ps. 46 may be inferred from PK 203.

Oliver Cromwell, it is said, asked the people to sing this psalm, saying: "That is a rare psalm for a Christian. God is our refuge and strength, a very present help in trouble. If pope and ... devil set themselves against us, yet in the name of the Lord we shall destroy them. The Lord of hosts is with us, the God of Jacob is our refuge." Ps. 46 was sung in Paris by the revolutionists of 1847; in India, by the hard-pressed British in the Sepoy rebellion. It may well be the hymn of God's people during the increasing perils of the last days.

Teaching Methods

1. Rewrite the Psalm in your own words on a large piece of paper, leaving room to illustrate with drawings or pictures.
2. Have the Friend class become a voice choir and present the Psalm as an item during a church service.
3. Divide the verses among the Friend class and have each member make up a

visual aid to demonstrate his understanding of his particular section. Spend a meeting putting it all together with each child explaining his own discoveries.

4. Write out the Psalm by hand from a modern translation and illustrate verse by verse.
5. The author of Ps. 23 and Ps. 46 was a man who enjoyed the out-of-doors experience. It would be very appropriate for the juniors in their study and memorizing of these chapters to have it included as part of a CAMPOUT program.

Resources

"Creative Bible Study Methods" Published Moody. Author: Ray Baughman.

Method of Testing

Repeat from memory the psalm of your choice and successfully show your understanding of this psalm.

☐ Requirement 4

During several worship periods, read with your parents the historical prologue to the book *Early Writings* and list the main events of the founding of the SDA church.

Class Periods: Two

Objective

To help the Friends understand the background of events that occurred during the establishment of the Seventh-day Adventist Church.

Teaching Methods

The prologue begins on page VII and concludes on page XXXII. It is divided into 19 short segments that could adapt well to family worship. These could also serve for club worship, A Y Society study and panel discussions, etc.

It is hoped that by the end of the readings each student would be able to successfully complete the student's questionnaire consisting of eleven basic questions which are covered in the Historical Prologue.

In some countries an audio-visual program on this time period is available, if it is available in your area, it may be utilized as a substitute or enrichment. The program may be known as *The Midnight Cry* or other similar title.

Student Questionnaire

Following is a choice of two different quizzes which should be administered to Friend candidates *after* they have studied the Historical Prologue to the book *Early Writings*. It is suggested that this would be a good way to evaluate the knowledge gained during the fulfillment of this requirement.

1. The Seventh-day Adventist church was born out of a world-wide movement known as (The Great Advent Awakening). In North America, this movement was led by a New York farmer-minister named (William Miller).
2. Careful study of prophecies in the book of (Daniel) Caused William Miller to arrive at the conclusion that (Christ would return to earth) In about the year (1844).
3. Following the (Disappointment of October 22) many believers and ministers dropped away.
4. Ellen Harmon received her first vision only (two months) after the disappointment, she saw a (bright light) At the beginning of a long (pathway) and (Christ) was (leading) The people to the (City of God).
5. Another denomination still surviving today born of this movement is the (Advent Christian Church). They differ from SDA's primarily on the doctrines of – (The Gift of Prophecy and the Sabbath).
6. A group study led by (Hiram Edson) were the first to correct the error regarding the cleansing of the (Sanctuary) because of a vision he had while (crossing a cornfield).
7. The Sabbath was first introduced to the Advent believers by (Rachel Oakes), who was a (Seventh-day Baptist) attending church with some believers in the small town of (Washington, New Hampshire).
8. Later, (Joseph Bates), a prominent minister also accepted the Sabbath truth and wrote a pamphlet which convinced (James) and (Ellen White) of the truth.
9. The first official publication by the Advent believers was called (The Present Truth). There were only (eleven) issues starting in July (1849) and ending in November 1850.
10. When the Whites moved to (Battle Creek) in 1855 they had already published several small books, a regular church journal which today we call (Adventist Review) and a magazine for youth called (The Youth's Instructor).
11. It wasn't until 1860 That the name Seventh-day Adventist was settled on and then in 1863 the (General Conference) was organized.

The missing words in the next 15 statements will serve as keys to the crossword puzzle for the Advanced Requirement 1.

1. The Great _____ was led by William _____ in the United States where it was most widely received.
2. God sent His angel to move upon the _____ of William Miller.
3. _____ had a _____ about a time prophesy during which _____ weeks were allotted to the Jewish Nation.
4. The starting point for this prophesy was the decree by King _____ in the year 457 B.C.
5. _____ means "The Anointed One" who was to bring the _____ or "good news" which His followers were then to take to the whole world.
6. The time prophesy ended in the _____ of 1844 so when that time passed and nothing happened, believers suffered a great _____.
7. At the beginning of the _____ revealed to youthful Ellen was a bright light, identified by the angel as the _____ Cry.
8. _____ and a friend were crossing a cornfield to visit fellow Adventists; it seemed as if a hand touched his shoulder.
9. A lady by the name of Rachel _____ first brought truth about the _____ to a group of believers in _____ New Hampshire.
10. "The prophetic gift acted as a correction of error and a _____ of truth.
11. Most of the key SDA doctrines were carefully studied and confirmed during _____ Sabbath Conferences held in 1848.
12. Publishing began with a small paper called the _____ *Truth* and was seen in vision as "streams of _____ that went clear round the world."
13. Preaching of the gospel went through a transition based on the understanding of 2 texts: "The _____ of mercy was _____" and "I have set before thee an _____ door, and no man can shut it."
14. The church began to organize based on a statement by an angel in vision who said "everything in heaven was in perfect _____."
15. Many consider the vision regarding the Great Controversy which Mrs. White received while at Lobett's _____, Ohio, to be the most important revelation of her ministry.

Method of Testing

Participating in the worships or other planned activity. No written test is required.

Resource

Early Writings, E. G. White

Advanced

Requirement 1

Find and circle the hidden words. The clues are in the quiz above.

M O G I N E H W N Y A G R O T A L O I V E D O M E H C E P E D G I S E
I I T O T H D H M E S S I H A T T S U S E J L A N O S R E P I E S O L
L W L A T J E S O I V K N O W N E C N E L I S E H T Y O J N E V L X B
L I L L F S N O I T C E F R E P T S E T E E W S F L O R D H U E I S A
P R O O E O S B S S T O S E X R E X A T R A N O S A J I Q L R L A H E
B A B E M R E R B D E P P E L L H A L O I Y A D D I M Q U I L L O N C G
L Y D I E W A N Y E L S A B V P O R E K A B N O S A J I I L E N I N R
H T D R E I T O J S V E R B V E V I C K S D A Y Q U I L D H E R E I A
I E A I Q O R T E R U O J U I O E A N S A C G S S H U T C O I W E E I D H
N E D P O O K Q K I C A C T S C G T P I Z Z A H U N T A T L I G T C C
G K I S S A G T O L S E N C T U A R Y X D E A N I S X C O O N G O O E
L I H W O N I O B E R A D W E C H R I S T I P L A N T I E R I O H N R
R E N T A N Q A R O L A N I Y B I G S I G N I O G T O B E A B G S I I
E S E H K I A S U R L A G N G R N O O N E O D O T W A C K R U P S R Y
L K Y T E S O N S D E G K N D E A K O L I T F I A I D S B R A U N O T
R N P U M M E S S I A H C M A S O U X V E Y O S A V E T H E H I V V D
U S B L O O D R E S N F U I F T H B T B U U H R A I N F O R E S T E T
H H C S U S E J D A N A D O H P E N N C N I W A S H I N G O N E N R E
O R I S T W I L L P P O E D O O J F O C N E S K S E K A O K O R S B
R I A G A E M O C P R T S M T H I S D T O F E G O A N Y R O L F S B B N A Y A
D N I C O N S T O O E I T I O I S D T O D O S L O C A E B O C E N E D
E O H L F I I S T I S E L S R O F O W H K T D A R K T H E D E A D W L
R P E A A N X E A N E Z Z L M Y N A D N O W M E A D W O L M I L K M L
A H T S D T M O K T N U P Y L D K O O D X T W I E R W O M M E N N A J
T A L S R Y R C A M T C R A Z I T H I I I N S S K C U E E F F O C R B
V F O L A E E N V E S S H T F S D A R S D R M O T P R E S E T I N Y Y
S W I L L B A E S N E N D O E J I C U P I I K E H E R F E N D T R S D
M I L L E P D H H T H E L N J A N E L K N V I A S G G E H A T H E I V
L L I I S I Y W A O T L O X R B C J A N A C L E M I N A M E R E I R D
V O Y E V O R B B E M O J D N A K O O R B A L O H F L O R I C A I E T H B
L N E K O R L N W I Y E S O L C N I O R W A L L A L E N W O I S P Z N C O
A D D E R I M H T M T R P D Q G F W A L L A C O I E Y O L S O A A E B
E L L I W U I H E R I L M G E T I Y M E A D V E N T Z R O F T B L V S
V V O L T N E R S O N L I T I N R S H E N A N D A I C K O Z Z N P O N
I Y E U O D E J A L H A E R O O M L L A V H A O D T H O U O P R N L A
F O A T F J H T Q F O C B S K K E E G Y A C A D Y A E D S S Q R Z I H
I U U N T I L T H I S T H G I L R N I O A E K Z R E F O P I K A R O B
V E H O H Y O U E I G H T O N E I S N A S I S O O L A H L T N M A E H
O W S T O X Y O U T W O T W O N D G O K E P M R M M G N I B D O O D T
R O A Z M Y B I B L E L E S E O N S S E N A E Y A I O I G H O L D T S
L D B N S O U L O Y H A E K A R E A P T O T J L T E K O T S S E O T U
I T B S I O T F T W A U A W A R E N M J Y H J S I I I K S A F I D J N
M E A X W Y Z O R Y O W G O O D K D I M E W A H N H C H E H R O O D O
S I S N I N E K A W A N H O E T A P S R E A T T K N H S E D O L V C O
S O M E L E S S U R R U K T H I W E J J E D R E A L Y E O S O D O K D
U D E N T N A R E M L I K L A V H A O S L E I Y M E R E A G O J N Y K
F T H I N G E N O T S B M O T P T C E I H L U O Y W V T L R Z T S O C
H T W D R O F W A R C Y D N I C A R A R I L S O K E I O M I T T E U T
S A B B A T E D E H A V E A L O P S H A D E G R O V E T O F T A S R I

☐ Requirement 2

In consultation with your leader choose one of the following Old Testament characters: Joseph, Jonah, Esther or Ruth, and discuss with your group, Christ's loving care and deliverance as shown in the story.

Class Periods: One

Objective

To draw out the Friend's impressions of God's care in the lives of the characters in these Old Testament stories and to discover how they point to and parallel the life and ministry of Jesus.

Teaching Methods

A. For Joseph and/or Ruth

Tell a condensed story of Joseph (Genesis 37 to 50) or Ruth (Book of Ruth) and write on the blackboard a list of the main events as listed below. Then explain to the juniors that many events in the lives of Old Testament characters point forward to the life of Jesus and our relationship to Him. Now ask the juniors to describe how each point demonstrates what Jesus did when he lived on this earth.

JOSEPH

1. Loved by his father
2. Sent to see his brothers
3. Because they hated Joseph, his brothers sold him as a slave
4. Suffered in prison
5. His father believes he is dead
6. Brought out of prison
7. Becomes Prime Minister
8. Saves his family from starvation

JESUS

- Much loved Son of His Father
- Sent to help his human brothers on earth
- Treated like an enemy
- Suffered on the Cross
- Really does die and is separated from His Father
- Resurrection of Jesus
- Ascended to a place of honor on the Right Hand of God
- Is able to save those who follow Him.

RUTH

OUR RELATIONSHIP TO JESUS

- | | |
|---|---|
| 1. Naomi and family leave the promised land. | Sometimes we leave the protection of God's plan. |
| 2. Death and tragedy strike | Trouble always comes as a result |
| 3. Naomi and Ruth return | Suffering problems and trials often turns us back to Jesus and His plans. |
| 4. Ruth gleanes in the fields of Boaz who is a mighty man of wealth | Jesus gives us special privileges |
| 5. Boaz accepted responsibility for Ruth | Jesus is our Lord and Protector-Provider |
| 6. He loves and marries her | He loves and cares for us forever |

B. *Joseph*

Have your class make a list of the characters and discover the hidden meaning behind their names with the use of a Bible Dictionary. Explain how each name is designed to tell us something about God or Jesus and how they care for us. Answers are listed for teacher's help.

JOSEPH	He shall add	ISRAEL	As a prince you have power with God and with men
JUDAH	Praise	GAD	Armed and prepared
ASHER	Happy/blessed	MANASSEH	Forgetting the past
NAPHTALI	Wrestling	SIMEON	Listening and hearing with acceptance
LEVI	Attached to God	ISSACHAR	The reward is mine
ZEBULUN	I Am exalted	BENJAMIN	Son of the right hand

C. *Jonah*

The book of Jonah is the only one of the twelve so-called Minor Prophets that is strictly narrative in form. It is an account of Jonah's mission to the city of Nineveh to announce its speedy destruction because of its sins. The prophet entertains misgivings and perplexities as to his carrying out the charge of God to go to Nineveh. The very thought of journeying to this great metropolis, the difficulties and seeming impossibilities of the task, made him shrink from undertaking the divine commission and question its wisdom. Failing to rise to that strong faith that should have led him to realize that with the divine command came the divine power to accomplish it, Jonah sank into discouragement, dread, and despair (see

PK 266). Knowing the loving- kindness and long-suffering of God, Jonah was also afraid that if he delivered the divine message and the heathen accepted it, the threatening doom he pronounced upon them would not come to pass. This would be a deep humiliation to him, as it thus turned out to be, and this he could not endure (Ch. 4:1,2). He at first disobeyed, but through a series of events was led to carry out the commission. The inhabitants of Nineveh repented, and for a time turned from their sins. Jonah was angry, but God justified His gracious dealings.

Among the lessons taught by Jonah's prophecy is the truth that God's grace brings salvation to all (Titus 2:11), that it was indeed not confined to the Jews, but was also to be revealed among the heathen. God has "also to the Gentiles granted repentance unto life" (Acts 11:18). Like Peter (Acts 10), Jonah came to realize reluctantly that God was willing to receive those of every nation who turned to Him. By repentance, Jesus condemned the pharisaical and prideful Jews of His day (see Matt. 12:41; Luke 11:32) and all others who, in their religious complacency and false sense of soul security, deceive themselves into thinking that they are the favored people of God, and thus assured of salvation. Jesus used the experience of Jonah in the sea as an illustration of His death and resurrection (Matt. 12:39, 40). His reference to the book of Jonah established the veracity of the book.

D. *Esther*

Considered as literature the book of Esther is an epic. It depicts a crisis in the fortunes of Gods people that threatened them with annihilation. The instrument of deliverance is a Jewess, elevated from a quiet life with her cousin and foster father, Mordecai, to be queen of a world empire. The narrative displays Esther as a woman of clear judgement, remarkable self- control, and noble self-sacrifice. The challenge of Mordecai, "Who knoweth whether thou art come to the kingdom for such a time as this?" (ch. 4: 14), projected the youthful queen to the heights of heroic action. In solemn dignity her spirit rose to answer the demand of the hour in the courageous and thrilling words, "If I perish, I perish." When at the critical moment the scepter was held out to her she did not immediately identify the villain, but with remarkable restraint and deliberate care guided the king and Haman into a situation calculated to be most favorable to her purpose. Fiction could not conceive of a more dramatic and surprising series of coincidences than those that led up to the exposure and death of Haman. In Purim, the Feast of Lots, the Jews ever commemorated Heaven's disposal of Haman's evil plan, which a "lot" had presumably indicated would succeed (see ch. 3:7).

The religious character and moral teaching of the book of Esther may be summarized thus:

1. Though God's name does not appear in the entire book, His providence is manifest throughout. No disbeliever in God could possibly have written the book; no believer can read it without finding his faith strengthened. Deliverance is presented by the writer as the result of a living faith in God.
2. The book of Esther provides an account of the origin of an important Jewish national festival, the Feast of Purim, which is still observed with rejoicing each year.
3. A vital moral lesson pervades the narrative. With the passing of Haman's brief day of popularity the transitory nature of earthly power and prosperity becomes painfully evident. God humbles the proud and exalts those who trust in Him.
4. The providence of God is strikingly displayed. Divine power is united with human effort. The means used are human, but the deliverance itself is divine.

Comparisons of Human Nature

ESTHER	MORDECAI	HAMAN
Shy and timid	God's representative	Devil's character
Loved God	Similar work to Holy Spirit	Full of hatred
Accepted responsibility	Refused to support evil	Planned to murder
Depended on Mordecai for guidance	Humble - deep conviction	Full of pride
Honest	True hearted	Deceitful
Courageous	Knew the peril faced	Impatient to destroy
Ready to die	No compromise	No truth in him
Victorious	Victorious	Defeated for his sin

Resources

Bible and Story Hour Series. Currently available from your ABC on record and cassette. *SDA Bible Dictionary; Patriarchs and Prophets; God Sent a Man; Christ in All the Scriptures.*

Method of Testing

Complete the exercise in the desired manner.

SERVING OTHERS

The purpose of the Service section is to provide opportunity for the Friend class to experience the joy and happiness of serving others.

Two class periods plus out-of-class activity are involved in this section. Use the class period to select and plan the service activity and to share experiences.

Requirement 1

By consultation with your leader, work out ways to spend at least two hours expressing your friendship to someone in need in your community by doing any two of the following:

1. Visit someone who needs friendship.
2. Help someone in need.
3. With the help of others spend a half day on a community, school, or church project.

Class Periods: One
Plus out-of-class activity time.

Option 1: Visit someone who needs friendship.

Objective

To give opportunity for the Friend to experience the joy of sharing.

Explanation

Friend age level children are among the most enthusiastic participants of all church members in outreach activities and can therefore be directed and led into meaningful service that will forever affect their lives.

Teaching Method

1. Encourage the Friends to visit children of families who have recently moved to their street or area, and welcome them to the neighborhood. They may be shown around the area including parks, playgrounds, etc. and invited to Church and Pathfinder Club activities.
2. The Friends can visit a lonely older person or shut-in and brighten their day with a bouquet of flowers, a loaf of bread or sweet roll, or other suitable article, made by the Friend if possible.
3. Open the class for discussion and ask for their suggestions.

Method of Testing

Participation

Option 2: Help someone in need

Objective

To give the Friends opportunity to participate in meeting the immediate needs of another, to realize the growth experience of responsibility, and at the same time, enjoy it.

Explanation

Today's world is full of persons in need, from the elderly unable to maintain a yard to victims of small and large scale disasters. All may be helped by Pathfinder youth.

Teaching Methods

1. Seek the help of the Church Community Services director to locate someone in need.
2. You may contact other Civic organizations who specialize in community services for the names of people in need.
3. Invite the Friends to think of other ideas of service to someone in need and permit them to choose the areas of their interest, which may include lawn mowing, running an errand or message for an older person, housework for shut-ins and yard clean-up for an elderly person.

Method of Testing

Participation

Option 3: Community, School, or Church Project

Objective

To give the Friends opportunity to participate in service for the community, to realize the growth experience of responsibility, and at the same time, enjoy it.

Explanation

These projects may come from suggestions made by leaders in the community or observations made by the participants. Friend candidate may help in doing as well as organizing the event.

Teaching Method

Activities to consider:

- | | |
|------------|---|
| CHURCH: | Improve church grounds
Remodeling bee
Custodial duties
Plant a "give-away" garden for the hungry |
| SCHOOL: | Plant and care for flower beds
Clean and fix restrooms
Arrange and care for library
Start a "collection" library of nature items, historic items, etc. |
| COMMUNITY: | Participate in a fund drive
Volunteer service for civic organizations such as hospitals, orphanages, etc. |

Clean-up projects in parks, roadsides, vacant lots.

Method of Testing

Participation

☐ *Requirement 2*

Prove yourself a good citizen at home and school.

Class Periods: One

Objective

To give study to those character qualifications that are vital to the Christian young person's influence at home and at school.

Teaching Method

Discuss with your group the following thoughts about citizenship at home and at school.

You are going to be a man or woman in a very few short years. What kind of man or woman do you want to be? Look around and find the qualities you would like to see in yourself.

First you will want to be as fit and active as your body will allow you to be. The person who can't jump up and run an errand for his mother because he is too tired, is not of great value in the home.

Second you will want to complete the errand to the best of your ability. If the shop doesn't have the article you have been asked to purchase, then you will choose the nearest alternative, or try the shop down the road.

So in this simple task are some of the qualities of a good citizen:

- ❖ Obedience: you act promptly.
- ❖ Self reliance: you knew where to go and how to get there.
- ❖ Thoughtfulness: you were only asked once.
- ❖ Dependability: you certainly carried out your job.
- ❖ Co-operation: you would help anyone to the best of your ability.

What other qualities do you see around you in other people? Your father's devotion to the family; your religious leader's understanding; your teacher's enthusiasm.

Why is it necessary to become a good citizen? You are a part of your country, and as you grow up you will want to take your share of what life has to offer you. What you take and give will depend on the qualities that you put to work for yourself.

Be a thinking citizen, not a thoughtless one. Keep yourself informed of the happenings of the day, in your own community, your country, and throughout the world. Learn how your country, your state, your city, town or shire is governed and how you fit into the government. Discover where the government is strong and where it is weak. Do your part as a citizen in the big task of upholding its strengths and overcoming its weaknesses. In many countries, Pathfinders are considered model citizens. What can you do to strengthen that reputation in your country?

Be prepared to do your part in smaller tasks - in such every day things as obeying traffic regulations, observing the rules of the game when you play, and many other things.

Your teachers have a great responsibility and have a big influence in your life. What is their responsibility? There are many different teachers who teach many subjects at all levels of our educational growth: kindergarten, primary school, secondary school, technical school, university and adult education. Teachers respond to the interest you show in the subject. Therefore your desire to learn and advance will encourage the teacher to give of his best to help you.

Discuss the following questions:

1. Give the rights and responsibilities of a citizen of your country.
2. Describe what you can do as a citizen to help your church and country.
3. Go through the steps of an individual acquiring citizenship in the country and learn how this is done.
4. Know how to explain the process of government in your country.
5. Explain why laws are established in your country.

(These questions are part of the Christian Citizenship Honor.)

Method of Testing

Participation in group discussion.

Advanced

Requirement 1

Bring at least two visitors to Sabbath School or Pathfinder meetings

Explanation

- a. Your meetings should be soul-saving projects.
- b. You might offer a special inducement to bring visitors. They can be either from the church or outside the church.
- c. Have members conduct the entire Sabbath School program one Sabbath. Have them give the special music, mission story, and above all, have them in uniform. Your Sabbath School officers will be glad to cooperate, if you plan with them well ahead of time. Visitors will be no problem.

FRIENDSHIP DEVELOPMENT

□ Requirement 1

List 10 qualities of being a good friend, and discuss four everyday situations where you have practiced the "golden rule."

Class Periods: One

Objective

Pathfinders need to understand the basis of friendship. In the "Golden Rule", the Bible stipulates where true friendship may begin its growth.

Teaching Method

Some Ellen White comments:

1. "Speak often words that will be...an inspiration. When one is in trouble,... speak comforting words to him. This is true friendship." 7 BC 928
2. "While the Christian will be ever kind, compassionate, and forgiving, he can feel no harmony with sin." 5 T 171
3. "Men and women are not fulfilling the design of God when they simply express affection for their own family circle, for their relatives and friends, while they exclude those from their love whom they could comfort and bless..." WM 159
4. "Their best friend is Jesus. He did not withhold His own life from them, but for their sakes became poor, that through His poverty they might be made rich." 4T 481
5. "The spirit of gossip and tale bearing is one of Satan's special agencies to sow discord and strife, to separate friends..." 4T 195
6. "[Christ] lifts men from the narrow circle that their selfishness prescribes; He abolishes all territorial lines and artificial distinctions of society. He makes no difference between neighbors and strangers, friends and enemies." MB 42
7. "Satan is constantly seeking the ruin of those who are ignorant concerning his devices yet feel no special need of the prayers and counsel of experienced and godly friends." 4T 207
8. "The Lord did not leave you to perish. He frequently raised up friends to aid you when you least expected it." 2T 270
9. "In the joy of his new discipleship, Matthew longed to bring his former associates to Jesus. Accordingly, he made a feast at his own house..." DA 273-274
10. "...The hasty temper, the fretfulness, envy, or jealousy...these evil traits of character bring great unhappiness to their possessors. How many fail to receive from ... friends the love which they might have if they were more amiable." FE 67

These references and many more can serve as a springboard for group discussion in a Sabbath School class setting, AY Society panel discussion, Pathfinder campfire time, etc.

□ Requirement 2

Discuss and demonstrate good table manners with your parents/guardian or group leader.

Objective

To have Friends, one must be a friend. Parents are more comfortable with their children's friends if they are well behaved, show ability to function properly in the world of adults and enjoy it. The dinner table is viewed by many parents as one of those critical places that matter.

Teaching Methods

1. Pantomime good and bad manners
2. Impromptu skit
3. Full skit before an audience
4. Follow up with questions and discussion

Do you know what a person with good manners does?

How well can you answer these questions? Check your selections. (There may be more than one right answer to a question.) When marking your answers mark each right answer with a "C" so that you will be able to use the answers as a guide to what the well-mannered person should do.

1. When does the well-mannered person start eating?
 - a. _____ Whenever you feel like it, depending on how hungry you are.
 - b. _____ After everyone else has been served and the hostess has begun.
 - c. _____ As soon as you are served your food.At a large dinner party:
 - a. _____ After everyone has been served and the hostess has begun.
 - b. _____ After 4 or 5 have been served, or the hostess says, "Please go ahead, so the food won't get cold."
2. Do you ever place your elbows on the table?
 - a. _____ Yes, when you are tired.
 - b. _____ No, never!
 - c. _____ Never while you are eating, but perhaps while resting between courses or conversing at the end of the meal.
3. Where do you leave your serviette or napkin throughout the meal?
 - a. _____ On your lap.
 - b. _____ Tucked under your chin.
 - c. _____ Tied around your neck.
 - d. _____ On the table.
4. What do you do with your serviette or napkin when you leave the table?
 - a. _____ You refold it the same way you found it.
 - b. _____ You wad it up and put in on your chair.
 - c. _____ You lay it in loose folds beside your plate.
5. How do you pass a jug or pitcher?
 - a. _____ You hand it to the next person with the handle turned toward that person.

- b. _____ You set it on the table in front of the next person.
6. What do you do if the hostess serves good food you don't like?
- a. _____ You tell her that you won't eat any of that particular food because you can't stand it.
- b. _____ You keep quiet about it and take a small portion anyway.
- c. _____ You take some, but hide it in your serviette.
7. How do you serve yourself gravy from the gravy boat?
- a. _____ You simply pour it out.
- b. _____ You spoon it out with your own spoon.
- c. _____ You dip gravy with the gravy ladle.
8. When butter or jam is passed, where do you place it?
- a. _____ You put it on your plate, then transfer it to your bread or roll.
- b. _____ You place it directly onto your bread or roll.
9. When "finger foods" such as olives, biscuits, or sandwiches are passed around the table, what do you do with them?
- a. _____ You place them on your plate, then transfer them to your mouth.
- b. _____ You put them directly into your mouth.
- c. _____ You put them on the table beside your plate to eat later.
10. How do you know which cutlery or table ware to use?
- a. _____ As a general rule you start with the cutlery closest to your plate, then work toward the outside as the meal progresses.
- b. _____ You start at the outside and work in toward your plate as the meal progresses.
- c. _____ When in doubt you follow the lead of your hostess.
- d. _____ Other customs _____.
11. What do you do with your knife and fork after using them?
- a. _____ You lay them down on the tablecloth, flat.
- b. _____ You prop the utensils against your plate with the handles resting on the table.
- c. _____ You lay them flat down the middle of your plate.
- d. _____ You return them to the same position they came from, beside your plate.
- e. _____ Other customs _____.
12. What do you do with your cutlery when passing your plate for "seconds"?
- a. _____ You hold them upright in your hand.
- b. _____ You lay your knife and fork side by side across your plate.
- c. _____ Other customs _____.

Method of Testing

Note from parents or completion of activity with group. (Look for changes during immediate future and encourage them).

☐ *Requirement 3*

Sing or say your national anthem and explain its meaning

Class Period: 20 minutes

Explanation

Friendship is multifaceted. Citizenship, and understanding and appreciating other's citizenships contributes to friendship growth.

Encourage any of your group who have a different citizenship to share with the group the anthem meanings with the group. For most this requirement is very easy, as they have been taught in school.

HEALTH AND FITNESS

The purpose of this section is to learn the general principles of temperance and good health and how they lead to the development of a strong mind and body.

Two class periods have been allocated to teach this section, plus out-of-class time for activities. One period has been allocated for the advanced work.

☐ *Requirement 1*

- A. Discuss the temperance principles in the life of Daniel or participate in a presentation or role play on Daniel
- B. Memorize and explain Daniel 1:8, and either sign the appropriate pledge card or design your own pledge card, showing why you choose a life style in harmony with the true principles of temperance.

Class Periods: One

Objective

To inspire the Friends to understand the meaning of the word "temperance" and to make a commitment to follow the example of Daniel.

Explanation

"Temperance" is abstaining from those substances and actions which are harmful, and using moderately and carefully those things which are good.

Teaching Method

Some Meanings of "Temperance:"

- ❖ Temperance is self-control through the power of the Holy Spirit.
- ❖ As we ask, God through His Spirit guides us in the choices we make.
- ❖ We first choose to serve Him.
- ❖ We choose to say NO to Satan.
- ❖ As we ask Him, God gives power to resist temptation.
- ❖ We choose to eat and drink those things that are healthful in a way that will honor God.
- ❖ We choose not to eat or drink anything that would be harmful.
- ❖ We choose to allow God to guide in all our daily activities.

Man was created perfect in the image of God, healthy, free from disease. Adam and Eve had natural appetites given by God to enjoy what God had made. God also gave them the power of reason, choice-self-control. They were tempted by Satan to eat of the fruit of the tree of the knowledge of good and evil. Being deceived, they used the power of choice wrongly. They lost their self-control--came under the influence of Satan. People have been making wrong choices ever since. Lack of Temperance is evidence of lack of self-control.

Role Play

Description of a Role Play:

- ❖ A role play is an unrehearsed dramatic enactment of a particular situation.
- ❖ Participants may either choose or be assigned roles.
- ❖ Roles should be written or outlined by the leader.
- ❖ Let the participants get together for a few minutes to discuss what they will do.
- ❖ Act out the situation extemporaneously (without preparation).
- ❖ Cut off the action at the proper time and discuss the situation.

Write each of the following characters on a separate piece of paper: Daniel, Shadrach, Meshack, Abednego, Nebuchadnezzar, Servant.

Give each class member a character to play. Read the story found in Daniel chapter I and ask the class to act out the drama in two different ways to illustrate the contrast:

- a. Daniel and his three friends as if they were rebellious captives.
- b. Daniel and his three friends as true Israelites ready to speak up for God.

Daniel 1:8

1. Have the class read Daniel chapter I and imagine they are judges in a competition. Daniel and his three friends have been voted ten times better than all the rest. Have each judge make a list of all the characteristics that made the Hebrew young men outright winners. The class can then compare their findings.
2. Have each class member complete a word study of Daniel 1:8 using a Bible Dictionary and Bible Commentary to draw out the total meaning of the verse. Their discoveries can be drawn up in a project or chart form.

Pledge:

Design and sign your own pledge card indicating why you have chosen a lifestyle in harmony with the true principles of temperance, or obtain the proper cards from the conference office for each participant to sign.

Resources

Contact your local Conference Health Department, or the Adventist Book Center, for suggestions of films or books to use as resource material for teaching this requirement.

Method of Testing

Participation in discussion or role play, signing of a pledge, and memorization of Daniel 1:8.

Requirement 2

Learn the principles of a healthful diet and engage in a project preparing a chart of basic food groups.

Class Periods: One

Objective

To help Friends become aware of the basic dietary factors involved in maintaining a healthful lifestyle.

Teaching Method

1. Give your class the following basic information and ask them to draw up a three-day vegetarian menu based on God's original instruction found in Genesis 1:29, 30.

A balanced and healthful diet will daily include:

- ❖ Two or more servings of PROTEIN.
- ❖ Four or more servings of BREAD AND CEREAL (preferably Whole Grain).
- ❖ Four or more servings of FRUIT AND VEGETABLES (you must include one citrus or tomato for Vitamin C and one deep yellow or deep green leafy vegetable for Vitamin A).
- ❖ Three or more servings from the MILK GROUP.

2. Supply your class with the same basic information as above and have them prepare a poster or chart to illustrate the four basic food groups using pictures from magazines, etc. and display the posters. (You may wish to complete the Nutrition Honor.)

Resource

Ministry of Healing; and other books available from your Adventist Book Center.

Method of Testing

Participation in discussion and preparation of chart.

Requirement 3

Complete the Honor in Beginner's Swimming

Objective

To teach the art of swimming for personal pleasure and safety.

BEGINNER'S SWIMMING HONOR REQUIREMENTS

Complete the Red Cross Swim Level III-Stroke Readiness or the following:

1. Retrieve an object from the bottom in chest-deep water, unsupported and with eyes open.
2. Bob submerging head completely 15 times in chest-deep water.
3. Bob in deep water (slightly over head) to travel to safe area or side of pool.
4. Jump into deep water from side of pool.
5. Dive from side of pool in kneeling and compact position.
6. Prone glide with push-off for two body lengths.
7. Supine glide with push-off for two body lengths.
8. Swim front crawl- ten yards.
9. Swim back crawl-ten yards.
10. Demonstrate elementary backstroke kick-ten yards.
11. Reverse direction while swimming on front.
12. Reverse direction while swimming on back.
13. Discuss safety diving rule
14. Tread water.
15. Jump into deep water with life jacket.
16. Demonstrate H.E.L.P. position for one minute.
17. Demonstrate huddle position for one minute.
18. Demonstrate correct technique for opening the airway for rescue breathing.

Exceptions

The local Conference Youth Director should be consulted if there are any problems in meeting this requirement. A youth who is declared by a physician to be physically unable to swim, may substitute any honor not previously earned.

Teaching Method

If there is no one sufficiently proficient to teach this honor to your class, then you should refer your group to a recognized swimming school, or life saving society.

The instructor should:

1. Make sure there is plenty of supervision
2. Watch for currents and holes at beaches
3. Be careful of snags, rocks and holes at rivers
4. Wherever possible use swimming pools as the water is clear and its depth regulated.

Resources

American Red Cross Swimming and Lifesaving Manuals; Youth Leader's Handbook

Method of Testing

Demonstration of proficiency.

Upon completion of requirements the supervisor should supply a list of successful participants to the leader. The leader should then forward the list to the local Conference Youth Ministries director requesting patches for the honor.

Advanced

Requirement 1

(Ideally a woman should present this section to the girls and a man present this section to the boys.)

Objective:

Present the normal body changes experienced by young men and young women with puberty. Point out that every person matures at a different rate and has a unique physical make-up.

Teaching Method

1. There is much more to sexuality than just the body parts i.e.
 - ❖ emotion
 - ❖ self-worth
 - ❖ respect
 - ❖ value
 - ❖ uniqueness
 - ❖ individuality
2. Explain what David meant when he said, "I am fearfully and wonderfully made" Psalm 39:14.
3. Present the stages of fetal development.
4. Discuss the normal changes in puberty:
 - ❖ In Male: Beard, pubic hair, larger penis, deeper voice, muscular body, sperm cells.
 - ❖ In Female: Development of breasts, widening of hips, growth of hair in pubic area, rapid increase in height and weight, appearance of cervical mucus discharge, beginning of menstruation cycle.
5. Explain what God's word says about the importance of abstaining from premarital sexual activity in:
 - ❖ Exodus 20
 - ❖ Romans 12:1-2
6. Define what is meant by adultery and what is meant by fornication.
7. In studying the story of Joseph in the Old Testament identify the-factors that gave Joseph the strength to say no:
 - ❖ Relationship with God.
 - ❖ Refused to think improper thoughts.
 - ❖ He refused the-suggestions of Satan.
 - ❖ He ran away from temptation.

ORGANIZATION AND LEADERSHIP DEVELOPMENT

☐ Requirement 1

Plan and take a three-hour or 8 km hike. Plan to complete a requirement under the Nature Study, Outdoor Life, or a Nature Honor.

Objective

Take the initiative in decision making which will lead to positive results via a fun yet educational activity.

Teaching Methods

This is the opportunity to introduce the Pathfinder to the world of nature through a focus of character and lifestyle development. Many clubs take this opportunity to teach through action the concept of Wilderness Stewardship embodied in the saying:

*Take nothing but pictures
Leave nothing but footprints
Kill nothing but time*

The distance is not as important as the time spent. Pathfinders can learn to identify flora and fauna, they can look for spiritual lessons, become observant of the presence of God's creatures, learn the value of silence and camouflage, etc. Emphasis should be placed on the participant's involvement in deciding the activity and planning the details.

Some additional ideas:

Remember to choose your location and arrange transportation well in advance. Preferably visit the site before-hand so you have some idea of the nature objects the class is likely to find.

1. Preparation before the nature excursion. In class some time before leaving for the nature excursion, have the juniors record the things they would be likely to find. Then with the use of a Concordance find the texts where the object is mentioned. e.g. Leaves - Revelation 22:2 "Leaves of the tree were for the healing of the nations".
2. Explain the activity on arrival. On arrival at the nature location, divide the group into pairs, each pair to have a Bible, pencil and paper. Ask the pairs to discover and record as many objects of nature as they can equate with a Bible passage. The leaders could have a Concordance to assist with the location of texts.

Examples are as follows:

Unusual	Jawbone	(of ass)	Judges 15: 15
Small	Seed	(good seeds)	Matthew 13:24
Living	Bird	(ravens fed Elijah)	I Kings 17:6
Non-Living	Rock	(Moses struck)	Numbers 20: 11

3. Other good ideas can be found in the Pathfinder Staff Manual, see Resource section.

Resources

Pathfinder Staff Manual, Cruden's Concordance, Naive's Topical Concordance.

Method of Testing

Participation

NATURE STUDY

The purpose of this section is to introduce the Friend to the thrill of discovering God's Book of Nature and to develop a sense of accomplishment by completing Nature Honors.

Eight class periods have been allocated to teach this section, with the understanding that some of the Honors may require out of class work.

☐ *Requirement 1*

Complete one of the following honors: Cats, Dogs, Mammals, Seeds, Bird Pets.

Class Periods: Five

Objective

To begin to develop in Friends a desire to study and to appreciate the handwork of God in His creation.

Teaching Methods

The requirements are listed for your convenience, and can also be found in the Pathfinder Honor manual. Teacher's notes have been prepared and may be available for your use from the Youth Department of your local Conference. Do not just read the notes. Make the classes more interesting by using samples, pictures, or going on field trips.

Inquiries may reveal that you have someone in your church or community who is a specialist in one or several of these topics.

CATS

Requirements:

1. What is the scientific name of the cat family?
2. How is the structure of the paw similar in all cats?
3. How are the eyes of all cats alike?
4. What is the main food of the cat family? How are the cat's teeth fitted for this?
5. Of what use are the cat's whiskers?
6. How are the cat's ears protected?
7. Identify from pictures or observation four kinds of domesticated cats. Describe each one's temperament.
8. Of what benefit to man are domesticated cats?
9. Identify from pictures or observation seven kinds of wild cats. Tell in what part of the world they are found.
10. What animal is known as the king of beasts? Why does it have that title? What is its temperament really like?
11. Tell the story of Androcles and the lion.
12. Relate four stories in the Bible in which a member of the cat family is mentioned.

DOGS

Requirements:

1. Give the scientific name of the dog family.
2. Name five distinctive characteristics of the dog family.
3. Identify from pictures or personal observation five wild members of the dog family.
4. Identify from pictures or personal observation twenty-five different kinds of pedigreed dogs.
5. Name five contributions the dog family has made to man.
6. Give the name of the smallest and the largest breed of dogs.
7. Write or describe orally the value to man of the following dogs: Seeing Eye, Saint Bernard, Shepherd, Collie, Eskimo.
8. Write or tell what special contribution dogs have made to man in wartime.
9. Identify from pictures or personal observation five dogs that are classed as "toy" dogs.
10. What is the only dog that has a wholly blue or black tongue?
11. Which is the fastest running dog?
12. Which member of the "toy" dogs has become the most popular?
13. What dog has been especially helpful in tracking criminals?
14. Write or tell a dog story.

MAMMALS

Requirements:

1. On what day of creation were mammals created?
2. List four characteristics of a mammal.
3. Name one or more species in each of the following orders and give one or more characteristics of each:
 - a. Marsupialia
 - b. Insectivora
 - c. Chiroptera
 - d. Carnivora
 - e. Pinnipedia
 - f. Rodentia
 - g. Lagomorpha
 - h. Artiodactyla
 - i. Sirenia
 - j. Cetacea
4. List four beneficial mammals, and tell how they are beneficial.
5. List four things mammals do that are harmful.
6. List four mammals that are completely aquatic and designate their natural range.
7. Name the largest mammal in the world and tell where it lives, how it feeds, and what it eats.
8. Name eight species of wild mammals that you have observed and identified in the wild.
9. Write or give orally to the examiners a brief report on "Wild Animals I Have Observed".

BIRD PET

Requirements:

1. Keep one or a pair of birds for at least six months.
2. Show you have completed one of the following:
 - a. If you have a cage bird, keep a record of its care for at least one month. Include food habits, water needs, cage cleaning, etc.
 - b. If you do not have a cage bird now but completed requirement no. 1 in the past, take care of someone else's bird for at least one week while they are on

vacation, etc., and maintain a record of the required care.

3. Canaries
 - a. Give the names of four varieties of canaries.
 - b. Give a brief history of the origin and development of canaries.
 - c. Name and distinguish five seeds used in canary feeding.
 - d. Describe briefly the general care of canaries.
4. Parakeets or love birds
 - a. To what country are parakeets, or love birds, native?
 - b. Describe briefly their habits of feeding, nesting, and general behavior.
5. Pigeons
 - a. Name and identify six varieties of pigeons.
 - b. Describe their kind of food and general management.
6. What are the laws in your state or country regarding the capture, breeding, sale and/or export of cage birds? Be sure you are abiding by them while fulfilling the requirements of this Honor.

SEEDS

Requirements:

1. What is the main purpose of a seed?
2. What foods were first given to man in the Garden of Eden?
3. Identify from a seed or a drawing and know the purpose of each of these parts of a seed: seed coat, cotyledon, and embryo.
4. Know four different methods by which seeds are scattered by the plant. Name three kinds of plants that scatter their seeds by each method.
5. Know ten kinds of seeds that are used as sources of food.
6. Know five kinds of seeds that are used as sources of oil.
7. Know five kinds of seeds that are used for spices.
8. What conditions are necessary for a seed to sprout?
9. Make a collection of thirty different kinds of seeds, only ten of which may be collected from commercial seed packages. Label each kind with its name, the date collected, locality where collected.

Resources

Additional resource books may be obtained from established book shops or from your local library.

Method of Testing

Examinations for these honors may be available from your local Conference Youth Department. The exam is to be marked by the instructor who also signs the class card and record book.

If exams are available then used exam papers should be destroyed by the instructor and unused ones should be returned to the local Conference Youth Department. If no exams are available, the instructor may select the method of assuring each participant knows the material.

Upon completion of the examination, the society leader should write to the local Conference Youth Department, sending a list of successful candidates' names and requesting patches or tokens for the honor concerned. Honor tokens will only be

sent if payment is enclosed.

□ *Requirement 2*

Know different methods of purifying water and demonstrate your ability to build a camp shelter. Consider the significance of Jesus as the Water of Life and as our refuge place.

Class Periods: Two

Objective

To help the junior associate some of the basic and important lessons of nature with spiritual truths about Jesus.

Teaching Method

This requirement could be divided into three sessions as follows:

- ❖ One class period - instruction on purifying water and building a camp shelter.
- ❖ One out of class period - for practical application of skills.
- ❖ One class period - for spiritual applications.

1. ***Method of Purifying Water***

The only way to be sure that water is safe for drinking and cooking or washing dishes is to chemically test it. If this has not been done, you must sterilize it, no matter how clean it looks, for it may carry serious diseases, such as typhoid fever, giardia and others.

Options for sterilizing:

- a. Boil the water for twenty minutes (from the time it actually starts to boil). This will cause the water to taste flat because the air has been removed, but you can restore its good flavor by stirring it vigorously or pouring it back and forth several times from one container to another.
- b. Use one to two drops of iodine in a liter of water and let it stand for thirty minutes. Iodine Purification Tablets may be obtained.
- c. Use one part chlorine to 100 parts water. Let stand 30 minutes. Laundry bleach is commonly used.
- d. Halazone or Puritabs are water-purifying tablets which depend on the release of chlorine gas. Therefore, if used, these tablets should be fresh. Keep the bottle tightly closed, with some cotton in it to absorb the moisture. Place the number of tablets directed on the label, in the water, and let stand for thirty minutes.
- e. There are numerous mechanical purifiers specifically designed for backpacking available on the market today.

2. *Camp Shelter*

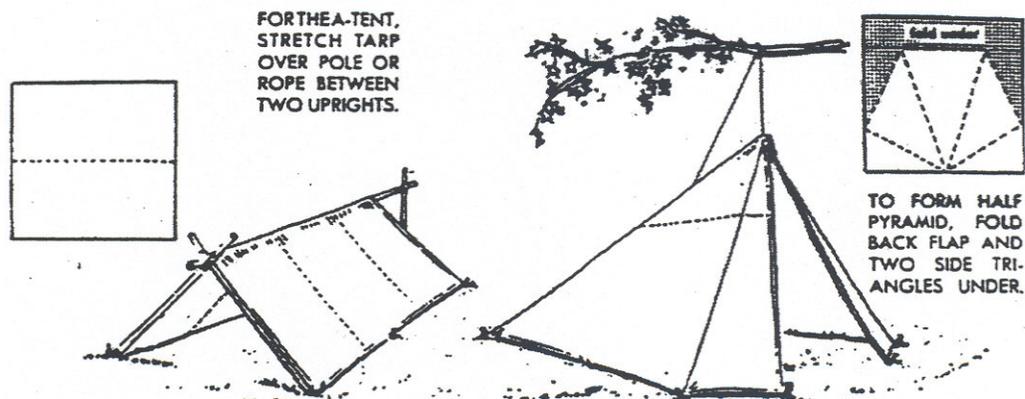
The simplest type of shelter is the lean-to. It may be made by placing a rope or ridgepole about 2 meters above the ground between two trees or two stakes and about 2 meters apart. When selecting forked poles for the uprights, be sure that they are straight from fork to toe, and the toe pointed.

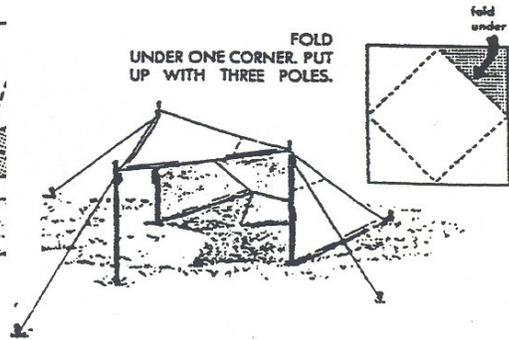
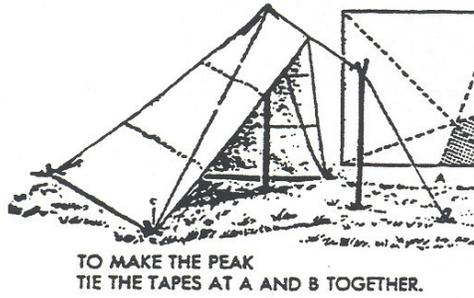
Drape a sheet of plastic, tarpaulin, etc. over the ridgepole. The corners and sides may be held down with pegs or stones. More elaborate lean-tos may have sturdier frames and thatched roofs. A framework of battens is lashed across two forked sticks and long grass, reeds, rushes, ferns, palm leaves or leafy branches may be used as thatching. The thatching may be sewn, tufted or tied on to the battens. The method used will depend on the material available.

If you need warmth, keep your lean-to fairly small. It is better to build two lean-tos for four people than one for them all. Always build a lean-to so that its front opening is cross-wind.

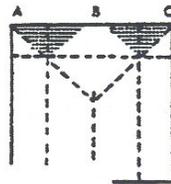
A rubber life raft or a canoe or boat turned over or propped against a rock or log may provide a rough shelter, and can be made into a better one with the aid of a sheet of plastic or tarpaulin or a wall of stones or branches.

Some Methods of Using a Tarpaulin to Make a Camp Shelter

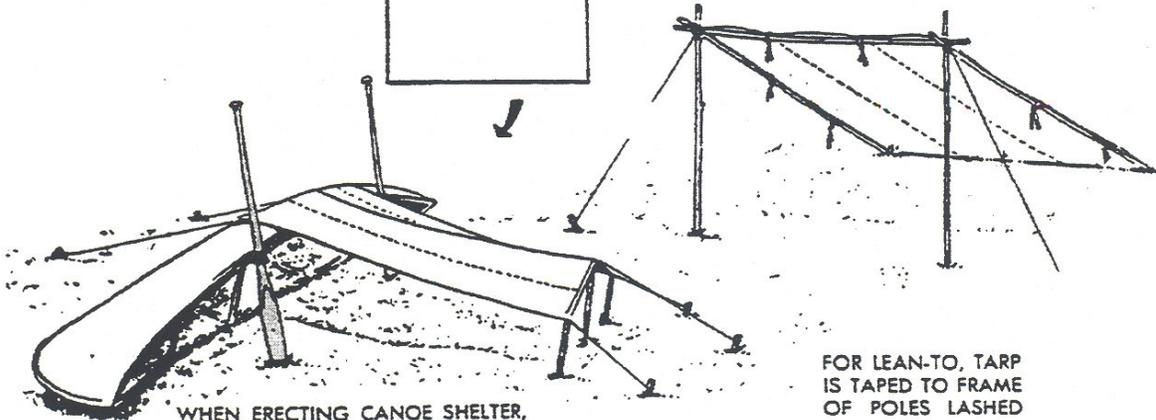
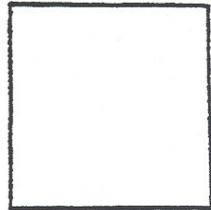
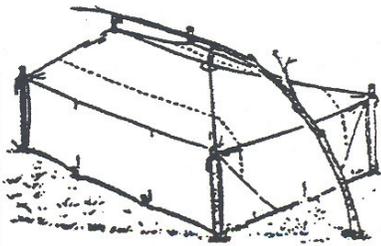




WIGWAM IS MADE BY STRETCHING TARP OVER FRAMEWORK OF BOUGHS.



MAKE BOX-CORNERS BY TYING TAPE A TO B, AND TAPE C TO B.



WHEN ERECTING CANOE SHELTER, CANOE BECOMES PART OF SET-UP.

FOR LEAN-TO, TARP IS TAPED TO FRAME OF POLES LASHED TO TWO UPRIGHTS.

3. **Jesus as the Water of Life**

A. John 4:4-42 Story of The Woman at the Well

This water represents the life of Christ, and every soul must have it by coming into living connection with God (*Testimonies to Ministers*, p. 226).

"Whosoever drinketh of this water shall thirst again: but whosoever drinketh of the water that I shall give him shall never thirst"

He who seeks to quench his thirst at the fountains of this world will drink only to thirst again. Everywhere men are unsatisfied. Only One can meet that want. The need of the world, "The Desire of all nations," is Christ. The divine grace which He alone can impart, is as living water, purifying, refreshing, and invigorating the soul.

Jesus did not convey the idea that merely one draught of the water of life would suffice the receiver. He who tastes of the love of Christ will continually long for more; but he seeks for nothing else. And He who reveals to the soul its necessity is waiting to satisfy its hunger and thirst. The cisterns will be emptied, the pools become dry; but our Redeemer is an inexhaustible fountain. We may drink, and drink again, and ever find a fresh supply. He in whom Christ dwells has within himself the fountain of blessing, - "a well of water springing up into everlasting life." From this source he may draw strength and grace sufficient for all his needs (*Desire of Ages* p. 187).

The Saviour is still carrying forward the same work as when He offered the water of life to the woman of Samaria. To every soul, however sinful, Jesus says, "If thou hadst asked of Me, I would have given thee living water."

The gospel invitation is not to be narrowed down, and presented only to a select few, who, we suppose, will do us honor if they accept it. The message is to be given to all. To them, as to the woman at the well, He says, "I that speak unto thee am He."

He did not neglect the opportunity of speaking to one woman, though she was a stranger, an alien from Israel, and living in open sin.

Often He began His lessons with only a few gathered about Him, but one by one the passers-by paused to listen, until a multitude heard with wonder and awe the words of God. The worker for Christ should not feel that he cannot speak with the same earnestness to a few hearers as to a larger company. There may be only one to hear the message; but who can tell how far-reaching will be its influence? (*Desire of Ages* p. 194).

B. John 7:37-44 Last Day of the Feast

"If any man thirst, let him come unto Me, and drink." If, with this promise before us, we choose to remain parched and withered for want of the water of life, it is our own fault. If we would come to Christ with the simplicity of a child coming to

its earthly parents, and ask for the things that He has promised, believing that we receive them, we should have them (*Testimonies*, vol. 9, p. 179).

Jesus lifted up His voice, in tones that rang through the courts of the temple: "If any man thirst, let him come unto Me, and drink. He that believeth on Me, as the scripture hath said, out of his belly shall flow rivers of living water." The condition of the people made this appeal very forcible. They had been dazzled with light and color, and their ears regaled with the richest music; but there had been nothing in all this round of ceremonies to meet the wants of the spirit, nothing to satisfy the thirst of the soul for that which perishes not. Jesus invited them to come and drink of the fountain of life, of that which would be in them a well of water, springing up unto everlasting life.

"If any man thirst, let him come unto Me." The rich, the poor, the high, the low, are alike welcome. He promises to relieve the burdened mind, to comfort the sorrowing, and to give hope to the despondent. Many of those who heard Jesus were mourners over disappointed hope, many were nourishing a secret grief, many were seeking to satisfy their restless longing with the things of the world and the praise of men, but when all was gained, they found that they had toiled only to reach a broken cistern, from which they could not quench their thirst. The Holy Spirit presented the symbol before them until they saw in it the offer of the priceless gift of salvation.

The cry of Christ to the thirsty soul is still going forth, and it appeals to us with even greater power than to those who heard it in the temple on that last day of the feast. The fountain is open for all. The weary and exhausted ones are offered the refreshing drought of eternal life. Jesus is still calling, "If any man thirst, let him come unto Me, and drink." "Let him that is athirst come. And whosoever will, let him take the water of life freely." "Whosoever drinketh of the water that I shall give him shall never thirst; but the water that I shall give him shall be in him a well of water springing up into everlasting life." Rev. 22: 17, John 4: 14 (*Desire of Ages*, pp 453, 454.)

C. Exodus 17:6, Numbers 20:8 Smiting the Rock

The flowing of the water from the rock in the desert was celebrated by the Israelites, after their establishment in Canaan, with demonstrations of great rejoicing. In the time of Christ this celebration had become a most impressive ceremony. It took place on the occasion of the Feast of Tabernacles, when the people from all the land were assembled at Jerusalem. On each of the seven days of the feast the priests went out with music and the choir of Levites to draw water in a golden vessel from the spring of Siloam. They were followed by multitudes of the worshipers, as many as could get near the stream drinking of it, while the jubilant strains arose, "With joy shall ye draw water out of the wells of salvation."

Then the water drawn by the priests was borne to the temple amid the sounding of trumpets and the solemn chant "Our feet shall stand within thy gates oh

Jerusalem." The water was poured out upon the altar of burnt-offering, while songs of praise rung out, the multitudes joining in triumphant chorus with musical instruments and deep-toned trumpets (*Patriarchs and Prophets*, p.412).

The priest had that morning performed the ceremony which commemorated the smiting of the rock in the wilderness. That rock was a symbol of Him who by His death would cause living streams of salvation to flow to all who are athirst. Christ's words were the water of life. There in the presence of the assembled multitude He set Himself apart to be smitten, that the water of life might flow to the world. In smiting Christ, Satan thought to destroy the Prince of life; but from the smitten rock there flowed living water. "Give me this water, that I thirst not" John 4:15 (*Desire of Ages*, p. 454).

Christ combines the two types. He is the rock, he is the living water. The same beautiful and expressive figures are carried throughout the Bible. Centuries before the advent of Christ, Moses pointed to him as the rock of Israel's salvation; the psalmist sung of him as "my Redeemer," "The rock of my strength," "the rock that is higher than I," "a rock of habitation," "rock of my heart," "rock of my refuge."

In David's song his grace is pictured also as the cool, "Still waters," amid green pastures, beside which the heavenly Shepherd leads his flock. Again, "Thou shalt make them," he says, "drink of the river of thy pleasures. For with thee is the fountain of life." And the wise man declares, "The wellspring of wisdom is as a flowing brook," to Zechariah, "a fountain opened...for sin and for uncleanness."

Isaiah describes him as the "rock of ages," and "the shadow of a great rock in a weary land." And he records the precious promise, bringing vividly to mind the living stream that flowed for Israel: "When the poor and needy seek water, and there is none, and their tongue faileth for thirst, I the Lord will hear them, I the God of Israel will not forsake them." "I will pour water upon him that is thirsty, and floods upon the dry ground:" "in the wilderness shall waters break out, and streams in the desert." The invitation is given, "Ho, every one that thirsteth, come ye to the waters." And in the closing pages of the sacred word this invitation is echoed. The river of the water of life, "clear as crystal," proceeds from the throne of God and the Lamb; and the gracious call is ringing down through the ages, "Whosoever will, let him take the water of life freely" (*Patriarchs and Prophets*, p. 413).

4. ***Jesus Our Refuge***

A. General Scriptures:

Romans 8:1 "No condemnation for those... in Christ Jesus."

Hebrews 6:18 "We who have fled to take hold of the hope."

Samuel 22:3 "...my rock, in whom I take refuge."

Psalm 9:9 "The Lord is a refuge for the oppressed."

Psalm 91:2, 9 "He is my refuge and my fortress."

We must know our real condition, or we shall not feel our need of Christ's help. We must understand our danger, or we shall not flee to the refuge. We must feel the pain of our wounds, or we should not desire healing (*Christ's Object Lessons*, p. 158).

B. Lessons from Cities of Refuge Numbers 35:6-28

The cities of refuge appointed for God's ancient people were a symbol of the refuge provided in Christ. The same merciful Saviour who appointed those temporal cities of refuge, has by the shedding of his own blood provided for the transgressors of God's law a sure retreat, into which they may flee for safety from the second death. No power can take out of his hands the souls that go to him for pardon. "There is therefore now no condemnation to them which are in Christ Jesus." "Who is he that condemmeth? It is Christ that died, yea rather, that is risen again, who is even at the right hand of God, who also maketh intercession for us;" that "we might have a strong consolation, who have fled for refuge to lay hold upon the hope set before us (*Patriarchs and Prophets*, pp 516, 517).

The Lord made provision to insure the safety of those who should take life unintentionally. Six of the cities assigned to the Levites - three on each side of the Jordan, were appointed as cities of refuge, to which the manslayer might flee for safety.

The cities of refuge were so distributed as to be within a half day's journey of every part of the land. The roads leading to them were always to be kept in good repair; all along the way, sign-posts were to be erected bearing the word "Refuge" in plain, bold characters, that the fleeing one might not be delayed for a moment. Any person - Hebrew, stranger, or sojourner - might avail himself of this provision. But while the guiltless were not to be rashly slain, neither were the guilty to escape punishment. The case of the fugitive was to be fairly tried by the proper authorities, and only when found innocent of intentional murder was he to be protected in the city of refuge. The guilty were given up to the avenger. And those who were entitled to protection could receive it only on condition of remaining within the appointed refuge. Should one wander away beyond the prescribed limits, and be found by the avenger of blood, his life would pay the penalty of his disregard of the Lord's provision. At the death of the high priest, however, all who had sought shelter in the cities of refuge were at liberty to return to their possessions (*Patriarchs and Prophets*, pp 515,516).

He who fled to the city of refuge could make no delay. Family and employment were left behind. There was no time to say farewell to loved ones. His life was at stake, and every other interest must be sacrificed to the one purpose - to reach the place of safety. Weariness was forgotten, difficulties were unheeded. The fugitive dared not for one moment slacken his pace until he was within the walls of the city.

The sinner is exposed to eternal death, until he finds a hiding-place in Christ. Just as loitering and carelessness might rob the fugitive of his only chance for life, so delays and indifference may prove the ruin of the soul. Satan, the great

adversary, is on the track of every transgressor of God's holy law, and he who is not sensible of his danger, and does not earnestly seek shelter in the eternal refuge, will fall a prey to the destroyer.

The prisoner who at any time went outside the city of refuge was abandoned to the avenger of blood. Thus the people were taught to adhere to the methods which infinite wisdom appointed for their security. Even so, it is not enough that the sinner believe in Christ for the pardon of sin; he must, by faith and obedience, abide in him. "For if we sin willfully after that we have received the knowledge of the truth, there remaineth no more sacrifice for sins, but a certain fearful looking for of judgment and fiery indignation, which shall devour the adversaries" (*Patriarchs and Prophets* p. 517).

Advanced

Requirement 1

Know and identify ten wild flowers and ten insects in your area.

Class Periods: Two-One for each topic.

Objective

To help Friends become more observant of the natural world around them.

Resource

Contact your local library or Conference Youth Department for source material for meeting this requirement.

Method of Testing

Demonstration of general knowledge and identification of requirements.

OUTDOOR LIFE

The purpose of this section is to expand and develop the Friend's interests and skills through active recreational pursuits and to appreciate the out-of-doors.

The requirements for this section should be taught by the Pathfinder Club, but where there is no Club, then by the Adventist Junior Youth Society outside of Sabbath hours.

□ *Requirement 1*

Know how ropes are made and demonstrate how to care for rope in the correct manner. Tie and know the practical use of the following knots: Overhand; Granny; Square; Slip; Double Bow; Two Half Hitches; Clove Hitch; Bowline.

Class Periods: Two

Objective

To teach the value of a well kept rope and how to become skillful in tying basic knots and to understand their uses.

Teaching Methods

A. Ropes

Under primitive conditions, man has used vines, reeds, fibers and leather thongs. These materials serve their purpose but since the earliest civilizations there is evidence of the use of rather sophisticated ropes made from cotton, various woods, and other natural fiber materials.

Today rope is made from Manila fibre, sisal fibre, or hemp. It is also made from nylon, plastic, and other synthetic materials which are highly resistant to rot or mildew, but each type have peculiarities, however, which negate some uses. Instructors should become familiar with test strengths, flexibility, rope life and other characteristics before putting rope to practical use.

The best natural fibre rope is made from hemp. True hemp is rather scarce so the better ropes we find on the market are made from Manila fibre. Sisal is only about two-thirds as strong as Manila. The best ropes when life is at risk are the specialized synthetic ropes.

Rope is one of the most convenient materials for effecting temporary joints in many materials. It is also an essential item in camping, sailing, mountaineering, caving, and other outdoor activities.

Rope Care-The life of a rope may be prolonged if it is properly used and cared for. Good rope care only involves following a few simple rules, which are:

1. Keep ropes as dry as possible. Never store a rope when it is wet, especially if it is Manila or sisal. Dampness in these ropes leads to a weakening of the fibers. Natural drying in the sun is best. Oven drying is to be avoided as this will damage the fibers.
2. Inspect ropes periodically for signs of damage along their length. A thorough examination will require you to look at the inside of the rope, as well as the outside. The inner fibers should stay bright and new in appearance.
3. When not in use, coil a rope and keep it dry. A regular coil should be clockwise, or to the right, because of the natural twist in the rope. If the rope kinks when coiled, it is because a reverse twist has been given it while in use. To remove this, coil it counter-clockwise.
4. *Never* step or walk on a rope that is laying on the ground.

B. Knots

The most efficient method of teaching knot tying is by:

1. Demonstrating the procedure.
2. Have the class follow the instructor, each using their own rope.
3. Practice procedure until proficient.
4. When more than one rope is involved in a knot, use ropes of different colors.

To understand directions for knot tying, three definitions are first necessary:

- a. The standing part. The long part of the rope on which the individual works in forming the knot.
- b. The bight. Turning the rope back on itself forms a loop. This is known as a bight.
- c. The running end. The part with which the individual works.

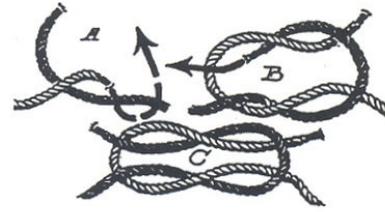
The Overhand Knot - Make a bight, bring the end of the rope up through it and draw it tight. This is the common knot used by all.



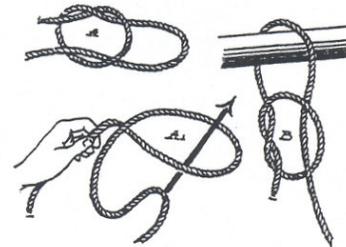
The Granny Knot - This knot is now widely used in first-aid bandaging in place of the square knot, which formerly was recommended. Make an overhand knot. Now make a second overhand, crossing the end over the standing part in the same way it was done before.



The Square Knot - Never slips or jams, and is easy to untie. It should be used on all packages. Make an overhand knot. Now make a second overhand, crossing the end over the standing part in the opposite direction from the way it was done first. The beginner often thinks he is tying the second knot backward. Right over left, then left over right.

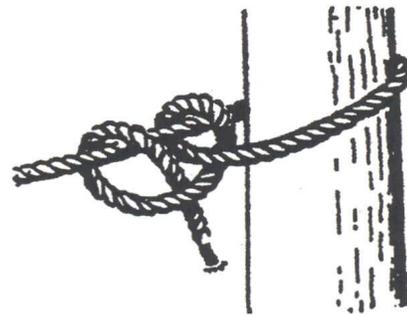


The Slip Knot - The slipknot can be used to hitch a horse to a post. The knot slips, but if properly tied, becomes tighter the more the end is pulled. Make a bight, and instead of bringing the end up through it, as in the case of the overhand, bring a loop through.

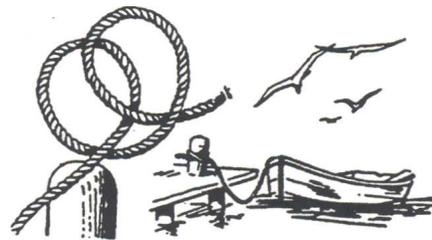


The Double Bow - (Not Shown) The common knot tied by all boys and girls every time they tie their shoelaces. It is so common that no drawing is necessary. It should follow the square knot principle and not the granny.

Two Half Hitches - Useful because they are easily made and will not slip under any strain. Pass the rope through the ring and around the standing part, bringing it through the bight thus formed. Repeat as shown in diagram. Often used for tying ropes on a trailer, or with a round turn, for securing a tent rope to a peg.



Clove Hitch - As the name suggests this knot is used to fasten the end of a rope to a pole or fixed object and is used for commencing and ending the square lashing. Pass the rope around the pole so that the end with which you are working passed under the standing part. Pass the rope around the pole a second time, above the standing part, making a turn that brings the end through the loop in the opposite direction from the standing part.



Bowline - This is used for tying a person or an animal when it is important that the noose shall not become tight, as in lowering a person from a burning building, staking out an animal, etc., a noose that neither slips nor jams. It is one of the most valuable of knots. Make a small bight on the standing part, leaving the end long enough to pass around the person or animal to be tied. Pass the end up through the bight around the standing part and down through the bight again. To tighten, hold the noose and pull the standing part.



Additional Teaching Methods for Proficiency Are:

1. Use the knots in games.
2. Make knot boards which can be added to as the juniors progress in their class work.
3. Teach some knots as speed knots. (See Advanced Requirement #3.)

Resources

Pathfinder Staff Manual; Pathfinder Field Guide; Scout Leaders Handbook; Bushcraft Series - Knots; Girl Guide Knot Book; A Compendium of Knots for Friend-Guide; Video "Just Knots"

Method of Testing

Demonstration of ability to understand and tie the knots required.

☐ Requirement 2

Participate in an overnight campout.

Objective

To help the juniors learn some of the practical out-of-doors camping skills and to develop an appreciation of the natural world.

Explanation

God comes very close to a junior while he sits round a campfire or lies beneath a star-studded sky, so campouts are a great time for spiritual growth.

- ❖ Plan your spiritual activities before you go.
- ❖ Plan for your camp to be more than a recreational outing.
- ❖ Be familiar with the area.
- ❖ Prepare the site as much as possible the week before.
- ❖ This is a class, not a club activity.

Teaching Method

The class under your guidance should be responsible for planning the camp program and also the menus. You pre-select two or three sites, and then allow the class to choose the best location. Group should set up the camp, prepare and cook the meals.

SUGGESTED OVERNIGHT MENUS

For Campout over Sabbath

FIRST DAY

Supper Each child takes his own sack lunch

SECOND DAY

Breakfast Cereal and milk
Fruit (canned or fresh)
Toast, honey, peanut butter, raisins
Hot or cold drink depending on weather

Lunch Salad
Spaghetti and sauce
Bread roll, jam
Instant pudding
"Treat," e.g nuts, dried fruit etc.
Cold drink

Supper Soup
Sandwich
Cookies
Hot or cold drink depending on the weather

SUGGESTED PROGRAMS:

1. *Over Sabbath*

FRIDAY Arrive site, set up camp
Campfire and stories
Worship

SABBATH Rise and personal hygiene
Worship and prayer bands
Breakfast and duties
Sabbath School Walk (short)
Church service
Lunch and duties
Work on Nature Requirements or Honors
Get-together period
Walk
Supper
Closing Sabbath
Campfire and games
Worship
Pack up and return

2. **Over Sunday**

FRIDAY	Make all preparations for campout
SATURDAY NIGHT	Arrive site, set up camp Campfire and games Worship
SUNDAY	Rise and personal hygiene Worship and prayer bands Breakfast and duties Activities: Friend class requirements/Camping Honor Lunch and duties Activities: games or introduction to orienteering Short worship and experience debriefing Pack up and return home

Resources

Pathfinder Staff Manual

Method of Testing

Participation in planning and attendance at camp out.

Requirement 3

Pass a test in general safety.

Class Periods: Two

Objective

To help the Friends understand and practice simple general safety standards.

Teaching Method

1. The instructional material in the following pages is designed to be used as helps in teaching the various aspects of safety.
2. Where possible invite guest speakers such as electricians, ambulance team members, life saving club members, a policeman or representative from the road safety council to lecture to the Friends.
3. Films on "safety" are often available from film libraries.
4. Set up mock situations to dramatize a problem. Discuss possible solutions. The more practical the subject, the more the juniors will enjoy it.

WATER SAFETY

A. *Where to Swim*

- ❖ Wherever you may be, never swim alone. A companion may save your life.
- ❖ Avoid all but the best known and safest swimming spots.

- ❖ The safest beach is the one patrolled by life guards.
- ❖ Young children should always be supervised by adults.

B. *When to Swim*

- ❖ You should not swim for at least one hour after a meal, but as a hungry swimmer soon gets tired, swim well before the next meal is due.
- ❖ Do not enter the water immediately after vigorous exercise.
- ❖ Swimming at night is very dangerous; if you go under no rescuer could find you.

C. *Where Danger Lurks*

- ❖ Never dive into strange water as there may be snags, rocks, broken glass and rubbish on the bottom.
- ❖ Inflatable rubber toys are dangerous. An unexpected current or breeze can carry these toys, and their passenger, away from shore in a matter of moments.
- ❖ Don't get too cold as this can bring on cramps.
- ❖ When surfing or swimming in surf it is easy for the current, unknown to the swimmer, to gradually drag you away from the other bathers. Check your position frequently and stay close to the main group of bathers.
- ❖ Where a beach is patrolled by life guards never swim outside the marked areas – the life guards know the beach better than you.
- ❖ On surf beaches don't swim in the area set aside for surf boarders. Many swimmers have been badly injured by surfboards.

D. *When in Difficulties*

- ❖ The first rule is DON'T PANIC.
- ❖ An arm held straight up in the air is the recognized sign of a swimmer in distress.
- ❖ If caught in a current or undertow, do not try to swim against it - swim with it, and at the same time diagonally towards the shore.
- ❖ Learn how to tread water and float, exhaustion is the biggest danger to a swimmer in difficulties.
- ❖ When seized by a cramp, turn on your back, float and shout for help. Throwing your arms about wildly will only make you sink.
- ❖ If caught in weeds (a common danger when swimming in rivers and water holes) don't struggle; slow, gentle movements will free you more quickly.

E. *Protect Yourself and Others*

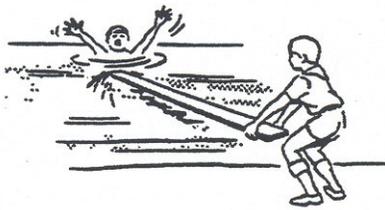
- ❖ When at a swimming pool watch where you jump, as it is very easy to injure someone else.
- ❖ If you get too far out from shore you may have trouble in getting back as well as inviting danger from sharks.
- ❖ When in the water, play sensibly. "Dunking" and other foolish habits are both frightening and dangerous to beginners.

F. *Buoyant Aid Rescue*

- ❖ Always try to throw or push something out to the victim before attempting to rescue on your own. There are a number of articles you can use that will keep

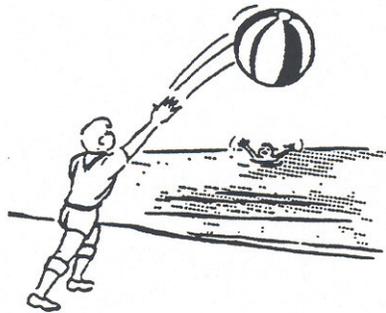
the victim afloat.

Push out a long board or wooden pole from the bank.



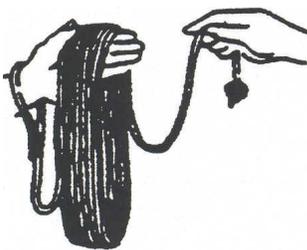
Trap air in a pair of pants. An upturned bucket will also work. Then swim out to the victim.

Some game balls will float. Swim or toss it to the victim.

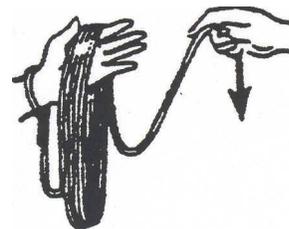


G. Throwing a Rescue Line

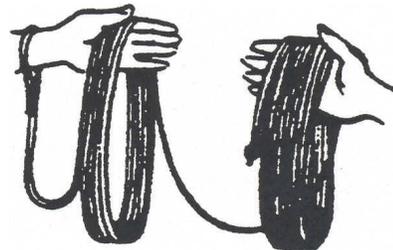
1. Good throwing depends on the care you take in coiling and handling the line.



2. Coil the turns alongside each other without crossing, working towards the tips of the fingers turning it so that the free end is nearest the fingers.



3. Without disturbing the arrangement of the turns transfer 2/3 of the coil to the throwing hand.





4. When ready to throw, stand with the left shoulder towards the target area. Swing both arms together across the body (under arm) and throw with a good follow-through. Practice and a good follow-through right over the target are the secrets of hitting the target.

ROAD SAFETY

1. Look carefully in both directions before crossing the road and cross at right angles. You should not find it necessary to run.
2. Do not cross the road behind or in front of a parked car. If you have to do this, be very careful.
3. Use a pedestrian crossing where one is provided.
4. Do not attempt to get on or off a moving vehicle.
5. Always walk along a footpath or sidewalk instead of in the road.
6. Where there is no footpath, walk on the side of the road that faces on-coming traffic.
7. Always play in safe places, never on a road.

BICYCLE SAFETY

1. Learn to ride in your yard or at a nearby open area where riding is permitted. Don't ride on the road until Mom or Dad say so.
2. Avoid busy roads.
3. Ride with the flow of the traffic, close to the curb.
4. Watch for parked cars pulling out, or doors opening suddenly.
5. Never ride on the footpath.
6. Obey all traffic signs and signals. (Remember, a bicycle is a vehicle)
7. Stop, look and listen before entering a road.
8. Give correct hand signals for turning and stopping.
9. Never double or carry another person on your bicycle. No large parcels.
10. Never ride more than two abreast. Remember it's much safer riding single file.
11. Keep your bicycle in good condition.
12. Keep your bicycle under control- no stunting.
13. Have good lights for night riding, reflectors and bells may be compulsory.
14. Wear a helmet

SAFETY IN THE HOME

Electrical Don'ts

- ❖ **Your Main Earth Wire** - Every house MUST have a main earth wire or ground. The earth wire is usually connected to a water pipe or a metal rod driven into the ground. It is extremely important that this earth wire is properly secured and maintained. (Anything electrical is dangerous. This is a specialized area for experienced electricians only.)
- ❖ **Overhead wires are dangerous** - Keep impressing on children the danger of

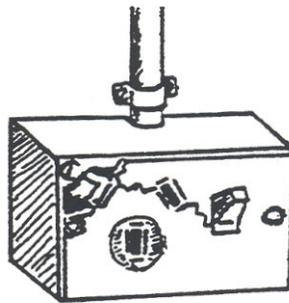
going near overhead wires. If a kite or other object lodges in overhead wires, tell children to leave it there and let Dad get it. Be careful yourself - especially when painting or carrying out repairs near electrical poles and connections.

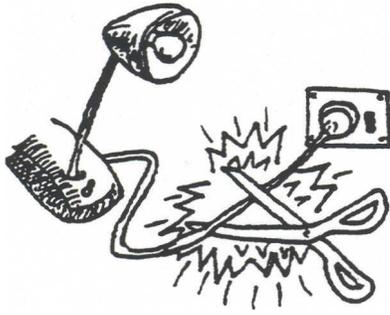
- ❖ **Fallen Wires Are Dangerous** -Remember the Safety Rules:
 1. Stand well clear.
 2. Stand guard and prevent other people approaching the wires.
 3. Send someone to call the electricity department or police. Each broken wire has two ends - both may be alive.
- ❖ **If You Don't Know** - Most electrical fatalities are caused by meddling with appliances, wrongly wired plugs, makeshift leads, home made hand lamps. Be wise, play safe and get a competent electrician to do the job.
- ❖ **Even a Slight Tingle** - The slightest shock is your warning that something is wrong with an installation or appliance. Don't ignore it immediately switch off the electricity and pull out the plug. Call your electrician or electricity department at once.
- ❖ **Don't Meddle with the Power Still on** - Prying open points, attempting to adjust or repair any appliance or plug while it is still connected to the power point, is inviting disaster. You expose yourself to great danger by meddling with electrical equipment. Disregard of elementary precautions is the cause of most accidents. Be wise and leave all repairs to your electrician.
- ❖ **Power Appliance to a Light Socket** - Moveable electrical appliances must be grounded. Never plug into a light socket, or extend your lead with two core flex. Use only three-coreflex, wired correctly to a three-pin plug, and plug into a grounded three-pin power point. If you are in doubt ask your electrician or the electricity department.

Faulty Electrical Installations

Frayed or kinked cords, chipped or broken fittings and makeshift joints are dangerous. Repair all damaged cords and fittings. To join flexible cords, use a three-pin plug and cord extension socket.

Do not use damaged plug socket.

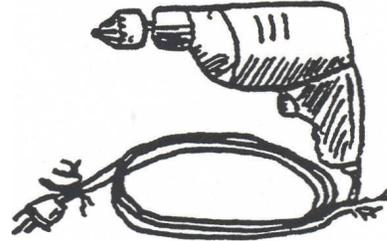




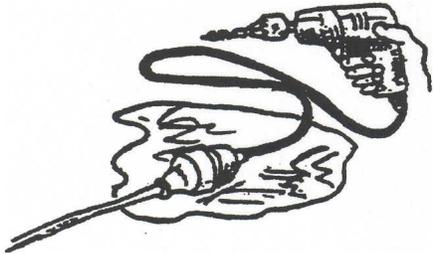
*NEVER cut electrical cords
with scissors*

*Incorrectly wired plug.
Frayed electrical leads or plugs.*

Loose wires in plug or socket.

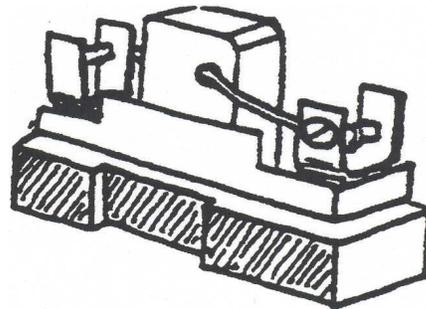


Socket in pool of water.

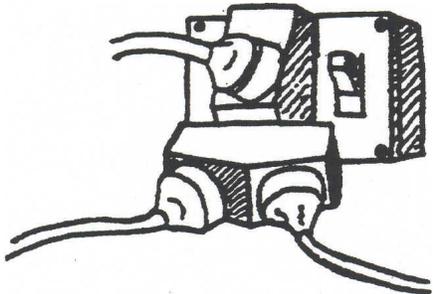


*Use correct fuse wires.
A too heavy fuse wire does not
protect the wiring.*

This can cause a fire.



*Too many fittings to one outlet will cause
overheating in the switch or wires.
This can lead to fires.*



PATHFINDER CLUB HALL SAFETY

Inspect your Pathfinder Club meeting place and list the things which might be dangerous. There are many situations which can be dangerous. The place we live in, where we play or our own hall can easily be a "hazard".

Here are ten points for you to look for in a meeting place. There could be many more. How does your hall rate?

1. Objects left lying about can lead someone to fall over them. Put things away in their places, especially after you have used them.
2. Broken or cracked glass or louvers in windows can easily cut someone.
3. Are there any loose light fittings or broken switches? Are the correct fuses being used?
4. If your hall has polished floors watch any mats. They can cause an accident if they slip easily.
5. Is the camping gear stacked correctly? Can it fall down off shelves? Are some things so high that you may injure yourself getting them out?
6. What about fire extinguishers? Does your hall have any? If so, does everyone know how to use them? When were they last serviced by the Fire Authority? How about trying a fire drill?
7. Objects on the wall at head height could cause *you* to injure yourself while playing a game.
8. Have the camping lanterns or stoves been checked for leaks? Is there a ventilated place to store them?
9. Are all fuel bottles, food containers, camping gear etc. suitably labeled so other users don't get confused?
10. That pot for heating water in the kitchen; can it be knocked over and scald anyone?

Resources

Pathfinder Staff Manual, Scout Manual, St. John's First Aid Manual, Red Cross First Aid Manual.

Method of Testing

The local Conference Youth Department may supply the examination paper. The paper should be marked by the instructor of the group. A pass mark of 75% is required. All used exam papers should be destroyed by the instructor and unused exam papers should be returned to the Conference Youth Department. No certificate is used.

Requirement 4

Pitch and strike a tent and make a camp bed.

Class Periods: Two

Objective

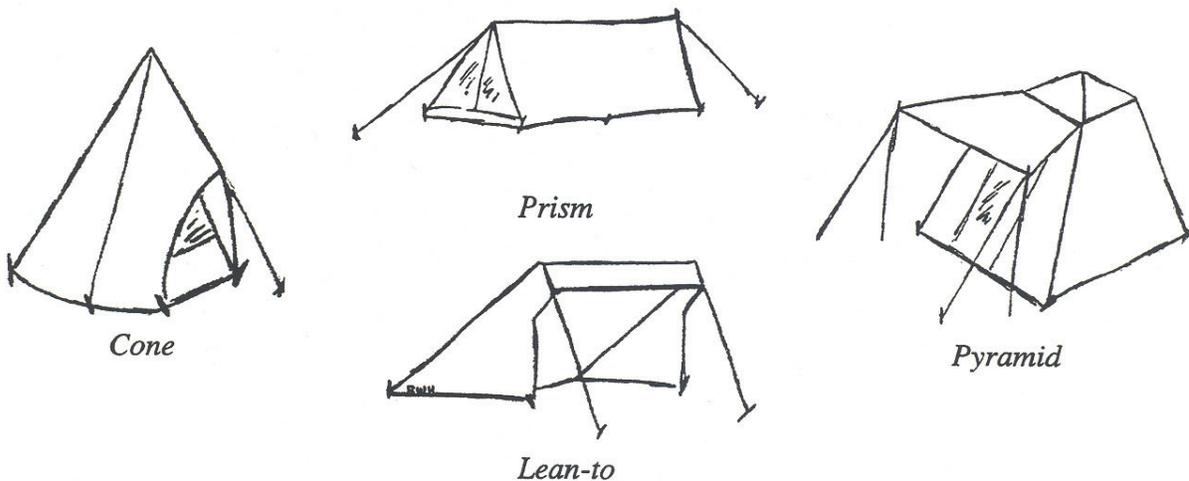
To familiarize Friends with specialized skills in outdoor living.

Teaching Methods

TENTS

Types of Tents: Most types of tents are based on simple geometrical patterns: the pyramid, the cone, the prism. When *you* are familiar with these designs, it becomes fairly easy for you to decide which kind will suit you best.

For lightweight camping, variations of the wall tent rank high in popularity. The lean-to is also good.



Care of Tent:

A. In Camp

1. Level the ground for your tent.
2. Remove all sharp rocks and fill in all holes or depressions. Otherwise, a tent pole or a boot heel may punch a hole in the floor.
3. To save floor wear, many campers carry an extra piece of canvas to use as a rug on the floor. It also makes cleaning the tent easy. Just roll up the canvas and shake it outside.
4. Also, longer life for your tent can be had by placing pieces of plywood or cardboard under center pole and all bed legs.
5. If it is very windy, collapse your tent for the day to protect it, particularly an umbrella tent. A sudden gust of wind may blow it down, break a pole, or tear the fabric.
6. Watch for canvas shrinkage during a rain storm. At the first sign of a storm, you should loosen all guy ropes.

B. At Home

1. Never store a tent when wet.
2. Before putting away, check tent for tears, missing grommets, worn ropes, etc.
3. If waterproofing is needed, do it before storing.
4. Make sure you store it in a dry place.

Pitch and Strike a Tent Correctly:

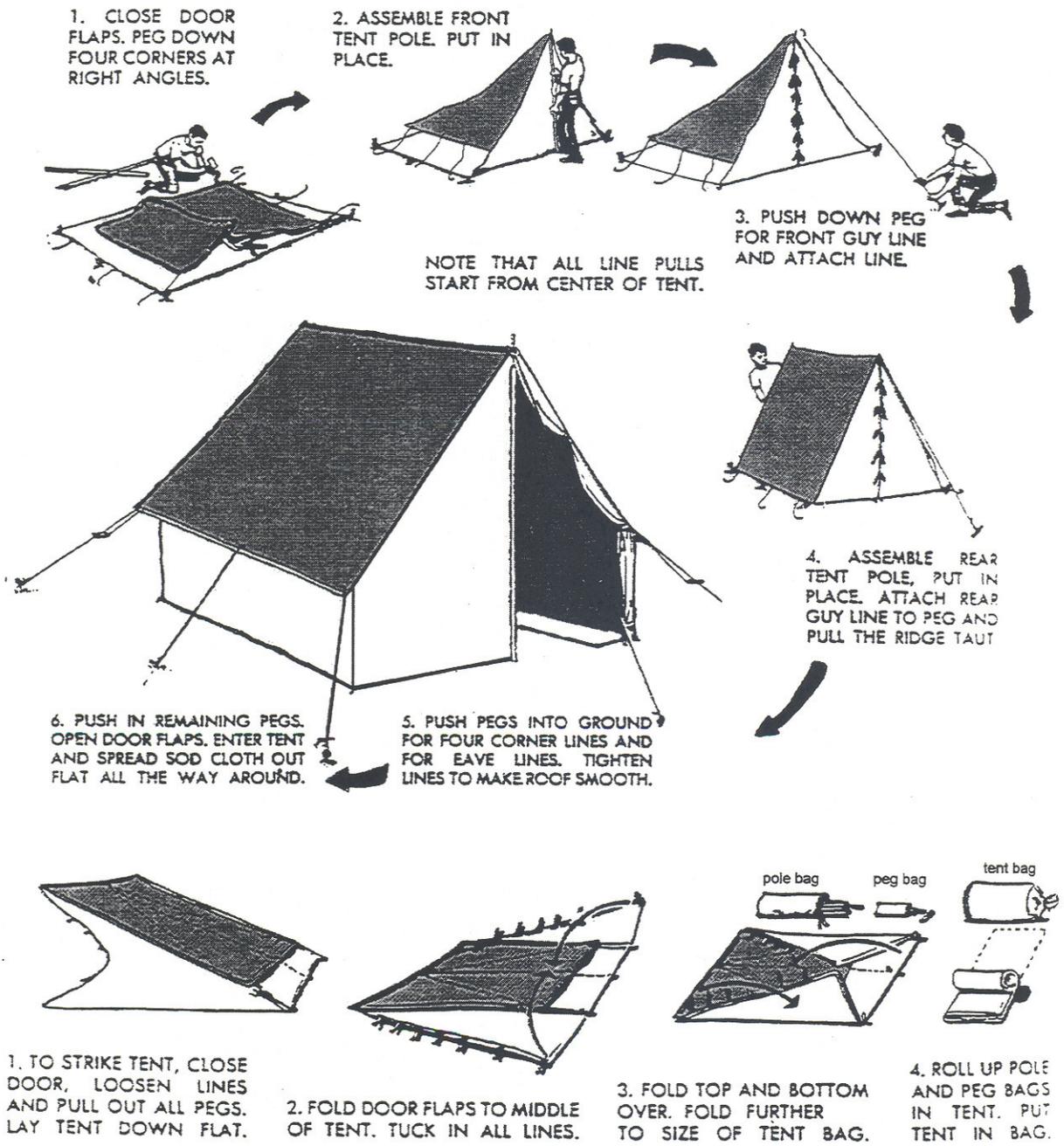
Pitching a tent means to set it up.

Striking a tent means to take it down and properly store.

It is easy to pitch a tent if there are half a dozen people to help, but an experienced camper can do it alone by following a simple routine.

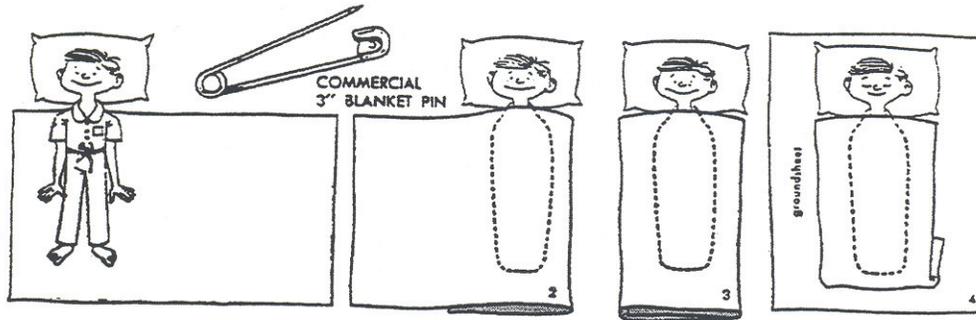
Even the best-pitched tent will sag eventually, so tighten the lines from time to time to keep the roof taut. During rain, on the other hand, slacken the lines deliberately to offset the shrinking of wet lines and tent materials.

As an example, this is the procedure for one very common style of tent:

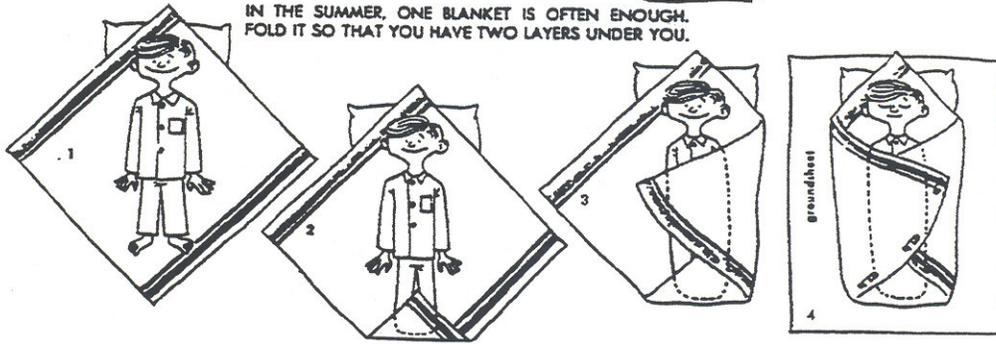


CAMP BED

For an overnight camping trip, prepare your bed at home before starting out. It does not have to be very elaborate. But if you are staying for awhile on the same site, the extra time you spend making a camp bed will be repaid by the added comfort you will have.

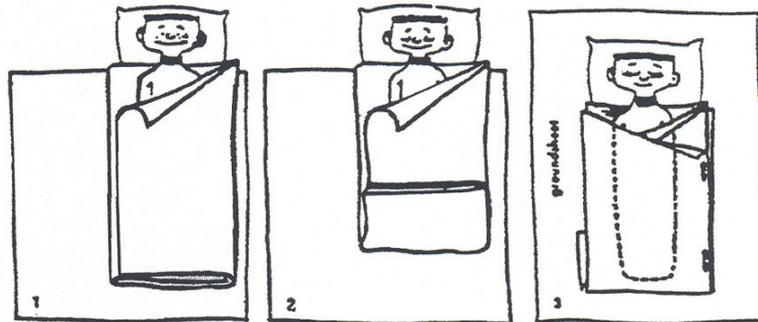


IN THE SUMMER, ONE BLANKET IS OFTEN ENOUGH.
FOLD IT SO THAT YOU HAVE TWO LAYERS UNDER YOU.



Fold a Square Blanket
With one Layer under you,
Two on top.

In cooler weather, you
need at least two
blankets. Fold first blanket
with two layers under you.
Then bring bottom up over
your feet. Swing half of
second blanket over you,
and fold bottom under
your legs.



Resource

Pathfinder Field Guide, Scout Shops, Camping and Sporting Gear Shops.

Method of Testing

Demonstration and participation in activity

□ Requirement 5

Know ten hiking rules, and know what to do when lost.

Class Periods: One

Objective

To teach Friends the basic rules of hiking and the outdoor experience.

Teaching Method

A hike is not a walk. A walker may shuffle along all day, scarcely knowing where he's going and come home at night without knowing where he's been. But a hiker steps along with a purpose in view. He knows where he is going and why. He keeps right on until he gets there, and when he comes home he is satisfied. Rules are made for the protection of all persons and they must be followed in order to have a safe, interesting and there-by an enjoyable hike. Every club should have a set of rules to control a hike, and these may vary from group to group, but there are ten basic rules for hiking and these are listed.

1. *The hike must be planned.* You must make plans for the hike in advance. You must consider the interests and ability of the hikers with respect to the kind of hike (pack, night, etc.) and the place of the hike (the type of country - hilly or flat, etc.) and also the expected weather conditions (hot, cold, raining, etc.). When planning you must consider the length of the hike and the amount of time that each leg of the hike should take. This is a matter of experience. Also, obviously, when planning, you must plan a route, make a list of the items to be taken, and provide transportation if it is needed. The last thing to do when planning is to see that every hiker is fully informed concerning the nature of the hike, the time and place of the meeting and returning. They should be made aware of the hiking rules, and any food, water or equipment they should bring with them.
2. *A hike is not a race.* The hiking party must be kept together. The pace of the party is determined by the slowest member. A steady pace with frequent rests is desirable. An experienced person should be placed at the lead, and at the rear of the party, and there should be frequent communication between both persons.
3. *The hiker should have good health.* This is not to say that asthmatics and diabetics, etc. should not go hiking. They can, provided they take along their medications and know how to use them, and also have informed the hike leader of their condition. This rule also applies to people who are just getting over some sickness or who are "run down", etc. We all know how a cold or the flu can sap a person's energy. People in these conditions should withdraw from the hike.
4. *The hiker must carry a first-aid kit.* Each hiker should carry a small personal

first-aid kit. It should consist of band aids, antiseptic cream, needle, tweezers, etc. In addition to personal first-aid kits, a group kit should be taken. This kit should consist of extras as in the personal kit, plus slings, roller bandages, pins, etc.

5. *Wear the correct clothing.* The type of clothing will depend upon the weather and the type of country. Hats are always a must for hiking. Depending upon the duration of the hike, warm and wet weather clothes, even in warm weather, should be taken. Wear something white if hiking at night.
6. *Wear the correct footwear.* Your feet make it possible for you to hike, so give them the care they deserve. Choose the right shoes. They should be smooth inside and fit snugly in the heel, but with plenty of room for the toes to wriggle. Thick woolen socks are the best. Woolen because they keep you warm even when wet, and also because they give padding. Many hikers wear two pairs of socks, a woollen pair with a nylon pair next to the skin. Blisters, while still in the red stage should be protected with a band aid. Protect fully-formed blisters by building a ring of cotton around them, or applying a com plaster. Although it is not correct to do under normal events, some hikers break the fully formed blisters and let out the fluid, then apply some antiseptic and a band aid.
7. *The hiker should carry navigation equipment.* Each hiker should carry a map, with the hiking route marked, and a compass, on every hike. Each hiker should know exactly where they are on the map at all times.
8. *The hiker should obey all safety rules.* Some of the safety rules are as follows: Drink only water that is known to be pure. Walk facing the on-coming traffic. Go in single file if you must walk near a road. Hitch-hiking is forbidden.
9. *The hiker is always courteous and cheerful.* Respect all "NO TRESPASSING", "KEEP OFF" and "PRIVATE" signs. Always get the owner's permission before crossing private land. He'll probably appreciate your asking him and be very co-operative. He could have you arrested otherwise. Check your rest areas for paper and other litter before moving on.
10. *The hiker "goes all the way".* Every hiker wants to go all the way, and every hiker can. Start out slowly, even if you feel like a just-launched rocket. The fellow who starts out like a jet, frequently comes home like a tortoise, ashamed that someone else is carrying his pack.

Sometimes things go wrong, even with the best made plans, and you may get lost. By following a few simple rules, this need not be as serious as it seems. Every group should have a code or set of rules that each member knows thoroughly. This will enable others to know just what a person is going to do in case he does get lost and will enable them to find him more easily.

The things that you do when lost are:

1. Sit down and think, don't panic. You will think of many fearful things, like being attacked by a wild animal, or slowly dying of starvation. Most people think such thoughts during the first anxious moments after they realize they don't know where they are. But suppress them as quickly as you can, for they are foolish. You are certain to be found.

Force yourself to sit still until you can think clearly. Don't try to remember details, but general landmarks. Work out whether it would be better to go on, go back, or stay put. If you have food and water it will probably be better to stay put, and try and attract attention with a fire - a smoky fire during the day, and a blazing fire at night.

2. Pray. Kneel down and talk to God. Remember some of His promises: "I am with you always." "The angel of the Lord encampeth round about them that fear Him, and delivereth them." Jesus is watching over you. The angels are taking care of you.
3. Mark the spot where you are at the moment. Don't move from the point where you are until you mark it well. Blaze a tree, place a rag on a stick in the ground, or put your hat on a stump. Do something to mark your spot. This will aid searchers when looking for you, if you move on.
4. Climb a tree or hill. From the top you may see a landmark that you recognize. If so, and you are sure which way to go to get you back safely, proceed towards that landmark. But if you are not sure of any landmarks, **STAY WHERE YOU ARE**. At the same time, when you are up at your high point, look for smoke. This usually means people are there.
5. Use your map and compass. You should have a map and compass in your pack-use them. Spread out the map and orient it, either with the compass or by checking the landmarks.

Think of the last landmark you passed. That bridge, perhaps an old cabin, a hill, a sharp turn in the trail. Find it on the map. With your compass mark out a route, to the recognized landmark on your map. Follow the compass to the recognized landmark. Again, if you are not sure completely where the landmark is on the map, or you are not sure how to use the map and compass, **STAY WHERE YOU ARE**.

6. **STAY WHERE YOU ARE**. If you are unable to locate a familiar landmark that can lead you home either by sight or by map and compass, **STAY WHERE YOU ARE**. Wait for help to come. Listen for the calls of searchers. Collect enough wood to build a signal fire and to last you through the night if required. If you have to leave the position for some reason, such as shelter or water, etc. mark clearly the direction in which you have gone, and mark clearly the trail as you move.

7. Light a fire. Build a safe fire. Have enough wood on hand to keep it going all night if required. During the day, once the fire is established, add green leaves to create smoke. Send your own smoke signals. At night keep the fire burning bright, it will create warmth and also the glow will attract attention. Keep an eye on your fuel, you may need it later.

8. Give out distress signals. The following are some search and rescue signals:

- ✚ Distress Signals by Lost Party:
Three signals together, regularly spaced.
- ✚ Searchers Looking for Lost Party:
One signal at irregular intervals.
- ✚ Acknowledgment of Distress Signal:
Searchers will give one signal.
- ✚ Recall Signal:
Two signals at short intervals, followed by a minute without, and then repeated.
- ✚ Form of Signals:
These may be given by smoke, i.e. blanketing a smoky fire, or by shouts, shots, whistles, flashing of mirror or torch, or by distinctive waving of cloth. The chief characteristic of these signals is their regularity, and any signal repeated at any regular interval should be investigated.

Resources

Pathfinder Staff Manual; Pathfinder Field Guide; Scout Handbook.

Method of Testing

Participation in discussion, and demonstration of your knowledge of the rules.

Requirement 6

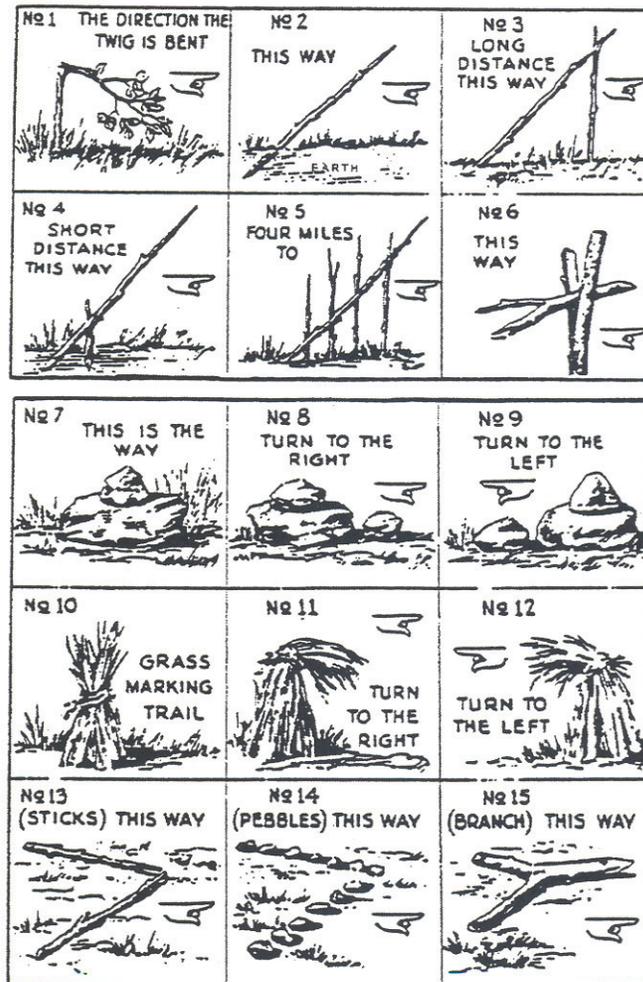
Learn the signs for track and trail. Be able to lay a 2km trail that others can follow and be able to track a 2km (1.25 mile) trail.

Objective

To develop a concept of safety and ability of observation in the pleasurable activity of walking.

Teaching Method

This activity will be done on a camp out. Tracking is a test of observation. An adult should supervise the laying of a trail in rolling country with shrubs and trees, if possible. Several different signs may be used, such as a wood arrow, the three rocks, broken twig, or small pieces of string tied to branches. When the trail is laid the juniors are given a demonstration of the signs used. Then at five minute intervals they are timed and started on the trail in pairs. Someone should be assigned to check them in at the end of the trail, getting names and times.



Resource

Pathfinder Field Guide.

Method of Testing

Demonstrate your ability and knowledge of track and trail.

Advanced

Requirement 1

Start a fire with one match, using natural materials, and keep that fire going.

Natural Material

1. Kindling - Discarded nests of small birds, dried grass, moss, pine needles, twigs, bark, etc.
2. Firewood - Resinous trees provide the quickest burning fuel and will not smoke even if slightly green. This includes all pines. High carbohydrate trees (trees with sweet sap) include many Eucalyptus and Acacias. Open grain timbers- the real hardwoods-burn well but are hard to start on fire. Absolutely dry and

in small sticks they burn well but other fuel is preferred.

3. Make a list of fire materials that are available in your area, and make a collection of the woods, so you can become familiar with them.

Lighting the Fire

Before lighting a fire, first clear the ground, 3 meters around, of all grass and leaves.

What you need:

1. Tinder - must be dry. Bark, anything that's small and flammable and dry. Fluffy weed seeds, tiny twigs the size of straw. Dead leaves and brown grass can be used if necessary but they do not last long, they tend to smolder and go out.
2. Kindling.
3. Firewood.

The "Song of the Fire builders" may help you remember what it takes to make a good fire:

"Collect a pile of tinder that is very, very dry.
Then snap a log of kindling from evergreens up high
The smallest like a pencil, the largest like your thumb
Then feed the flames with hardwood and hear your kettle hum."

Pile the tinder in the center of the cleared ground. Then place the kindling around it like a pyramid - not too close together, for a fire needs lots of air. Around the pyramid place the split firewood - first, two large pieces to make a foundation, then smaller pieces, layer on layer, till you have a cube twelve or eighteen inches on a side. Face the pile with your back to the wind, strike a match, hold it a moment cupped in your hands till the flame has caught in the wood, then place it against the tinder. In a few minutes you have a roaring fire.

Care of Matches

Teach careful use and care of matches. Never throw a match down, burn it up. A 35mm film can, makes an excellent container for carrying matches. These have a tight lid and are water resistant. Place a tiny roll of emery cloth in the can for a striker when things are wet. A piece of bamboo makes a good case also. You can make a leather cover for your match case when you do leather craft.

To waterproof matches, dip them in shellac or varnish that has been thinned 50%. Thin shellac with alcohol, and thin varnish with thinner. Paraffin melted, makes a good dip also.

When lighting matches, have back toward wind and hands cupped. Carry lighted match with flame toward wind, this will tend to force flame up the match. Break match between thumb and forefinger to make sure it is out.

Resource

Pathfinder Field Guide; Pathfinder Staff Manual.

□ *Requirement 2*

Properly use the knife and axe and know ten safety rules in their use.

Class Periods: One

Objective

Proper use of an outdoorsman's tools is a pre-requisite for developing the true art of camping.

The knife is an important piece of equipment for the camper and bushwacker. Start with a pocket knife. It is best to have one with a large and small blade. Begin by making "fuzz sticks" - use either knife or axe. Save these for campfire work. Try carving a camp spoon, fork and knife. Use soft wood for first try.

In the Spring, make willow whistles. Practice making slicing cuts, not just forcing your knife straight through the wood. Wood fibers are tough. They will slice but don't try to cut them as if they were cheese. For axemanship, make and do the following: with a hand axe, make six well cut tent pegs. Split wood properly. Fell a small tree properly. Trim off branches properly. Chop through a log properly. Some may prefer to use cutlasses or machetes rather than axes. The rules are similar.

Safety Rules for Axe

1. Keep your axe sharp.
2. Keep the handle tight.
3. Keep the axe off the ground.
4. Never cut live trees unless absolutely necessary and you have permission.
5. Carry your axe safely.
6. Clear around you before cutting.
7. Keep all onlookers back a safe distance, and have no-one in line with the cutting.
8. Do not use your axe as a hammer or mallet.
9. It is dangerous to work with an axe when one is tired, for you may lose control. Always rest when tired.
10. When handing the axe to someone else, always pass it handle first and head down.

Safety Rules for Knife

Juniors should be trained in the proper use of a knife. Every class or group should have a set of rules to govern members who wish to carry and use a knife. This should be accepted and enforced so any infringement or breaking of the rules will result in the member forfeiting his or her privilege to carry this equipment for a given period.

The best way to select the rules is to have each member bring a set of ten rules to the meeting. From these lists choose ten that best fit your needs. Following are some suggestions:

1. When not in use, keep your knife in its sheath.
2. Never put a wet knife away in the sheath.
3. Never use your knife as a screwdriver.
4. Do not hammer the back of the blade when cutting wood.
5. Never clean a knife by jabbing it into turf or grass. The blade edge will be spoiled.
6. Cut away from your body.
7. Don't use your knee as a bench when cutting an object with a knife.
8. Keep your knife sharp.
9. Keep fingers out of the way.
10. Do not poke around in a fire with your knife, as excessive heating will destroy its temper.
11. Choose a rough-handled knife so that you can maintain a good grip.

□ *Requirement 3*

Tie five speed knots.

Class Periods: One

Objective

Versatility and quickness when under pressure has on occasion meant the difference in life and death situations. Confidence in one's ability creates a sense of trust and well being.

Use this requirement as a basis for fun learning. Any knot can be a speed knot. We will suggest only a few. Practice and keep searching. Learn well one knot at a time and do not go to the next until the first is mastered. As new knots are added, review the ones previously learned. A junior who can tie a knot blindfolded and then behind his back knows the knot and will not forget it.

Suggested games to play using speed knots. See also the video "Just Knots".

Bowline Relay - Arrange the teams in parallel rows, each player having a 1.5 meter (4-5 feet) long rope. At the signal, No.1 in each team ties a bowline knot in his rope and hands it to No.2. The second player runs his rope through the loop formed by the bowline and ties a bowline in his own rope. Continue until all have tied, and the string of bowlines is on the floor. Score one point for each correctly tied bowline, plus one point for finishing first.

Clove Hitch Relay - Arrange the players in two rows and give the first player of each team a 1.5 meter long rope. Station a player 5 meters (15-20 feet) in front of each team to act as judge. The judges hold their arms straight out to the side. At the signal the first player of each team runs to the judge and ties a clove hitch around one of his arms, returns, and touches off the second player. The second player removes the clove hitch and ties it around the judges' other arm. Continue

until all have run. Score one for each correctly tied knot and one for the team finished first.

Knot Tying Game - Arrange the units in parallel rows. The first person in each row starts by tying a knot stated by the leader. The second person unties it, the third person ties it, the fourth person unties it, and so on until the rope is at the end of the line. The first group finished is the winner.

Knot Tying Relay - Arrange the teams in parallel rows. Give the first player of each team a 1.5 meter long rope. At the turning line, 5 or 6 meters from the teams, place a judge for each team.

The leader announces a knot, and at the signal the first player of each team runs forward, tying the knot as he goes. The judge examines it, and the player returns, untying the knot as he goes, and hands the rope to the second player who repeats the action. Continue until all have run. Score one point for each correctly tied knot, plus one for finishing first.

Knot Tying One - Step Forward Race - This is one of the most fun of the knot-tying contests. The players are lined up along one end of a large room, each holding a rope 1.5 meters long in his left hand with the rope hanging down at his side. The leader determines the number of seconds which should be required to tie the knot in question, and when he calls the knot, he immediately starts counting off the seconds.

For example, three seconds might be considered sufficient time for the square knot, considering the ability of the players. The leader would then say, "Square knot - one, two, three." The players should have their knots on the floor before the count of three.

The leader examines the knots and those whose knots are correctly tied and were on the floor within the time allowed, take one step forward. Repeat with other knots. The player reaching the other end of the room first wins. The leader should allow plenty of time for the knots at the start and speed up the tying later.

Endless Rope - Divide the players into two or three groups, and arrange each group in a circle. Give each player a rope. At the signal each ties the end of his rope using a pre-selected knot, to the end of the rope of the player at his right. A continuous ring is thus made of the ropes. Upon finishing, each circle holds its rope over head. Score one point for each correctly tied knot, and add one point for finishing first.

Trust My Knot - Divide your group into two teams. At a signal the first person of each team will run to a bag and sit down in the middle of it and tie a slipknot round the neck of the bag. When the knot is tied he raises both hands as a signal to the second in line to run forward and tie his rope to the rope of person No.1 using a Sheet Bend. He then runs back and touches off the third in line who ties his rope to that of person No.2 using a Square Knot. He then runs back touching off person No.4 who ties his rope to that of No.3 using a Fisherman's Knot. No.4

returns touching off No.5 who runs forward and ties a Sheep Shank in the rope of No.4 shortening the rope and returns touching off No.6. No.6 ties a rope using a Bowline and pulling on the rope with his body he pulls person No.1 on the bag, across a designated line. If a knot comes loose it must be retied by the person who tied it originally.

Some suggested knots to be used in Speed Knot Tying: Sheep Shank; Slip Knot; Square Knot; Fisherman's-eye Knot; Bowline.



SHEEPSHANK



FISHERMAN'S EYE

Requirement 4

Demonstrate baking, boiling and frying camp food.

Class Periods: One

Explanation

Baking. There are many different ways of baking food with camping equipment. In fact, you can bake almost anything on a campfire that you can bake at home in an oven. There are commercial camping ovens that are excellent, but bulky to carry. There are also commercial reflector ovens that fold up and are very light, fitting easily into a pack. These are used with a reflector fire that reflects the heat into the oven for baking.

Another method of baking is with a Dutch oven. To make a Dutch oven, place one of the larger camp pots on four stones over hot ashes and coals, and cover it with a frying pan for a lid. Then heap hot ashes and coals on top of the frying pan. This makes a good substitute for a Dutch oven. These ovens may also be purchased commercially. The more things the Pathfinders can substitute or make themselves, rather than having furnished for them with commercially made items, the more interesting the camp out will be.

One rule about fires in baking is that very hot coals are needed. Coals give a much

more even temperature than flame.

Boiling. Little need be said about boiling, for this is one of the simplest methods of cooking over a campfire. Any container that will hold liquid and will not burn may be used for boiling. The best fire is one that produces a hot flame. Remember that in a high altitude water boils at a much lower temperature, so that cooking food requires more time.

Frying. Frying is another simple method of cooking over a campfire. Of all commercial utensils that campers usually carry, the most used is the frying pan. As one generally has to hold a frying pan to use it over an open fire, it is best to have a fire of hot coals rather than flames that will leap up and burn one's hand.

One should be careful to not sacrifice quality frying capability for light weight or cheap price. Good frying requires even pan heat which is largely obtainable only with the thicker, heavier skillets.

LIFESTYLE ENRICHMENT

Requirement 1

Complete one Honor in Arts and Crafts.

Objective

To broaden the Friends interests and develop personalized skills, which will instill a sense of accomplishment.

Teaching Method

The requirement for all honors are found in the PATHFINDER Honor manual. Notes on some specific honors maybe available from the youth department of your local conference office or on the General Conference Youth Department web site.

Make the teaching of these honors as interesting as possible. When possible visit an actual location or invite a specialist to come and talk to the group.

Resource

Your local library will have books on many of the subjects you choose to study.

Method of Testing

The instructor must satisfy himself that the individual has met all requirements requested in the honor. The leader should forward a list of successful candidates to the local Conference Youth Department, which will issue Honor Certificates.

Honor requirements correlating with school work can be credited if the junior obtains a signed statement from the school that he has met the requirements.

Advanced

Requirement 1

Complete one Honor in Vocational or Outdoor Industries.

Objective

To broaden the Friend's interests and abilities in those endeavors which are considered useful and practical or meet life's basic necessities.

Teaching Methods

The requirement for all honors are found in the PATHFINDER Honor manual. Notes on some specific honors maybe available from the youth department of your local conference office.

Make the teaching of these honors as interesting as possible. When possible visit an actual location or invite a specialist to come and talk to the group.

~This completes the requirements for the Friend Class. ~

Pathfinders

H. T. B.

HENRY T. BERGH

Oh, we are the Path-finders strong, The serv-ants of God are we—

The first system of musical notation for the song 'Pathfinders'. It consists of a vocal line on a treble clef staff and a piano accompaniment on a bass clef staff. The key signature has two flats (B-flat and E-flat), and the time signature is 4/4. The lyrics are: 'Oh, we are the Path-finders strong, The serv-ants of God are we—'

Faith-ful as we march a - long, In kind-ness, truth and pur - i - ty.

The second system of musical notation. The vocal line continues with the lyrics: 'Faith-ful as we march a - long, In kind-ness, truth and pur - i - ty.'

A mes-sage to tell to the world, A truth that will set us free,

The third system of musical notation. The vocal line continues with the lyrics: 'A mes-sage to tell to the world, A truth that will set us free,'

King Je - sus the Sav-iour's com - ing back for you and me.

The fourth system of musical notation, which concludes the piece. The vocal line ends with the lyrics: 'King Je - sus the Sav-iour's com - ing back for you and me.'

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